

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

Essential Universal Design for Learning Supports – Rating Form



District / Site:
Educator(s):

School Year:
Coach / Observer(s):
Communication Stage:

Activity/Segment:	Date of Rating	Date of Rating	Date of Rating	Date of Rating	Date of Rating	Date of Rating
A. Fostering engagement						
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, and/or bins of materials in sequence)?						
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 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 <u>stimulate interest and motivation</u> 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 <u>verbal language paired with multiple forms of representation</u> to foster comprehension (e.g., written information, graphics, photos, role-play, real-life materials)?						
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 real-life materials, multiple media, and role play)?						
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)?						
C. Allowing multiple options for action and expression						
1. Are there frequent <u>opportunities to INDEPENDENTLY i. access materials, ii. engage with others, iii. refer to developmentally appropriate UDL supports for self-regulation, communication, and problem-solving?</u>						
2. Are <u>multiple options for expression and communication provided and tailored to developmental level</u> (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 <u>multiple options provided for initiating and sustaining engagement in everyday activities</u> (e.g., participating with access to hands-on materials, with options for using visuals/written choices, and with assistance of others as a support)?						
Total Score						

*Please refer to the appropriate *Instructional Rubric* to determine the rating for each of the elements above.

Rating Key

- 0- Absent
- 1- Emerging
- 2- Proficient
- 3- Exemplary