

RESEARCH ON ENGAGEMENT AND PRESCHOOL ENVIRONMENT

...2000...2001...2002...2003...

2005 ... 2006...2008...

2010.....2011.....2012...

...2015.... 2016...2017

17 YEARS OF RESEARCH ON ENGAGEMENT IN PORTUGAL

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Research on *Engagement* | Porto, Portugal

...2000...2001...2002...2003...

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2010.....2011.....2012...

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The quality of child interactions in family and daycare center and its impact in child sociocognitive development

(Financed PhDs)
FCT [POCTI / PSI / 35207 / 1999]

Longitudinal Study on child engagement and adaptation

(Financed PhD)
FTC [POCI / PSI / 58712 / 2004]

Contribution of the ICF-CY to the study of Participation in children with disabilities at early ages

(Financed PhD)
FCT[RIPD/CIF/109664/2009]

Participation and Engagement in Preschool Inclusive Settings – an international study

(Financed PhD)

FAMILY / DAYCARE/PRESCHOOL

PRESCHOOL CONTEXTS

Typically developing children

0 to 3 years old

Typically & atypically developing children 3 to 6 years old

Children with disabilities

0 to 6 years old

**Typically developing children
Children at risk
Children with disabilities**

3 to 6 years old

U. PORTO

FACULDADE DE PSICOLOGIA
E DE CIÊNCIAS DA EDUCAÇÃO
UNIVERSIDADE DO PORTO

FCT

Fundação para a Ciência e a Tecnologia

COMPETE

QR EN QUADRO DE REFERÊNCIA ESTRATÉGICO NACIONAL

UNIÃO EUROPEIA
Fundo Europeu de Desenvolvimento Regional

CENTRO DE PSICOLOGIA DA UNIVERSIDADE DO PORTO

FCT
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COMPETE 2020

PORTUGAL 2020

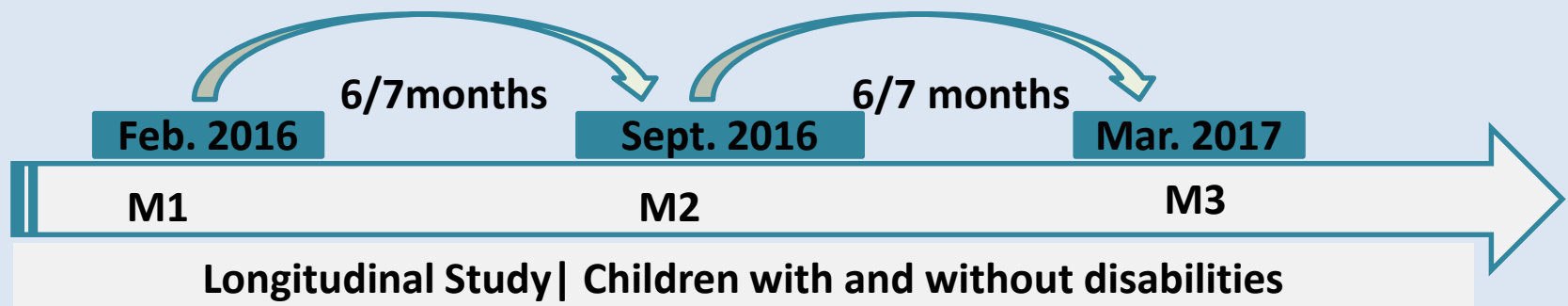
UNIÃO EUROPEIA
Fundo Europeu de Desenvolvimento Regional

FRH/BD/111211/2015

PARTICIPATION AND ENGAGEMENT IN PRESCHOOL INCLUSIVE SETTINGS – A INTERNATIONAL STUDY

PROJECT GOALS

- Describe and compare preschool environments.
- Analyze two dimensions of participation – time/variety of activities and **engagement (core & developmental)**
- Investigate the role of classroom process quality
- Analyze transactional effects between child characteristics, preschool quality and participation processes.



...2000...2001...2002...2003...

2004 ... 2005...2009

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Participants | children with disabilities , at risk and typically developing

	Receiving SEN support	Not receiving Support		<i>F</i>	η^2
	Disabilities (<i>n</i> = 54)	At-risk (<i>n</i> = 78)	Typically development (<i>n</i> = 115)		
	M (<i>SD</i>)				
Age (months)	53.34 (7.53)	51.92 (6.57)	52.00 (6.65)		
Gender (male)	44	51	60		
Develop. Functioning	2.83 ^a (1.07)	3.58 ^a (0.47)	4.79 ^a (0.26)	226.19***	.65

