Fostering Social Emotional Engagement in Classroom Settings for Students on the Spectrum

Social connections provide fuel for the brain to grow

- Falling in love with the social world
Seeking out social connections with words

Succeeding in a range of social settings

**Unique neurodevelopment in our classrooms**

...may create barriers during this learning curve

- Children with genetic differences such as autism may show limited neural sensitivity to social stimuli and tend not to orient toward social stimuli.

- The caregiving environment and other developmental differences also significantly contribute to differences in social and emotional neurodevelopment.
“Risk and resilience” factors in the developing brain…

…and impact this learning curve

We can create risk or resilience…

Emily Rubin, MS, CCC-SLP
We can create risk or resilience...

Unique neurological differences in social competence

**LETTER**

*Attention to eyes is present but in decline in 2–6-month-old infants later diagnosed with autism*

Emily Rubin, MS, CCC-SLP

Social Engagement - Part 1 & 2

Unique neurological differences in social competence

- While children with “genetic advantages” process speech sounds as social and stimulating stimuli, children with genetic differences may be “indifferent” to speech sounds, limiting attention and interest in vocal engagement.
### Unique neurological differences in social competence

- As children with differences in these areas mature and “brain architecture is formed,” neuroimaging has shown that children with specific social and emotional learning differences (such as autism) tend to process social stimuli in regions typically used to process images and sounds that are non-social.

- This makes predictions of actions, intentions, and emotions more inefficient and intellectualized.

---

### The neurology of social engagement

*Child with both interpersonal and genetic “advantages” for social engagement*


---

### The neurology of social engagement

*Child with autism or related social emotional learning difference*

The “Why” of Social Emotional Engagement

Engagement & Relationships = Learning

Social Orienting
“attending and responding”

Social Liking
“increased initiations and active seeking”

Social Maintaining
“reputation management or fitting in”

Our Goal – Social Engagement!

3 elements of active engagement
Our Goal – Social Engagement!

Focus on the three i³

- ENGAGE: Getting the emotional “hook”
- ACCESS: Providing information in different ways
- EXPRESS: Letting kids “show what they know”

When does positive engagement occur?
Early Childhood Examples

Getting the emotional “hook”

Letting kids “show what they know”

Providing information in different ways

When does positive engagement occur?
School Aged Examples

Getting the emotional “hook”

Letting kids “show what they know”

Providing information in different ways

Emily Rubin, MS, CCC-SLP

SHAA - February 22, 2018
The “What” of Engagement
Universal Design for Learning

Getting the emotional “hook” in classroom lessons

- A. Foster Engagment
- B. Provide information in multiple ways
- C. Encourage expression

Fostering students’ abilities to show what they know!

Fostering deeper comprehension in classroom lessons

All children benefit

- B. Provide information in multiple ways
- A. Foster Engagement
- C. Encourage expression

A universal design for learning framework can create a pathway for engagement

Engagement

Before Words
Emerging Language
Conversational

Spontaneous nonverbal communication
Converting peoples’ names, verbs, and nouns to share intentions
Building self-efficacy and social conventions

SEE-KS

http://www.cast.org

Universal Design for Learning Guidelines

- Access
- Support
- Self-Determination

Provide access for self-regulation
- Provide options for self-regulation
- Provide multiple forms of support
- Provide feedback and reflection
- Teaches children self-monitoring

Provide support for collaboration
- Provide opportunities for collaboration
- Create shared goals
- Share intentions

Provide support for students’ social-emotional development
- Build self-awareness and self-regulation
- Teach appropriate social skills
- Provide opportunities for peer interaction

Provide support for social participation
- Provide opportunities for social participation
- Teach social skills
- Encourage participation in social activities

Provide options for expression
- Provide options for expression
- Offer choices for participation
- Include multiple communication methods
The SEE-KS Quick Reference

SEE-KS Mentorship Checklist

Finding “what’s working” and identifying “next steps”

Fostering Social Emotional Engagement

A. Foster Engagement

Getting the emotional “hook” "Investment"

All children benefit
A. Fostering engagement

1. Have supports been embedded to foster the ability to predict the sequence of activities and the steps within each activity to support self-regulation (e.g., daily agendas, timers, to-do lists, and/or baskets of materials in sequence)?

