ABOUT SCHOOL ENGAGEMENT AND RE-ENGAGEMENT
(http://www.smhp.psych.ucla.edu/pdfdocs/reengagestudents.pdf)

A growing research literature is addressing these matters. Below is an excerpt from a recent review which concludes: *Engagement is associated with positive academic outcomes, including achievement and persistence in school; and it is higher in classrooms with supportive teachers and peers, challenging and authentic tasks, opportunities for choice, and sufficient structure.*

***Engagement* is defined in three ways in the research literature**:

- *Behavioral engagement* draws on the idea of participation; it includes involvement in academic and social or extracurricular activities and is considered crucial for achieving positive academic outcomes and preventing dropping out.

- *Emotional engagement* encompasses positive and negative reactions to teachers, classmates, academics, and school and is presumed to create ties to an institution and influence willingness to do the work.

- *Cognitive engagement* draws on the idea of investment; it incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills.

A Key Outcome of Engagement is *Higher Achievement.* The evidence from a variety of studies is summarized to show that engagement positively influences achievement

A Key Outcome of Disengagement is Dropping Out. The evidence shows behavioral disengagement is a precursor of dropping out.

Antecedents of Engagement. Antecedents can be organized into:

- *School level factors*: voluntary choice, clear and consistent goals, small size, student participation in school policy and management, opportunities for staff and students to be involved in cooperative endeavors, and academic work that allows for the development of products

- *Classroom Context*: Teacher support, peers, classroom structure, autonomy support, task characteristics

- *Individual Needs*: Need for relatedness, need for autonomy, need for competence

Measurement of Engagement

- Behavioral Engagement: conduct, work involvement, participation, persistence, (e.g., completing homework, complying with school rules, absent/tardy, off-task)

- Emotional Engagement: self-report related to feelings of frustration, boredom, interest, anger, satisfaction; student-teacher relations; work orientation

- Cognitive Engagement: investment in learning, flexible problems solving, independent work styles, coping with perceived failure, preference for challenge and independent mastery, commitment to understanding the work

"School Engagement: Potential of the Concept, State of the Evidence" (2004) by J. Fredricks, P. Blumenfeld, & A. Paris. *Review of Educational Research, 74*, 59-109.