

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

Essential Universal Design for Learning Supports – Coaching Form



District / Site:

Educator(s):

Mutually Agreed Upon Question ④:

Date:

①

Coach / Observer(s):

Next Coaching Session Date:

② Subject / Segment: Goal/Target of the Lesson:	Reference <i>Self-Assessment Survey, Rater Rubric & Engagement Ladder</i>	
	③ What's Working	⑤ Next Steps Using Collaborative Discussion
A. Fostering engagement		
<p>1. Have supports been embedded to foster the ability to <u>predict the sequence of activities and the steps within each activity</u> to support self-regulation (e.g., daily agendas, timers, to do lists)?</p> <p>2. Have supports been embedded to foster the ability to <u>stay actively engaged and persist in daily activities</u> (e.g., providing choices of strategies to aide students in remaining alert/soothe when needed, adjust demands, and provide social engagement)?</p> <p>3. Have individual interests been considered as a means to <u>stimulate interest and motivation for engagement and learning</u> (e.g., linking academics to real-life application or special interests, creating a product, or hands-on, movement-based stimulation)?</p>		
B. Presenting information in multiple ways		
<p>1. Is <u>verbal language paired with multiple forms of representation</u> to foster comprehension (e.g., written information, graphics, photos, dramatic role-play, integrated arts, and real-life materials)?</p> <p>2. Is information related to cognitive skills or academic <u>concepts embedded throughout a variety of activities AND presented in multiple ways</u> to foster comprehension (e.g., hands-on and/or manipulative materials, multiple media, and technology)?</p> <p>3. Are <u>social cues presented in multiple ways</u> 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)?</p>		
C. Allowing multiple options for action and expression		
<p>1. Are there frequent <u>opportunities to INDEPENDENTLY</u> i. access materials, ii. engage with others, iii. refer to developmentally appropriate UDL supports for self-regulation, communication, and problem-solving?</p> <p>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)?</p> <p>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)?</p>		

Action Plan for Next Step(s) ⑥:

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