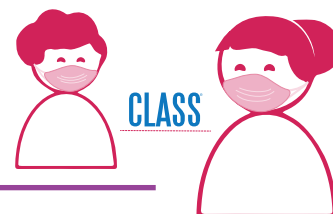


# Pre-K/K-3 CLASS® Concepts for Socially Distanced Classrooms

## ENGAGEMENT



### About Engagement

Social distancing guidelines make classrooms look different than they did in the past. What remains the same, though, is your goal of engaging children so they can get the most out of the learning opportunities you provide. With strong relationships as a foundation, you can help children adjust to the changes in your classroom. Start by communicating your realistic expectations and practicing consistency. Your efforts will help children listen, participate, and learn in your new classroom environment.

### Planning for Engagement in a Socially Distanced Classroom

Brainstorm how you will maximize engagement within social distancing guidelines. It is important to start with appropriate expectations—and to adjust to each child's needs. Having clear goals and consistent routines is a perfect place to start.



### Teaching to Support Changes

Children returning to a socially distanced classroom may be confused about changes they see and hear. They need your support to learn new habits, routines, and behavior expectations.

Some Suggestions

- ① Connect the *why* and *what* of new routines to children's real lives.
- ② Demonstrate *how* to go about new routines.
- ③ Provide verbal and visual cues—clear instructions, picture guides for routines.

Your Idea(s)

---

---

---

---



### CLASS Focus



#### Behavior Management

Your ability to provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior.



#### Productivity

Your management of routines and instructional time, as well as your preparation for activities with opportunities for children's involvement and learning.



#### Instructional Learning Formats

The ways you maximize children's interest, engagement, and ability to learn from lessons and activities.



### Guiding to Build Consistency

Once you have taught new expectations, build children's competence by guiding their practice. Establishing new routines requires repetition, so approaching this process with patience and consistency is essential.

Some Suggestions

- ① Consistently prompt children to build safe habits.
- ② Patiently guide children through new routines.
- ③ Celebrate moments when children independently meet new expectations.

Your Idea(s)

---

---

---

---



### Engaging to Maximize Learning

It takes time to teach expectations in socially distanced classrooms. New ways of helping children get the most out of materials are required—while clear goals and effective facilitation of activities remain key to learning.

Some Suggestions

- ① Preview what you'll be learning to build interest and motivation.
- ② Stay involved. Help children share ideas as they use individual sets of materials.
- ③ Use modalities and materials in new ways or combinations.

Your Idea(s)

---

---

---

---



## School-to-Home Connections

Your classroom may look different now. You likely have new guidelines and routines, and student attendance schedules may have changed. So children and families may need additional support to engage with you. Perhaps you will send instructions, materials, or recordings of yourself teaching for children to use at home with adult support. Proactively sharing changes to routines and expectations with caregivers can help them prepare children—while managing their other responsibilities. Now more than ever, connecting regularly with families is a crucial part of providing children with equitable learning opportunities.

## Before starting your day with children ...

Now that you've brainstormed some ways to maximize engagement in your socially distanced classroom, choose a goal to focus on the next time you're with children.

Today, my engagement goal is:

- ☐ Teach children why we have new rules.
- ☐ Use visual cues to help children practice routines.
- ☐ Celebrate when children meet new expectations.
- ☐ Use patience when I need to redirect children.
- ☐ Stay involved as children work, play, and learn.
- ☐ Help children use or combine materials in new ways.

## After your day together ...

How did it go? Were you able to engage children in the way you planned with the goal above? If so, check off the related observation to the right! Perhaps you used other strategies too! Check off anything else you noticed.

Today, I noticed that:

- ☐ Children understand why we have a new rule.
- ☐ Using visual cues helped children manage routines.
- ☐ Children were proud of meeting new expectations.
- ☐ My patience helped a struggling child succeed.
- ☐ Children participated longer as I stayed involved.
- ☐ Using materials in new ways engaged children.

## Next time you're together with children ...

Now that you've taken a moment to reflect on the interactions you had today, it's time to consider what you'll do next to continue supporting children's engagement. Based on your reflection, consider the statements below, and complete those that stand out to you.

- 1 Follow up on an idea we had by \_\_\_\_\_
- 2 Reinforce this rule or routine: \_\_\_\_\_
- 3 Remember to celebrate when \_\_\_\_\_
- 4 Include a new modality by \_\_\_\_\_
- 5 Do this again: \_\_\_\_\_
- 6 Do this instead: \_\_\_\_\_



## Engagement Quick Tips!

Just snip and place somewhere special in your classroom.



**Be proactive:  
plan, notice,  
redirect,  
restate.**



**Avoid making  
assumptions.  
Teach  
expectations.**



**Partner with  
parents:  
share clear  
expectations.**



**Plan and  
follow through:  
objectives,  
rules, routines.**



**Use visuals  
for rules,  
goals, and  
expectations.**



**Build learning  
into all  
routines and  
activities.**



**Multiple  
modalities  
enhance  
learning.**



**Active  
teaching =  
active  
learning.**



**Involve the  
body. Engage  
the mind.**