Purposeful Engagements: Supporting Young Learners With Meaningful Interactions and Intentionality

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The significance of interactions
Promoting relationships
Optimizing potential—

D A P

developmentally appropriate practice
Positive climate
Negative climate
SEAL

**Stimulus** (any sensory provocation)  
⇒  
**Emotion** (positive or negative)  
⇒  
**Attention** (positive emotions drive executive functions—negative emotions drive survival)  
⇒  
**Learning** (the response to the attentional variant)

(adapted from Robert Sylwester’s *A Biological Brain in a Cultural Classroom*)
Facilitation of learning and development
Teacher sensitivity
Materials and multisensory learning
Regard for child perspectives
Behavior guidance
Quality of feedback
Language modeling
Purposeful Engagement

❖ Be present—Mindful
❖ Connect to the child
❖ Extend the learning

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Quality—Number—Intensity
Putting it all together