*** $p < .001$

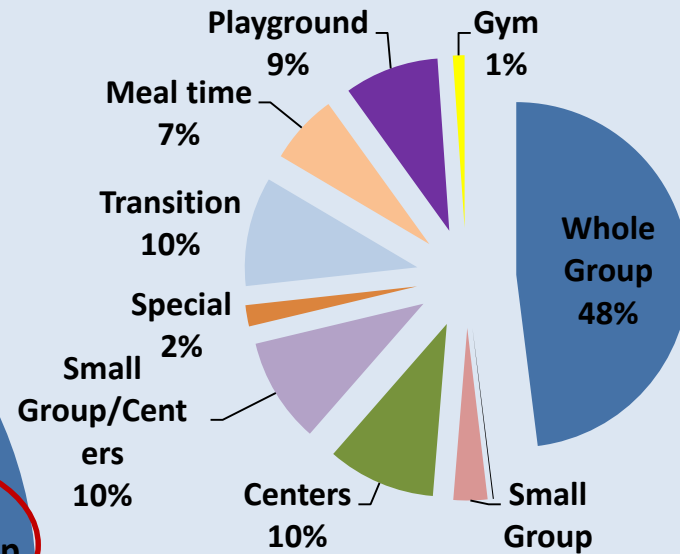
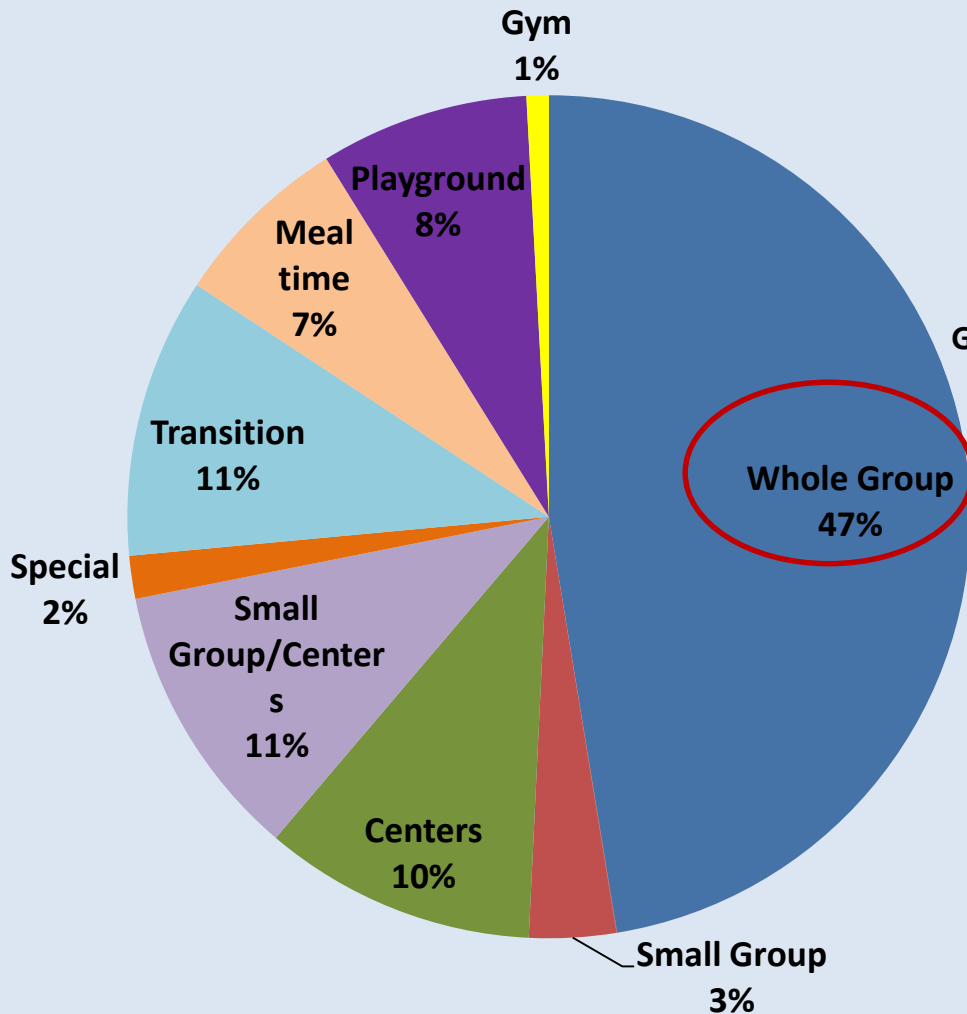
PARTICIPATION AND ENGAGEMENT IN PRESCHOOL INCLUSIVE SETTINGS – A INTERNATIONAL STUDY

Dimensions	Variables	Measures
Process Quality (education contexts)	Quality of specific aspects of teacher-child interactions (teachers behaviors contingent to children's behaviors)	TOP - The Teacher Observation in Preschool (Billbrey, Vorhaus, & Farran, 2014) Observation
	Global quality of teacher-child interactions	Classroom Assessing Scoring System (Pianta, La Paro & Hamre, 2008) Observation
Participation	Time in & variety of activities	COP - Child Observation In Preschool (Farran, 2006) Observation
	<i>Core</i> engagement	COP - Child Observation In Preschool (Farran, 2006) Observation
	<i>Developmental</i> engagement	CEQ – Child Engagement Questionnaire (McWilliam, 1991) Teacher questionnaire
Child characteristics	Developmental Functioning	MAAP - Matrix of Assessment of Activities and Participation (Castro, Pinto, & Figueiredo, 2013) Teacher questionnaire
	Self-regulation - executive function regarding attention, working memory and inhibitory control	HTKS - Head-Toes-Knees-Shoulders (Ponitz et al. 2008) Direct assessment
	Behaviors, emotions and children’s prosocial behaviors	SDQ – Strengths and Difficulties Questionnaire (Goodman, 2001) Teacher questionnaire
Family	Family perspective on child participation	YC-PEM Young Children’s Participation and Environment Measure (Khetani et al, 2013) Questionnaire

