

# Promoting Child Engagement

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# What does it look like when a child IS NOT engaged?

Let's talk about it:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

# What does it look like when a child IS engaged?

Let's talk about that too:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

# Play

- Promote movement
- Scaffold play by staying close and playing with toddlers
- Have more than one of any item, especially if the item is popular
- Self-serve shelves
- Play off interest when it comes to curriculum
- Watch out for the push down curriculum
- Best toddler toys....mirror and a ball!

# Limit Technology

- Before 1 years old: NO TV!
- Limit is 20 minutes at a time
- Turn off all technology 45-60 minutes before bed
- Rewires brain for fight, flight or freeze
- Fuels strong emotions
- Easily can become an addiction

# Self-Regulation

Self-Regulation are the methods we use to change our levels of alertness through what we see, hear, feel, taste, smell and how we move. Self-regulation is also the ability to modulate moods, emotions, energy level, thoughts and impulses.

Self-Regulation has 4 channels:

1. Physiological: sensory, bodily functions
2. Emotional: Identification, Modulation, Expression
3. Behavioral: impulse, attention, activity levels
4. Cognitive: Regulation of thought (anxiety, ODD)

# What are the barriers to engagement in Early Childhood?

- Relationships with adults are not strong, empowering and thoughtful
- Trauma
- Language and Cultural differences
- Contrast of profiles
- Inappropriate Expectations
- Special Needs or challenging behaviors
- Low self esteem of child or of the adult

# What strategies promote engagement?

- Directly teach expectations and routines (and expect it to take all year)
- What can they do instead of....? Teach a skill and continue to reinforce it.
- Clear directions (and visuals will help)
- Positive attention from the teachers (and tell them how to get it)
- What are your hot buttons?
- Teaching to a child's natural style/personality
- Family Communication
- Examining routines within routines within routines
- Coaching/Mentoring



# Getting to Know your Hot Buttons

- What were some of your *“Hot Buttons”*?
- How do these behaviors make you feel?
- How do your *“Hot Buttons”* reflect your teaching style?
- How do your *“Hot Buttons”* affect your relationship with your students?

