



# Measuring Child Engagement in Intervention Studies Targeting Early Childhood Education and Care (ECEC)

## a Scoping Review

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# BACKGROUND

- Children's engagement (i.e., focus or effort while being there) important  
(Aydogan, 2012; Pietarinen et al., 2014)
- Difficult to define and measure (Fredricks & McColskey, 2012)
- Less studied in ECEC than compulsory school
- Intervening early important



# PURPOSE

- Systematically review how child engagement has been measured in intervention studies targeting Early Childhood Education and Care (ECEC)





# METHOD

- Larger scoping review (Ritosa, Åström, et al., in prep.)
- Scoping review (Munn et al., 2018)
- Data bases: ERIC, PsycInfo, Scopus, Web of Science Core Collection
- Population, Concept, Context (PCC) approach (Peters et al., 2020)
- 5965 articles identified

**P:** children attending ECEC

**C:** engagement/involvement

**C:** non-parental childcare and early education setting before primary school



# RESULTS

- 105 intervention studies
- Targeted population (n = 77)  
disability/diagnosis, at risk, disadvantaged
- Observational assessment (n = 97)
- Engagement outcome (n = 101)
- Lacking theory (n = 101)

developmental delay  
neurodevelopmental disorders  
autism low engagement adhd  
special education services  
deafness low school readiness  
poor ethnic minority  
second language learners special support  
low skills challenging behavior



# RESULTS

- Case studies (n = 56)
- Multiple-baseline design (n = 44)
- Engagement variants
- Lacking conceptual definition (n = 87)





# RESULTS

- Non-citable measure (n = 67)
- One measure/study
- 76 unique measures (in the larger study)

## Most common:

- Individualized Classroom Assessment Scoring System (inCLASS;  
Downer et al., 2010)
- Leuven Involvement Scale for Young Children - LIS-YC (Laevers, 1994)

# DISCUSSION

- One measure/study: early stage of research? need for contextualization?
- Observations - engagement state or trait? (Aguiar et al., 2013; Yoder et al., 2018)
- Sensitivity to change?
- No subjective experiences – participation (Imms et al., 2017)



# CONCLUSION

- Fragmented engagement assessments
- Clearer conceptual definitions and theories needed
- Concept definition → measure
- Consider sensitivity for change



THANK YOU!  
Questions?



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