

SUPPORT OF ADAPTIVE BEHAVIOUR IN ENGAGEMENT MODEL CLASSROOM

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INTRODUCTION

Self-regulation can be relevant for engagement, as children need to be able to modulate behaviors and control attention to be engaged. Although previous studies focus on the relation between self-regulation and engagement, little is known about this subject in children with disabilities. This study analyzes relations between self-regulation and engagement in inclusive preschool settings, considering children's adaptive behaviour (AF). The main goal is to examine how self-regulation and engagement can support children's adaptive behaviour. This study examined self-regulation and engagement using a situational and individual assessments delay of gratification, motor control and flexibility. Adaptive behaviour was assessed with Adaptive Behavior Assessment System, which covers three broad adaptive domains: Conceptual, Social, and Practical.

METHOD

PARTICIPANT

Participants include children with disabilities
n = 29, age = 59 month (min. = 32; max. = 107).
There were 10 girls and 19 boys.

TOOLS

Selfregulation: a set of 6 tasks performed in an ecologically relevant context, in a kindergarten classroom, in small groups. The tasks were coded based on recordings, utilizing competent adjudicator procedures. The reliability rater level was above 0.9 for each of the tasks.

- Perisistance – Make a Card
- Emotion regulation – Gift Wrap
- Impulse Control – Snack Delay
- Inhibition – Hop like a Bunny
- Motor Control – Truck Task
- Flexibility – Bear&Dragon

Engagement: MEISR Classroom questionnaire measuring a child's functionality within day-to-day kindergarten routines, as evidenced by the consistency with which the child demonstrates age-appropriate behavior linked to engagement, independence, and social-emotional development. Only an involvement subscale was analyzed in the study, which consisted of 14 routines.

Adaptive Behavior: Adaptive Behavior Assessment System Third Edition (ABAS-3) gives a complete picture of adaptive skills across the lifespan. It is particularly useful for evaluating those with developmental delays, autism spectrum disorder, intellectual disability, learning disabilities, neuropsychological disorders, and sensory or physical impairments. Interpretation for the 11 skill areas assessed—norm-referenced scaled scores. For the 3 adaptive domains and the General Adaptive Composite (GAC)—norm-referenced standard scores, confidence intervals for standard scores, and percentile ranks. In addition, all scores can be categorized descriptively.