2. Have supports been embedded to foster the ability to stay actively engaged and persist in daily activities (e.g., providing choices of coping strategies to help students remain alert and/or soothe when needed, adjusting demands, and providing social engagement)?

3. Have individual interests been considered as a means to stimulate interest and motivation for engagement and learning (e.g., linking academics to real-life application or special interests, creating a product, or hands-on, movement-based stimulation)?

---

Before words

A. Foster engagement

…with hands-on materials, messy play and exploration with different textures (e.g., art, building, cooking, etc.)

---

Emerging language

A. Foster engagement

…by pairing academic concepts with imaginative play and hands-on materials
Conversational

A. Foster engagement

…by connecting academic concepts to real-life application.

Fostering Social Emotional Engagement

B. Provide information in multiple ways

Fostering deeper comprehension

“Independence”

All children benefit

B. Presenting information in Multiple Ways

1. Is verbal language paired with multiple forms of representation to foster comprehension (e.g., written information, graphics, photos, dramatic role-play, integrated arts, and real-life materials)?
2. Is information related to cognitive skills or academic concepts embedded throughout a variety of activities AND presented in multiple ways to foster comprehension (e.g., hands-on and/or manipulative materials, multiple media, and technology)?
3. Are social cues presented in multiple ways to ensure accurate perception and comprehension of activities (e.g., providing visuals to clarify expectations for vocal volume, proximity to others, conversational timing, and turn-taking)?
Before words

B. Provide information in multiple ways

…by providing objects of reference to ensure understanding.

Emerging language

B. Provide information in multiple ways

…by providing visuals for the sequence & the steps within activities

What do we get to do today?  What do we get to do right now?

Emerging language

B. Provide information in multiple ways

…by ensuring social expectations are presented in multiple ways

Tape on tables for visual boundaries of shared space
Conversational language

B. Provide information in multiple ways

...by providing visuals for the sequence & the steps within activities

Conversational language

B. Provide information in multiple ways

...by pairing academic concepts with hands-on materials

Conversational language

B. Provide information in multiple ways

By ensuring social expectations are presented in multiple ways
Conversational language

B. Provide information in multiple ways

By ensuring social expectations are presented in multiple ways

Fostering Social Emotional Engagement

C. Foster expression

Fostering an ability to show what they know!

"Initiation"

All children benefit

Before words

C. Encourage expression

…by providing see-through containers for before words children to make choices.
Emerging Language
C. Encourage expression

...by providing visuals for children to use people's names and verbs.

Conversational Language
C. Encourage expression

...by providing options for physical action by varying response methods

In summary, we can help create learning environments to ...

*Increase investment* by fostering engagement in multiple ways.

*Increase independence* by providing information in multiple ways.

*Increase initiation* by fostering multiple means of action and expression.
The “Why” of Social Emotional Engagement

Engagement & Relationships = Learning

Social Orienting
“attending and responding”

Social Liking
“increased initiations and active seeking”

Social Maintaining
“reputation management or fitting in”

Chevallier, et. al. (2012). The social motivation theory of autism. Trends in Cognitive Sciences., Vol. 16, No. 4

Our Goal – Social Engagement!

Focus on the three I’s

Independence

Investment

Initiation

Emily Rubin, MS, CCC-SLP

Social Engagement - Part 1 & 2

SHAA - February 22, 2018
Let practice!

Let's Talk Mentorship
We need to ignite learning amongst our colleagues and teachers...adult learners are motivated by talking about success and imagining what could be...

"Let's discuss engagement"

The “How” of Mentorship
Examining the traditional expert model
The “How” of Appreciative Inquiry
Igniting Social Engagement

Coaching is not about what’s wrong…
it’s about what’s next.

-Eric Sandberg, Ph.D

In appreciative inquiry, we focus on what’s working and collaborating to brainstorm ideas for increasing opportunities for engagement.