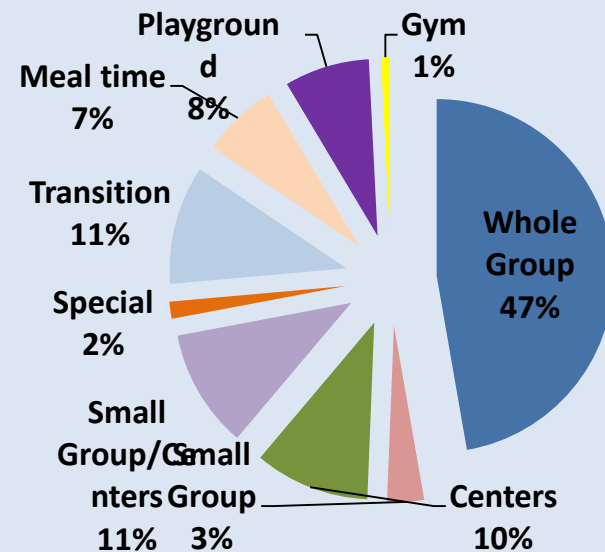
PARTICIPATION AND ENGAGEMENT IN PRESCHOOL INCLUSIVE SETTINGS

SOME RESULTS | how children spend their time

Children/Group Schedule



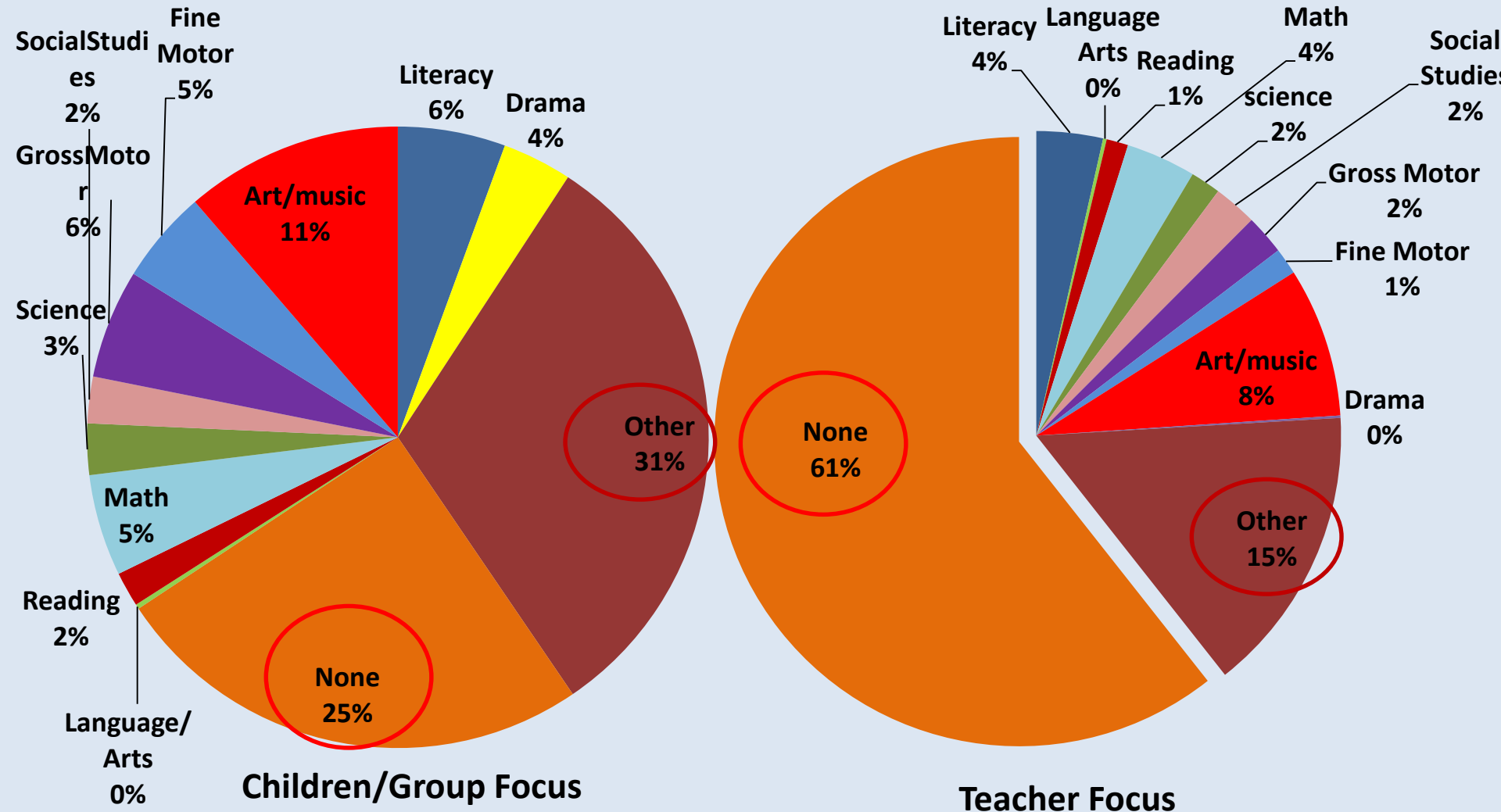
IDENTIFIED AND RECEIVING EXTRA SUPPORT



NOT IDENTIFIED OR RECEIVING EXTRA SUPPORT

PARTICIPATION AND ENGAGEMENT IN PRESCHOOL INCLUSIVE SETTINGS

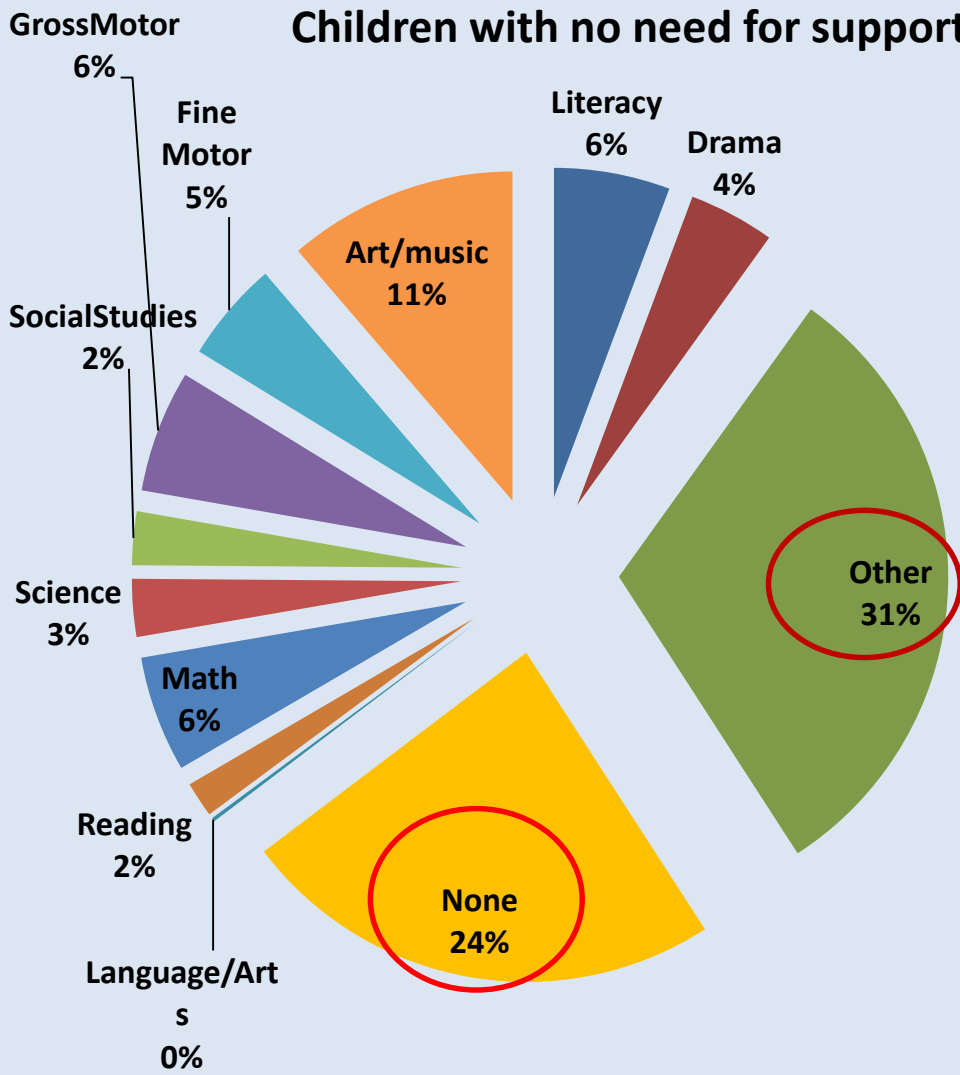
SOME RESULTS | learning focus for teacher and children



