

Appendix K Teacher Engagement Rating Scale (Ruble et al., revised 2005)

Student: _____ Teacher _____

Date: _____ Observer: _____

Instruction (circle): Large Group Small Group 1:1 Adult Independent

Description of Session (circle): Baseline Coaching I, II, III, IV, Final Evaluation

<u>Maintenance of Interaction</u>	
1	<i>Does not</i> attempt to help the student to be productive in student's interactions with objects and does not demonstrate or facilitate an object's proper use.
1.5	Makes <i>limited</i> attempt to foster productivity in interactions with objects and makes minimal effort to demonstrate or facilitate an object's proper use.
2	Makes <i>some</i> attempts to maintain productivity, to demonstrate an object's proper use, or to help the student use an object appropriately.
2.5	Makes <i>frequent</i> attempts to and is successful in maintaining productivity. The teacher demonstrates and facilitates an object's proper use.
3	Is successful in helping the student to be productive in interactions with objects and/or others <i>throughout</i> the session using a wide variety of different approaches.

<u>Directiveness</u>	
1	<i>Repeatedly and intensely</i> attempts to direct the student's immediate attention and/or behavior.
1.5	<i>Frequently</i> attempts to direct the student's immediate attention and/or behavior.
2	Makes <i>some</i> attempts to direct the student's attention and/or behavior.
2.5	Maintains student's interest by directing the student's attention and/or behavior on a <i>limited</i> basis.
3	Tailors directiveness based on the student's behavior <i>throughout</i> by allowing adequate response time and/or independence.

<u>Initiation</u>	
1	Is <i>apathetic and does not</i> attempt to direct the child's attention and/or behavior.
1.5	Is passive but makes <i>limited</i> attempt to initiate with the child.
2	Initiates <i>some</i> of the time with the child.
2.5	Initiates positively with the child <i>frequently</i> .
3	Initiates positively with the child <i>throughout</i> .

<u>Level of Movement/Participation</u>	
1	<i>Does not</i> move with the child and his/her activities and does not participate with the child.
1.5	Makes <i>limited</i> movements with the child and makes few attempts to participate with the child.
2	<i>Somewhat</i> moves with the child and participates some of the time.
2.5	<i>Frequently</i> moves with the child and <i>frequently</i> participates with the child.
3	Moves with the child and his/her activities and encourages participation <i>throughout</i> .

<u>Level of Affect</u>	
1	<i>Facial</i> expression shows no emotion during the student's activities, praise/feedback and attention are absent, and attentive body language is absent.
1.5	<i>Limited</i> emotion is shown, very little verbal praise/feedback or attention is given, and attentive body language is minimal.
2	Attentive/expressive at times, and/or may give some verbal praise/feedback. Exhibits <i>some</i> attentive body language.
2.5	<i>Frequently</i> attentive and expressive, giving <i>frequent</i> verbal praise/feedback, and exhibiting positive/attentive body language the majority of the time.
3	Positive praise/feedback and/or instruction is given in a calm or enthusiastic tone of voice, there are <i>several</i> instances of observable enjoyment with the student through positive attention and emotional facial expressions, & attentive body language is <i>continually</i> used.

<u>Responsiveness</u>	
1	<i>Does not</i> respond to the student's initiations, behavior, body language, and requests.
1.5	Shows <i>limited/inconsistent</i> responses to the student's behavior, body language, and requests.
2	Is <i>somewhat</i> responsive to the student's initiations, behavior, body language, and requests in several instances. May have <i>neutral</i> response to student.
2.5	<i>Frequently and positively</i> responds to the student's initiations, behavior, body language, and requests.
3	Responds <i>consistently and positively</i> to the student's initiations, behavior, body language, and requests.