I noticed how effective it was to….
I noticed when you….
I saw that students lit up when they had access to….

I wonder if there are opportunities to increase initiation…
I wonder if there may be opportunities to enhance independence…
I wonder if there may be opportunities to inspire investment…

And then the educator imagining what could be….
The “How” of Appreciative Inquiry

Our Mentorship Tools – The Coaching Form

Appreciative Inquiry

Classroom Observation
Step 1
Remind those involved about the key principles of appreciative inquiry

1. We are looking for what is working to foster engagement (not for problems that need to be fixed)
2. Next, we will look for opportunities where student engagement might be increased.

Step 2
Engage in the initial conversation

1. What were your goals for this lesson/activity?
2. What is already working for your group for engagement?
3. What questions do you have about opportunities for student engagement?
4. Recast what you learned

Step 3
Record what's working

Using your UDL sheet and your What's Working column, watch the video and only record what you see already working to benefit engagement levels in your section! You will have time to discuss with your partners after the video.
Your Turn!

You now have time to discuss with your partners and record what you saw already working in your section. You have three minutes!

Times Up...

Provide feedback using phrases such as “I noticed that you…” or “I saw that you…” and this appear to foster the students’ investment, independence, or initiation.”

Step 4

Revisit the teacher’s questions about opportunities for increasing student engagement.

Tip: Go back to the initial conversation notes!
Step 5

Next Steps
Using our UDL Quick Reference

Make sure you are looking in the Appropriate Developmental Stage

---

Collaboration & Discussion Help Box

- Remember which “I” (Independence, Investment, Initiation) we’re looking to foster

**Sample starters**

- "I noticed how effective it was when...how might..."
- "How might we..."
- "Are there opportunities to..."
- "What would it look like if we..."
- "I wonder if...."

**Sample endings**

- "...provide additional options for actions and expression to foster initiation?"
- "...draw on individual interests to motivate and increase investment?"
- "...presented this information in a different way to foster independence?"

---

Step 6

Wil this be easy to make or facilitate?
How can we make it useful all year?
Can we make it fast?
Can we make it last?
References


References


To learn more

To learn more about the Educational Outreach Program at the Marcus Autism Center and Social Emotional Engagement (SEE-KS), contact: Emily@CommXRoads.com
### Engagement Ladder (Whole Group)

<table>
<thead>
<tr>
<th>Communication Stage</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td><strong>Fully engaged.</strong> SEE-KS coaches should tally the number of students who are: a. spontaneously initiating a high frequency (through nonverbal or verbal means), b. demonstrating independence in engaging with targeted materials, and c. highly emotionally invested (as evidenced by frequent expression of shared positive emotion).</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>Mostly engaged.</strong> SEE-KS coaches should tally the number of students who are: a. spontaneously initiating a mild to moderate frequency (through nonverbal or verbal means), b. demonstrating some independence in engaging with targeted materials, and c. emotionally invested (as evidenced by occasional expression of shared positive emotion).</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>Partially engaged.</strong> SEE-KS coaches should tally the number of students who are: a. predominantly responsive to teacher or peers’ bids for interaction (through nonverbal or verbal means), b. following teacher or peer directions to engage with targeted materials, and only seldom share positive emotion.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td><strong>Emerging/Fleeting.</strong> SEE-KS coaches should tally the number of students who are: a. only intermittently responsive to teacher or peers’ bids for interaction (through nonverbal or verbal means) and show no initiation, b. are reliant on following teacher or peer directions to engage with targeted materials, and do not share positive emotion.</td>
</tr>
<tr>
<td><strong>0</strong></td>
<td><strong>No focus.</strong> SEE-KS coaches should tally the number of students who are: a. do not respond to teacher or peers’ bids for interaction (through nonverbal or verbal means) and show no initiation, b. are not yet following teacher or peer directions to engage with targeted materials, and are not yet sharing emotion.</td>
</tr>
</tbody>
</table>