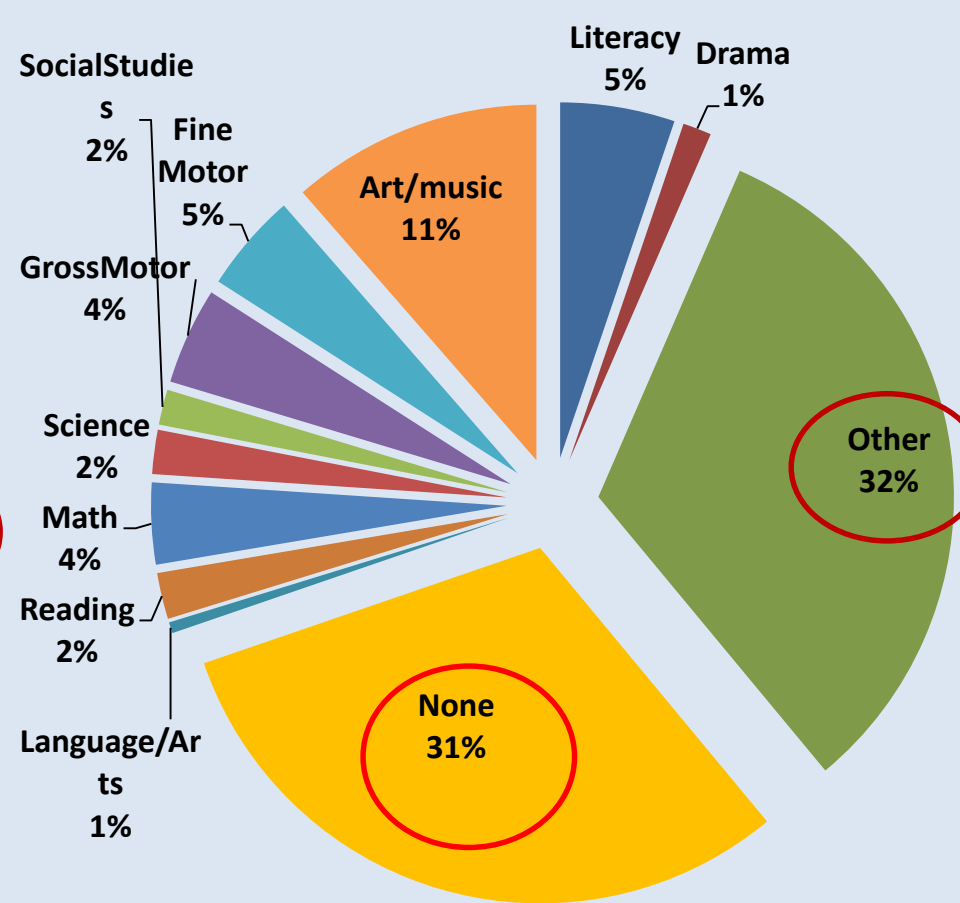
PARTICIPATION AND ENGAGEMENT IN PRESCHOOL INCLUSIVE SETTINGS

SOME RESULTS | learning focus children with and without disabilities

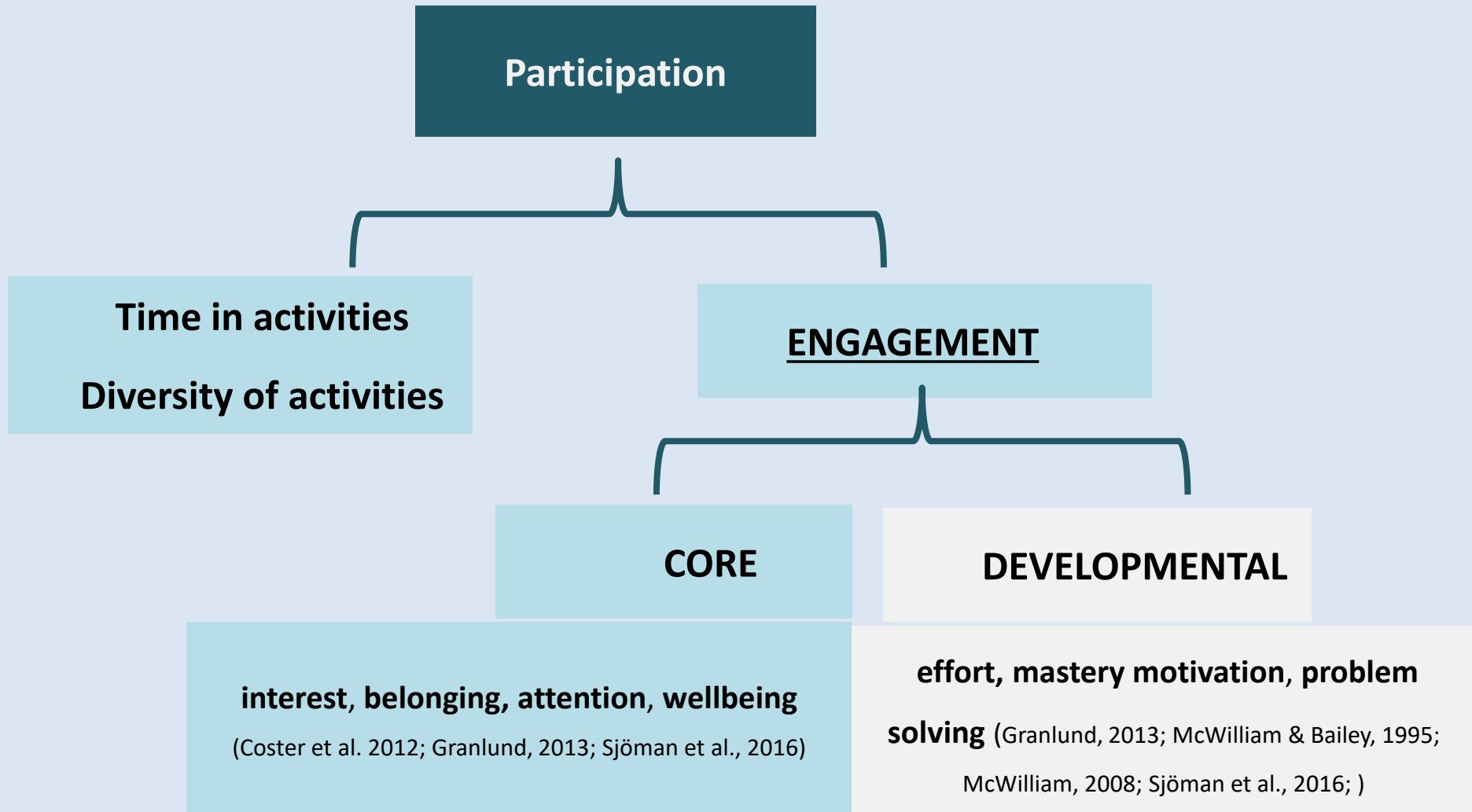
Children with no need for support



Children in needs for extra support