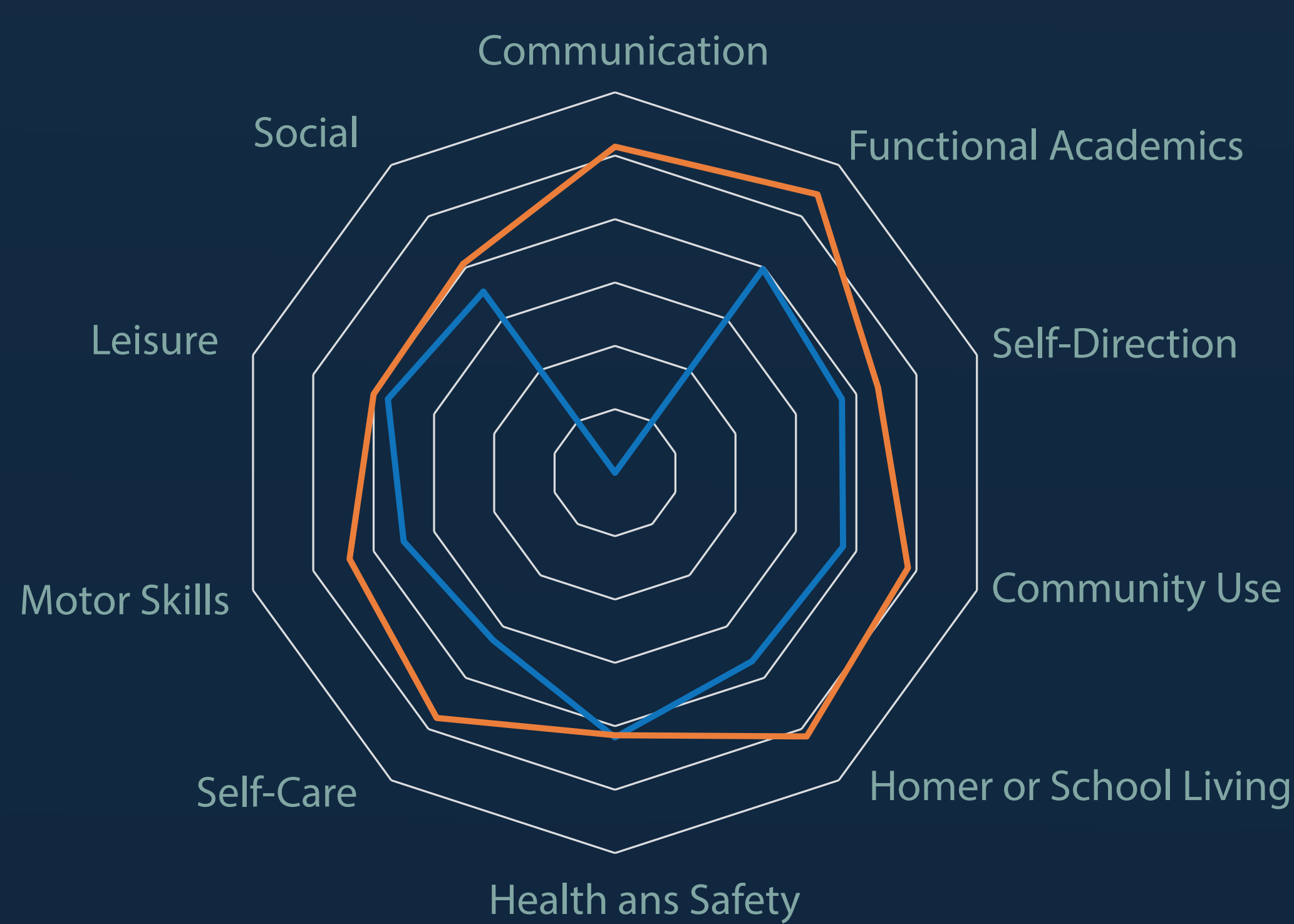
RESEARCH DESIGN

The study consists of two analyses. In the first analysis, two groups were created using the k-means method, based on six tasks measuring various aspects of self-regulation. In the second, the k-means method was also used creating a group of children with higher levels of involvement, and one with lower levels of involvement. In both analyses, the adaptive behavior scale was the variable.

