

Engagement Checklist

Is the child engaged?
If yes...why? If no...why not?

Applicability ()	Considerations	Yes or No	Comments
	<p>Does the child with the disability have access to the materials?</p> <p>Does the child use a variety of materials within the classroom?</p> <p>Does the child with the disability need support equipment? Is that equipment accessible? Is that equipment present? Does, or would, the needed support equipment interfere with interactions with either people or materials?</p> <p>Is the learning environment conducive to peer interactions?</p> <p>Are the peers comfortable interacting independently with the child with disabilities? Do peers approach the child with the disability? Does the child sustain the interaction either independently or with staff assistance? Does the child initiate interactions with peers either independently or assisted?</p> <p>Do peers interact appropriately with the child with disabilities?</p> <p>Do peers interact inappropriately with the child?</p>		

Applicability ()	Considerations	Yes or No	Comments
	<p>Do peers assume a teaching role with the child with disabilities?</p> <p>Does the child with disabilities interact appropriately with peers?</p> <p>Does the child with the disability have the same opportunities to indicate choice and plan learning as the peers?</p> <p>Can the child with the disability use the available materials to build on already present skills?</p> <p>Can the child with the disability use the available materials to try new skills?</p> <p>Can the child with the disability independently manipulate the materials?</p> <p>Does the child with the disability perform the sensorial skills required by the age appropriate activities?</p>		

Jenson, R. (1994). Engagement checklist. Unpublished manuscript, University of Kansas, Lawrence.