PARTICIPATION AND ENGAGEMENT IN PRESCHOOL INCLUSIVE SETTINGS – A INTERNATIONAL STUDY



PARTICIPATION AND ENGAGEMENT IN PRESCHOOL INCLUSIVE SETTINGS

Coelho et al., 2017 (EURLY AID 2017)

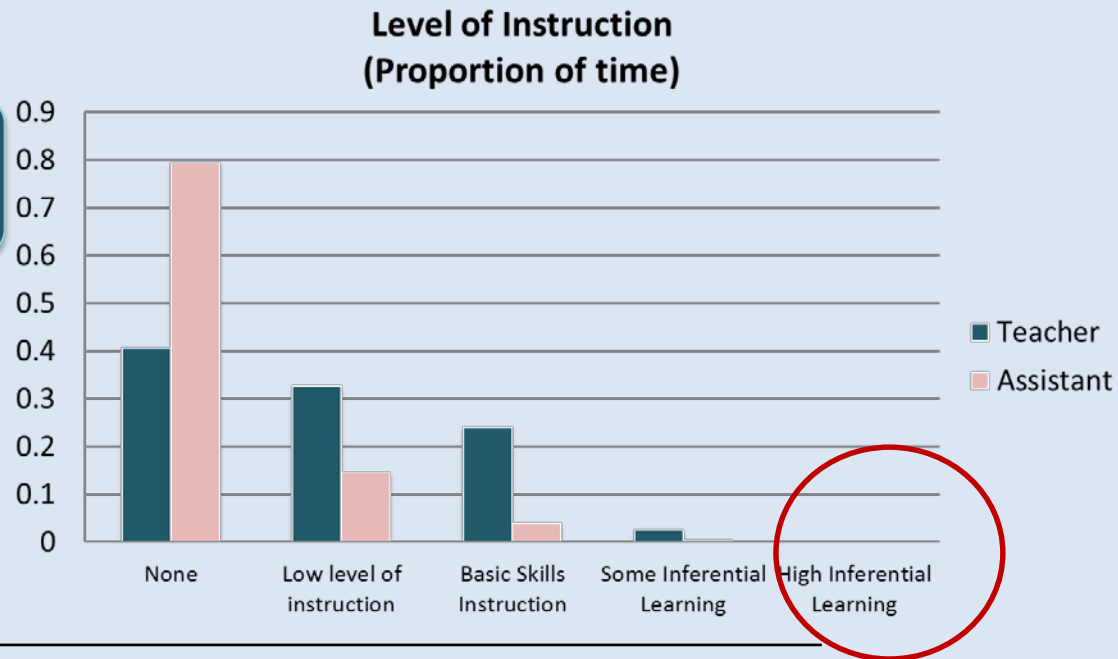
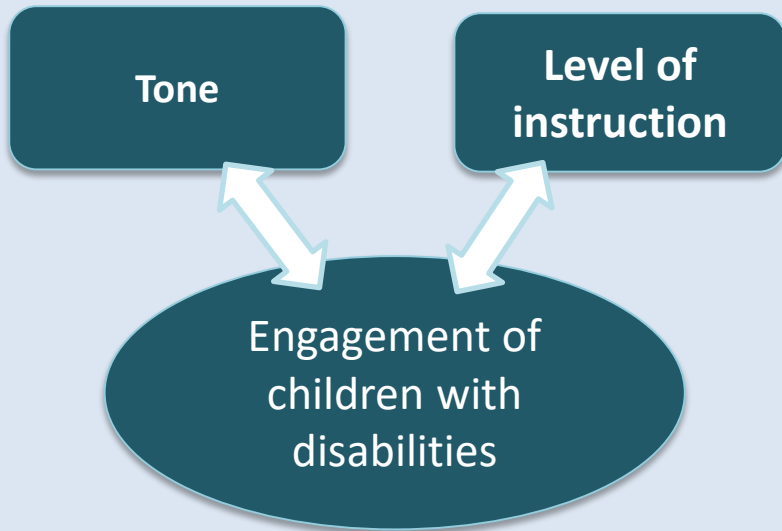
SOME RESULTS | Analyze two dimensions of participation – time/variety of activities and engagement (core)