For additional information about student engagement, please visit: [http://complexid.ssatrust.org.uk/project-resources/how-to-use-it.html](http://complexid.ssatrust.org.uk/project-resources/how-to-use-it.html)
## Social Emotional Engagement - Knowledge & Skills

### Essential Universal Design for Learning Support – Quick Reference

**Before Words Stage**

<table>
<thead>
<tr>
<th>A. Fostering engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have supports been embedded to foster the ability to predict the sequence of activities and the steps within each activity to support self-regulation?</td>
</tr>
<tr>
<td>Provide access to and directly reference concrete objects and materials to denote the sequence of activities (e.g., bins of materials for each activity) and to denote the steps toward completion (e.g., bins laid out in sequence); and embed multi-modal environmental cues (e.g., music, lights, and routine actions) in familiar and novel situations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Presenting information in multiple ways</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is verbal language paired with multiple forms of representation to foster comprehension?</td>
</tr>
<tr>
<td>Present verbal information in multiple ways to ensure comprehension by supplying contextual information (embedding language in natural routines), visual tools (e.g., concrete objects, graphics, photographs), and hands-on materials to ensure that information is linked to previous experiences; AND that transfer of information to new contexts is maximized by using objects of reference across contexts and through routine, repetition, and experiential learning.</td>
</tr>
</tbody>
</table>

### Emerging Language Stage

<table>
<thead>
<tr>
<th>A. Fostering engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Have supports been embedded to foster the ability to stay actively engaged and persist in daily activities?</td>
</tr>
<tr>
<td>Plan and implement supports to foster regulation strategies in order to sustain active engagement and prevent escalation (e.g., offering choices of materials to alert or soothe); while also monitoring signals of attention, motivation, and regulation AND adjusting demands as needed to prevent problem behavior (e.g., infusing choices of strategies and increasing or decreasing demands).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Presenting information in multiple ways</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Have supports been embedded to foster the ability to stay actively engaged and persist in daily activities?</td>
</tr>
<tr>
<td>Plan and implement supports to foster independent use of regulation strategies in order to sustain active engagement and prevent escalation (e.g., an emotion key ring to express emotion and request assistance or coping supports); while also monitoring signals of attention, motivation, and regulation AND adjusting demands as needed to prevent problem behavior (e.g., infusing choices of strategies and increasing or decreasing demands).</td>
</tr>
</tbody>
</table>

### Conversational Stage

<table>
<thead>
<tr>
<th>A. Fostering engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Have individual interests been considered as a means to stimulate interest and motivation for engagement and learning?</td>
</tr>
<tr>
<td>Ensure that tasks involve purposeful, cause-effect, and intrinsically motivating sensory-motor exploratory elements based upon preferences and abilities (e.g., hands-on movement-based, musical) AND embed those elements within natural routines (e.g., play, music, art, cooking, and everyday activities) as a means to recruit interests proactively.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Presenting information in multiple ways</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Have individual interests been considered as a means to stimulate interest and motivation for engagement and learning?</td>
</tr>
<tr>
<td>Ensure that tasks involve purposeful application or an engaging social interaction (e.g., writing a word or phrase = a social request or comment about a real-life event) AND embed materials that include individual interests or sensory preferences (e.g., hands-on, music, movement), as a means to recruit interests proactively.</td>
</tr>
</tbody>
</table>