ANALYSIS 1

Self-regulation and adaptive behavior

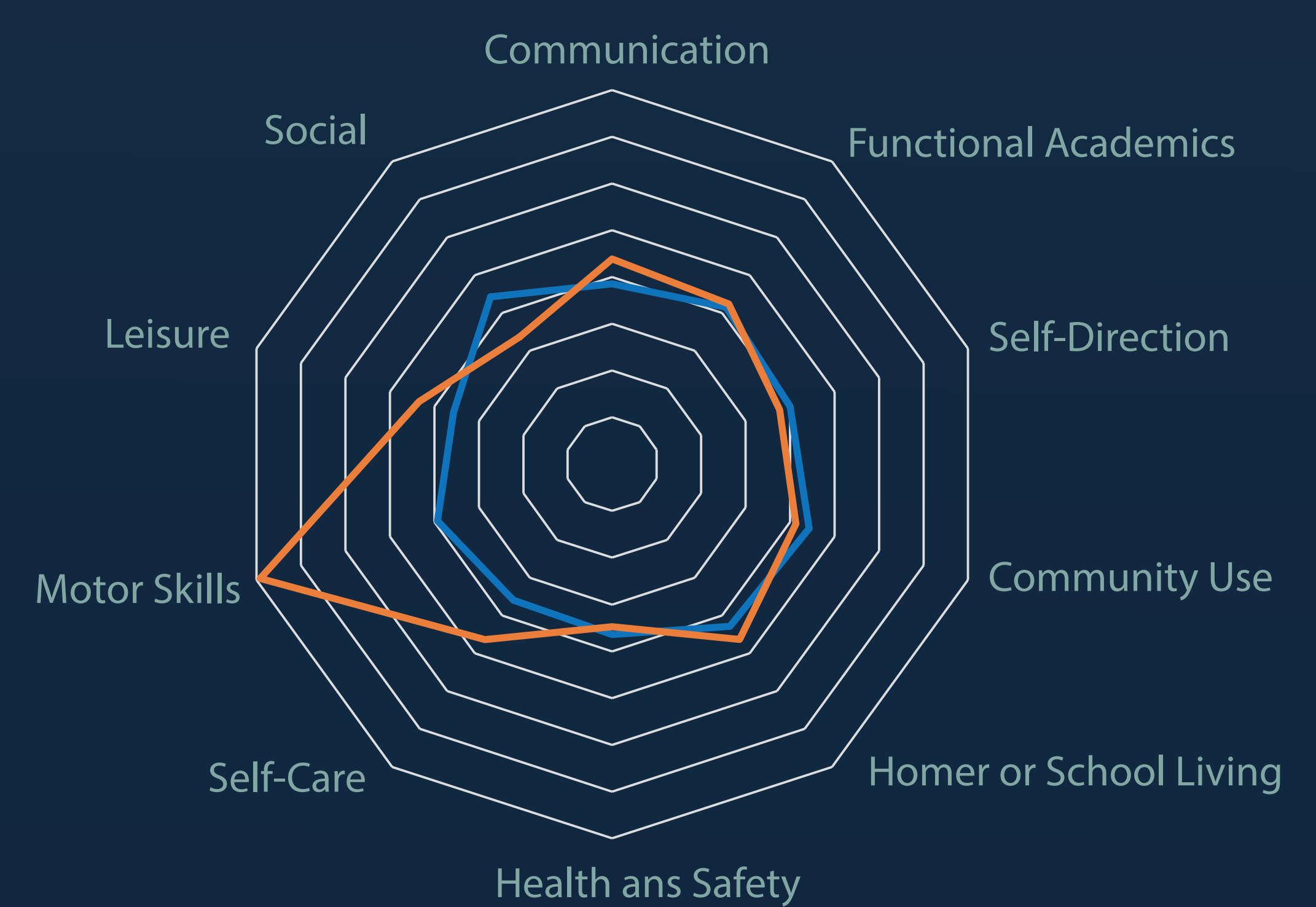
Significant differences can be noted in the range of communication $p = 0.039$ and functional academics $p = 0.016$.



ANALYSIS 2

Engagement

There are no significant statistical differences between the groups presenting higher and lower levels of engagement in everyday routines.



RESULTS

ANALYSIS 1

This analysis is a pilot study; therefore, the presented conclusions should be treated with a great deal of caution. Preliminary results have shown that children with higher levels of self-regulation also have a better ability to speak, listen and use language required to communicate with others. These children have better competences in preparation for school related to reading, counting and independence.

ANALYSIS 2

It can be observed that children with a higher level of t are better at basic fine and gross motor skills ($p = 0.083$) and have slightly lower level of skills needed for social interaction, such as expressing sympathy or establishing relationships ($p = 0.063$)

LIMITATIONS

This was a pilot-study, and the sample size was small. In addition, specific methods came from various sources, involvement questionnaires were filled in by teachers, self-regulation was assessed on the basis of children's performance, and adaptive behavior was assessed by parents. In the subsequent phase of the project, it is planned to collect data on involvement at home as well as adaptive behaviors displayed in kindergarten.

FUNDS

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