	With disabilities		At -risk		Typical development		F	η^2
	n	M (SD)	n	M (SD)	n	M (SD)		
Time in								
Cooperative Play	54	.016 (.038) ^a	78	.036 (.057)	115	.041 (.059) ^a	4.02*	.032
Social Play	54	.038 (.052) ^{a, b}	78	.069 (.073) ^b	115	.072 (.069) ^a	5.29**	.042
Associative Play	54	.069 (.081) ^{a, b}	78	.110 (.114) ^b	115	.120 (.010) ^a	4.96**	.039
Parallel Play	54	.269 (.163) ^{a, b}	78	.343 (.151) ^b	115	.357 (.142) ^a	6.70***	.052
Onlooker	54	.135 (.084)	78	.133 (.094)	115	.129 (.082)	0.11	
Alone Play	54	.127 (.137) ^{a, b}	78	.041 (.049) ^b	115	.049(.060) ^a	21.60***	.150
Unoccupied	54	.153 (.157) ^a	78	.110 (.110)	115	.076 (.082) ^a	9.65***	.073
Engagement in								
Overall Activities	54	2.15 (0.47) ^a	78	2.90 (0.37)	115	2.90 (0.38) ^a	5.44*	.043
Cooperative Play	8	3.02 (0.58)	27	2.97 (0.41) ^a	41	3.39 (0.62) ^a	5.02*	.120
Social Play	20	3.13 (0.39)	45	3.18 (0.50)	72	3.06 (0.31)	1.21	.018
Associative Play	30	3.40 (0.47)	53	3.47 (0.48)	86	3.35 (0.48)	0.98	.012
Parallel Play	51	3.05 (0.58)	73	3.22 (0.47)	109	3.22 (0.39)	2.08	.018
Onlooker	49	2.65 (0.58)	69	2.67 (0.48)	103	2.64 (0.57)	0.13	.001
Alone play	39	3.46 (0.59)	32	3.47 (0.72)	57	3.51 (0.64)	0.91	.002

PARTICIPATION AND ENGAGEMENT IN PRESCHOOL INCLUSIVE SETTINGS

Guimarães et al., 2017 (EURLYAID 2017)

SOME RESULTS | Effects of classroom quality on child engagement



	Tone	Level of instruction
Engagement	.22*	.12

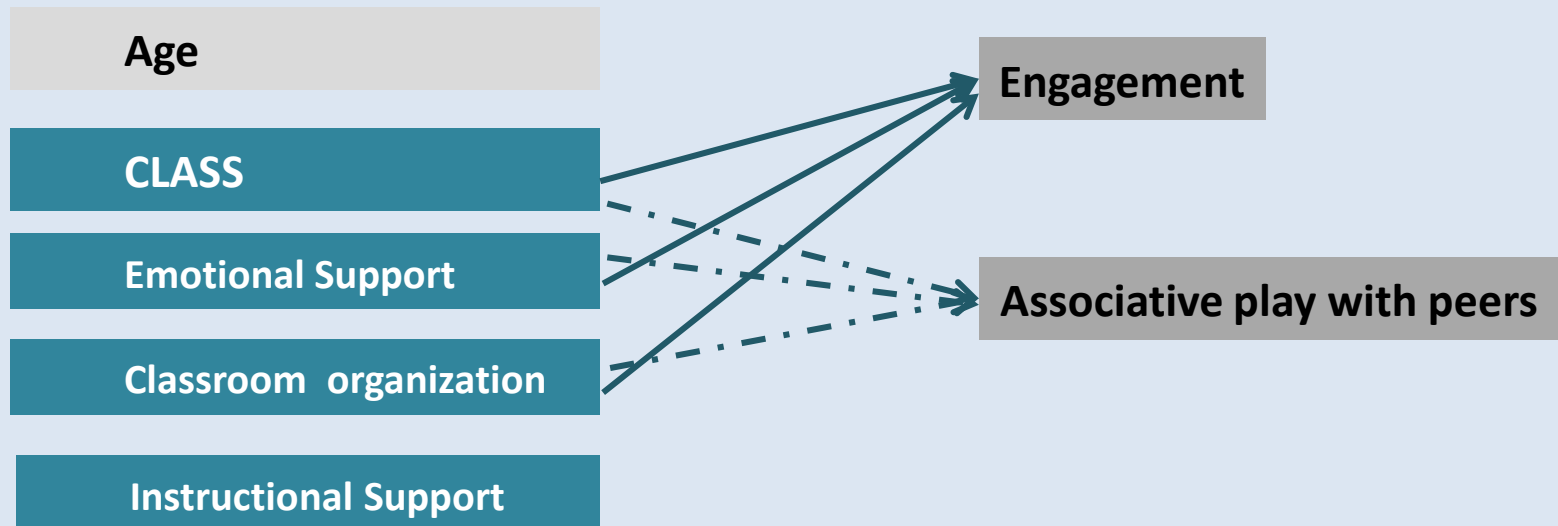
$p < .05$

PARTICIPATION AND ENGAGEMENT IN PRESCHOOL INCLUSIVE SETTINGS

SOME RESULTS | Effects of classroom quality on child engagement

<i>Between level</i>	Engagement		Associative play with peers	
	B	SE	B	SE
Age	0.14	0.19	0.30	0.18
CLASS	0.34	0.16*	0.28	0.17+
Emotional Support	0.38	0.16*	0.30	0.16+
Classroom organization	0.41	0.15*	0.31	0.17+
Instructional Support	0.20	0.19	0.20	0.17

* $p < .05$. ** $p < .001$.