---

### B. Presenting information in multiple ways cont.

<table>
<thead>
<tr>
<th></th>
<th>Before Words Stage</th>
<th>Emerging Language Stage</th>
<th>Conversational Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Is information related to cognitive skills or academic concepts embedded throughout a variety of activities AND presented in multiple ways to foster comprehension?</td>
<td>Present information related to cognitive skills or academic concepts in multiple ways to ensure comprehension by embedding contextual information in natural routines (e.g., music, dressing routines, and meals), referencing visual tools (e.g., concrete objects, graphics, photographs), and providing hands-on materials; so that information is linked to previous experiences AND that transfer of information to new contexts is maximized using objects of reference across contexts and through routine repetition, and experiential learning.</td>
<td>Present information related to cognitive skills or academic concepts in multiple ways to ensure comprehension by embedding contextual information, referencing visual tools (e.g., graphics and photographs), providing hands-on materials, and engaging in imaginative play related to real-life applications; so that information is linked to previous experiences AND that transfer of information to new contexts is maximized through use of visual tools across contexts and through rehearsal and experiential learning.</td>
<td>Present information related to cognitive skills or academic concepts in multiple ways to ensure comprehension by embedding contextual information, referencing visual tools, providing hands-on materials, and engaging in role play; so that information is linked to previous experiences AND that transfer of information to new contexts is maximized through use of visual tools across contexts and through rehearsal and experiential learning.</td>
</tr>
<tr>
<td>3. Are social cues presented in multiple ways to ensure accurate perception and comprehension of activities?</td>
<td>Present social cues in multiple ways to ensure comprehension of expectations by supplying contextual information (e.g., embedding social cues in natural routines such as songs, social play, and meals), visual tools (e.g., concrete objects, graphics, photographs), and hands-on materials; so that information is linked to previous experiences AND that transfer of information to new contexts is maximized using objects of reference across contexts and through routine repetition, and experiential learning.</td>
<td>Present social cues in multiple ways to ensure comprehension of expectations and social norms by supplying visual tools (e.g., social narratives paired with graphics and photographs), hands-on materials, and by engaging in imaginative play in familiar routines; so that transfer of information to new contexts is maximized through use of visual tools across contexts and through rehearsal and experiential learning to prepare for new and changing situations.</td>
<td>Present social cues in multiple ways to ensure comprehension of expectations of social norms by supplying visual tools, hands-on materials, and engaging in role play in familiar routines; so that transfer of information to new contexts is maximized through use of visual tools across contexts and through rehearsal and experiential learning to prepare for new and changing situations.</td>
</tr>
</tbody>
</table>

### C. Allowing multiple options for action and expression

<table>
<thead>
<tr>
<th></th>
<th>Before Words Stage</th>
<th>Emerging Language Stage</th>
<th>Conversational Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are there frequent opportunities to independently access materials, ii. engage with others, and iii. refer to developmentally appropriate UDL supports for self-regulation, communication, and problem-solving?</td>
<td>Plan and provide options to practice self-regulation by allowing independent access to materials and embedding frequent opportunities to seek engagement with others (e.g., objects of reference for transitions, activity bins in sequence, and choices of materials in see-thru containers) within familiar routines and unfamiliar activities.</td>
<td>Plan and provide options to practice self-regulation by allowing independent access to materials and embedding frequent opportunities to seek engagement with others; AND by providing tools to develop self-monitoring ability (e.g., visual time-tables, timers, and to-lists with graphics) within familiar routines and unfamiliar activities.</td>
<td>Plan and provide options to practice self-regulation and executive functioning by allowing independent access to materials and embedding frequent opportunities to seek engagement with others; AND by providing tools to develop self-monitoring ability (e.g., visual time-tables, timers, and to-do lists) within familiar routines and by providing opportunities to independently plan ahead for upcoming activities.</td>
</tr>
<tr>
<td>2. Are multiple options for expression and communication provided and tailored to developmental level?</td>
<td>Foster opportunities for expression and communication by encouraging active learning and interaction AND by providing visual supports for key social language targets at the Before Words stage (e.g., offering choices of desired materials in see-thru containers to foster initiation of nonverbal communication) in both familiar and novel situations.</td>
<td>Foster opportunities for expression and communication by encouraging active learning and interaction AND by providing visual supports for key social language targets at the Emerging Language stage (e.g., graphics to denote people’s names and verbs for subject + verb word combinations) in both familiar and novel situations.</td>
<td>Foster opportunities for expression and communication by encouraging active learning, dialogue, whole group participation, and peer interaction; AND by providing visual supports for content (what to say), timing (when to talk), and social conventions (how to engage) in both familiar and novel situations.</td>
</tr>
<tr>
<td>3. Are multiple options provided for initiating and sustaining engagement in everyday activities?</td>
<td>Provide options for physical action and expression to sustain engagement by varying the response methods within the activity (e.g., sitting and attending is paired with engaging through the use of hands-on materials, movement, and sensory actions) and by providing concrete visuals (the actual materials) as reminders of coping strategies for staying alert and requesting assistance; while ALSO actively monitoring signals of engagement to adjust activity demands.</td>
<td>Provide options for physical action and expression to sustain engagement by varying the response methods within the activity (e.g., providing duplicate sets of materials or visuals) and by providing visuals and assistive technologies as reminders of coping strategies for staying alert and requesting assistance; while ALSO actively monitoring signals of engagement to adjust activity demands accordingly.</td>
<td>Provide options for physical action and expression to sustain engagement by varying the response methods within lessons (e.g., verbal, raising hands, role play, and partner-talk) and by providing visuals and assistive technologies as reminders of coping strategies for staying alert and requesting assistance; while ALSO actively monitoring signals of engagement to adjust lesson demands accordingly.</td>
</tr>
</tbody>
</table>