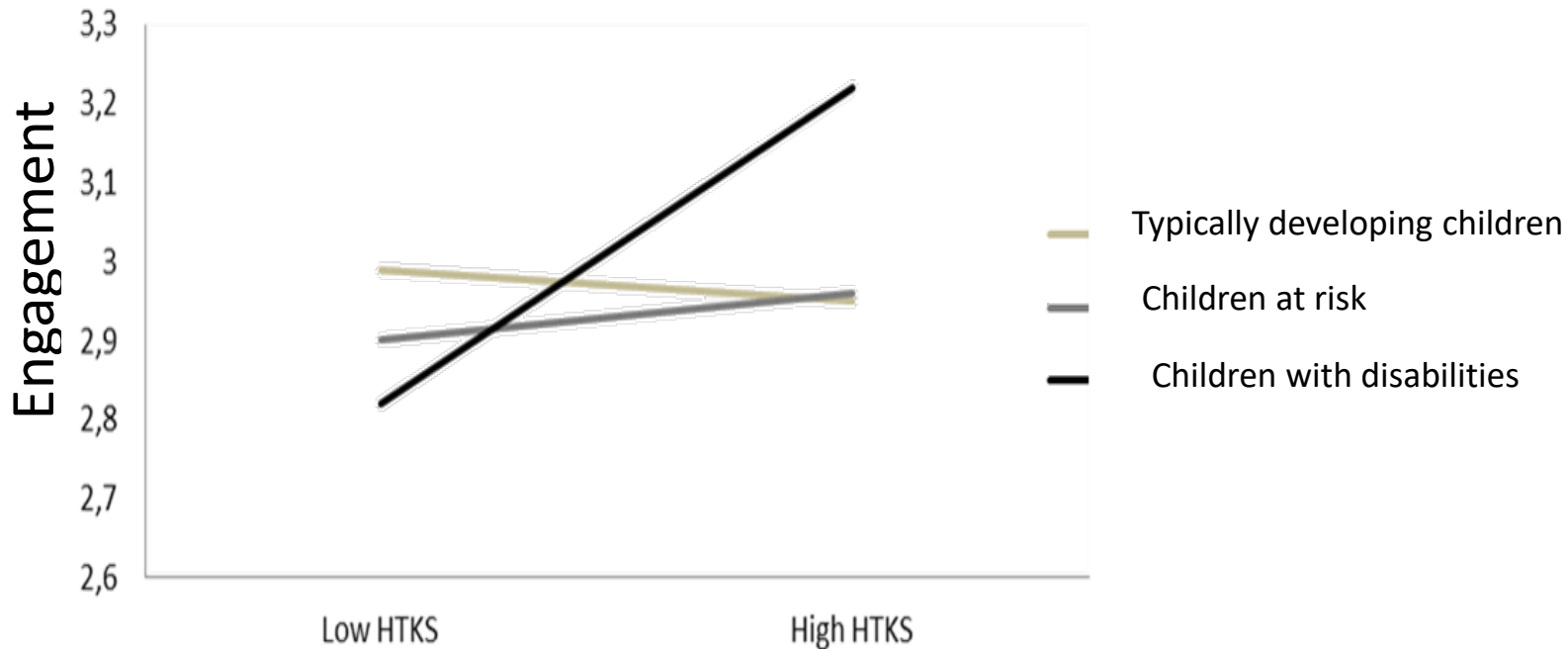


PARTICIPATION AND ENGAGEMENT IN PRESCHOOL INCLUSIVE SETTINGS

SOME RESULTS | Moderation effect of self-regulation on the relation between and developmental functioning and engagement

Developmental functioning $\xrightarrow{\beta = .43, p < .001}$ Self-regulation

controlling for age and gender



$F(2, 209) = 3.16, p < .05$

Coelho et al., 2017 (SRCD2017)