**Social Emotional Engagement - Knowledge & Skills (SEE-KS)**

**Essential Universal Design for Learning Supports – Coaching Form**

**District / Site:**

**Educator:**

**Video Link(s):**

**Mutually Agreed Upon Question ④:**

**Subject / Segment:**

**Goal/Target of the Lesson:**

**Reference Self-Assessment Survey, Rater Rubric & Engagement Ladder**

### A. Fostering engagement

1. Have supports been embedded to foster the ability to predict the sequence of activities and the steps within each activity to support self-regulation (e.g., daily agendas, timers, to do lists)?

2. Have supports been embedded to foster the ability to stay actively engaged and persist in daily activities (e.g., providing choices of strategies to aide students in remaining alert/soothe when needed, adjust demands, and provide social engagement)?

3. Have individual interests been considered as a means to stimulate interest and motivation for engagement and learning (e.g., linking academics to real-life application or special interests, creating a product, or hands-on, movement-based stimulation)?

### B. Presenting information in multiple ways

1. Is verbal language paired with multiple forms of representation to foster comprehension (e.g., written information, graphics, photos, dramatic role-play, integrated arts, and real-life materials)?

2. Is information related to cognitive skills or academic concepts embedded throughout a variety of activities AND presented in multiple ways to foster comprehension (e.g., hands-on and/or manipulative materials, multiple media, and technology)?

3. Are social cues presented in multiple ways to ensure accurate perception and comprehension of activities (e.g., providing visuals to clarify expectations for vocal volume, proximity to others, conversational timing, and turn-taking)?

### C. Allowing multiple options for action and expression

1. Are there frequent opportunities to INDEPENDENTLY i. access materials, ii. engage with others, iii. refer to developmentally appropriate UDL supports for self-regulation, communication, and problem-solving?

2. Are multiple options for expression and communication provided and tailored to developmental level (e.g., visual/written reminders for maintaining social conversation, visuals to remind emerging language students to use people’s names and verbs, choices of see-thru containers for those with minimal language)?

3. Are multiple options provided for initiating and sustaining engagement in everyday activities (e.g., participating with access to hands-on materials, with options for using visuals/written choices, and with assistance of others as a support)?

**Action Plan for Next Step(s) ⑥:**

SEE-KS Coaching Guidelines: ① ② ③ ④ ⑤ ⑥

**Emily Rubin, MS, CCC-SLP**

**Social Engagement - Part 1 & 2**

**SHAA - February 22, 2018**

The SEEKS program has adopted the philosophy of appreciative inquiry to guide our coaching and mentorship. This philosophy is based on the premise that a collective discussion of “what’s working” in a classroom lesson fosters an ability to imagine “what could be” and a collective development of an action plan for “next steps.” This process reduces the need for an “expert” model of consultation that is based upon more coercive or persuasive mechanisms for planned change and rather focuses on the positive psychology to enhance learning. The following guidelines are offered to foster a productive and emotionally regulating peer-to-peer coaching session:

1. **Describe the process of appreciative inquiry (5 minutes):** Please remind those involved that we are not looking for “deficiencies” or “problems.” Rather, we are focusing on identifying the instructional elements that are already effective at fostering active engagement and then identify opportunities for increasing initiation, independence, and emotional investment – the 3 I’s.

2. **Engage in initial conversation (5 minutes):** Provide an opportunity for the educator and/or co-teacher to share perspectives on target activity and students by discussing the overall goals, what has worked and questions for consideration that relate to student engagement.

3. **Discuss and record ‘what’s working’ (10 minutes):** Provide a structured time to use the SEE-KS Coaching Checklist to identify “what’s working” in each area. Remind mentors to hold off on discussing “next steps” until after these successful elements have been noted, recorded and shared. Target educators should be an active participant in this self-reflection.

4. **Select the question(s) that are mutually agreed upon by the group (5 minutes):** Revisit questions for consideration related to student engagement to develop a question(s) for exploration in the collaborative discussion of next steps; such as, “I wonder if there are opportunities to increase independence...increase emotional investment...or increase initiation...”

5. **Collaborate to discuss possible ‘next steps’ (10 minutes).** Allow wait time to ensure that the teacher and/or co-teacher initiate a collective discussion. Questions to stimulate collaboration might include, “How might providing information in multiple ways be helpful...How might allowing multiple options for action and expression be helpful...”. Allow this discussion to flow as ideas may be shared in a brainstorm format to enhance overall creativity and possibility.

6. **Identify an action plan of next steps and who is responsible for action.**
## Social Emotional Engagement - Knowledge & Skills (SEE-KS)

### District / Site: [Redacted]

### Educator: [Redacted]

### Video Link(s): [Redacted]

### Coach / Observer(s): [Redacted]

### Date: [Redacted]

### Next Coaching Session Date: [Redacted]

### Subject / Segment:

### Goal/Target of the Lesson:

### Reference Self-Assessment Survey, Rater Rubric & Engagement Ladder

| 3 What’s Working | 5 Next Steps Using Collaborative Discussion |

### A. Fostering engagement

1. Have supports been embedded to foster the ability to predict the sequence of activities and the steps within each activity to support self-regulation (e.g., daily agendas, timers, to do lists)?

2. Have supports been embedded to foster the ability to stay actively engaged and persist in daily activities (e.g., providing choices of strategies to aide students in remaining alert/soothe when needed, adjust demands, and provide social engagement)?

3. Have individual interests been considered as a means to stimulate interest and motivation for engagement and learning (e.g., linking academics to real-life application or special interests, creating a product, or hands-on, movement-based stimulation)?

### B. Presenting information in multiple ways

1. Is verbal language paired with multiple forms of representation to foster comprehension (e.g., written information, graphics, photos, dramatic role-play, integrated arts, and real-life materials)?

2. Is information related to cognitive skills or academic concepts embedded throughout a variety of activities AND presented in multiple ways to foster comprehension (e.g., hands-on and/or manipulative materials, multiple media, and technology)?

3. Are social cues presented in multiple ways to ensure accurate perception and comprehension of activities (e.g., providing visuals to clarify expectations for vocal volume, proximity to others, conversational timing, and turn-taking)?

### C. Allowing multiple options for action and expression

1. Are there frequent opportunities to INDEPENDENTLY i. access materials, ii. engage with others, iii. refer to developmentally appropriate UDL supports for self-regulation, communication, and problem-solving?

2. Are multiple options for expression and communication provided and tailored to developmental level (e.g., visual/written reminders for maintaining social conversation, visuals to remind emerging language students to use people’s names and verbs, choices of see-thru containers for those with minimal language)?

3. Are multiple options provided for initiating and sustaining engagement in everyday activities (e.g., participating with access to hands-on materials, with options for using visuals/written choices, and with assistance of others as a support)?

### Action Plan for Next Step(s) (6):

See-KS Coaching Guidelines: ① ② ③ ④ ⑤ ⑥