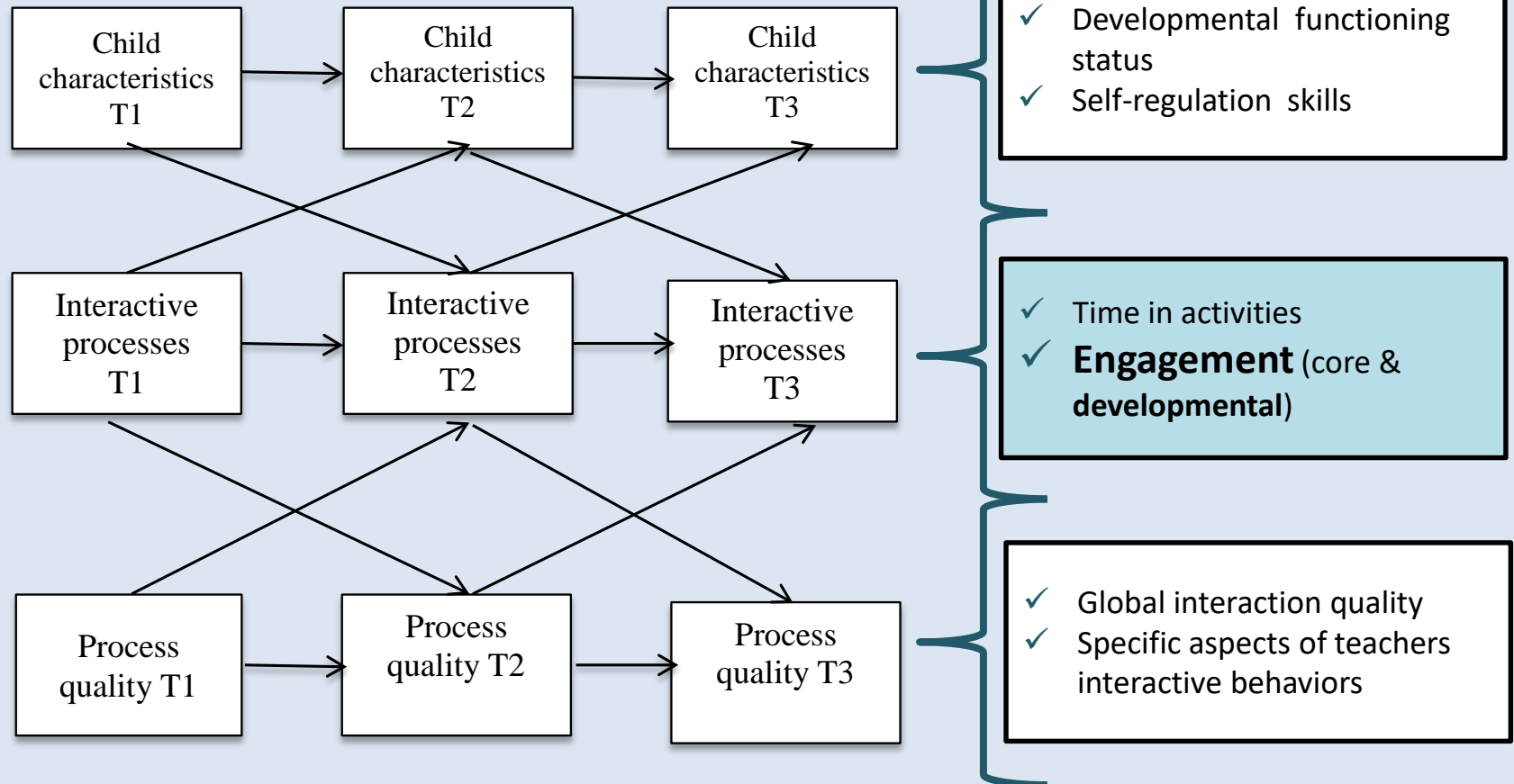
ENGAGEMENT | *and now?*

...2015.... 2016...2017

...2018... 2019 ... 2020 ...

....

ENGAGEMENT | INTERACTIVE PROCESS *Longitudinally*

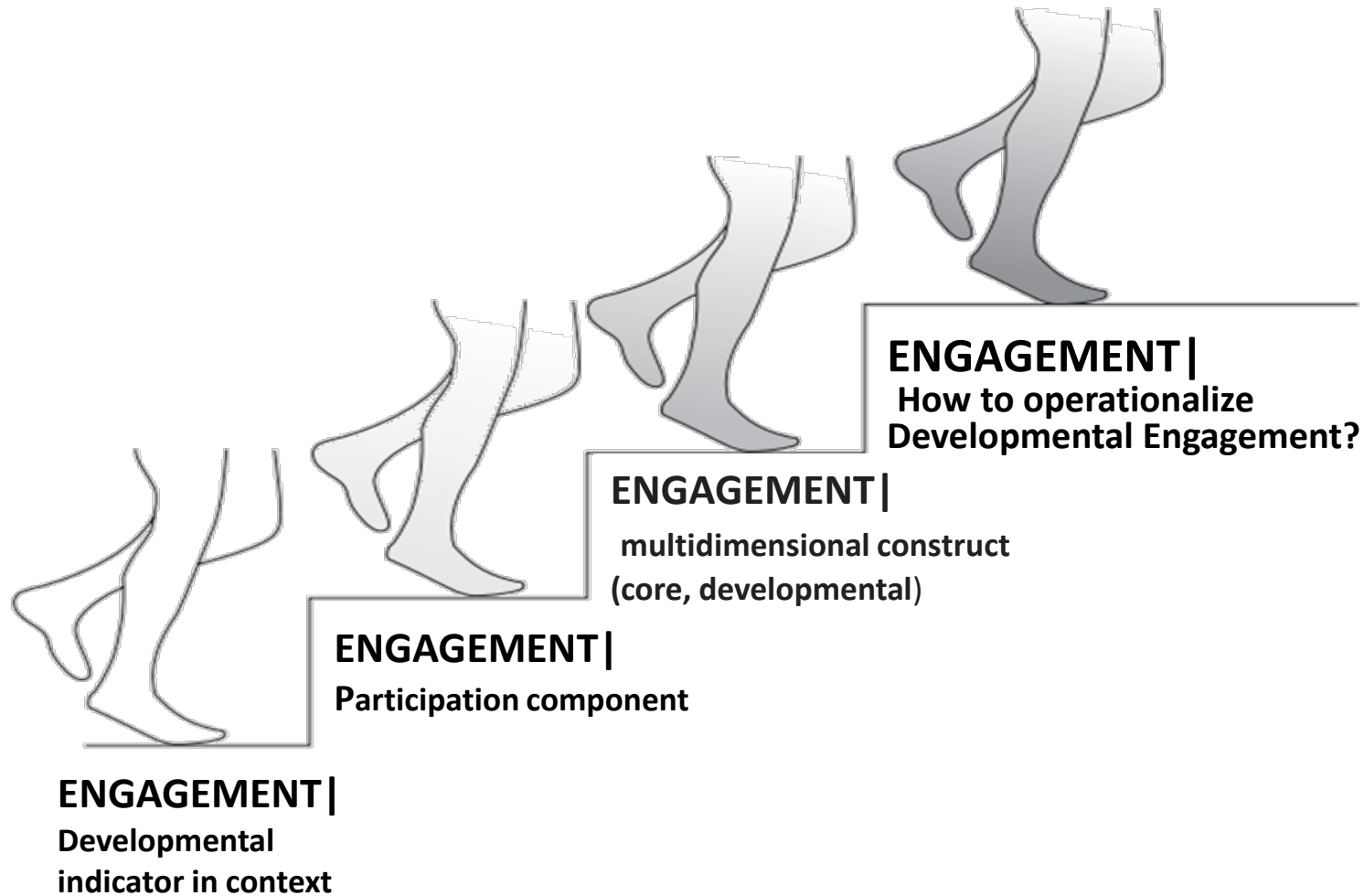


ENGAGEMENT | *and now?*

...2015.... 2016...2017

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THANK YOU!



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