Social Emotional Engagement - Knowledge & Skills (SEE-KS)
Essential Universal Design for Learning Supports – Checklist Format

District / Site:	**Date:**
Educator(s):	**Coach / Observer(s):**
Communication Stage: Before Words	**Next Coaching Session Date:**

Activity / Segment: **Goal/Target of the Lesson:**	**Reference *Instructional Rubric* Based on Communication Stage**	
	What's Working Check and rate what is in place	**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, 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)?	Visuals for sequencing daily activities (objects of reference, transition baskets, photos) Visuals laid out for the steps within a task Reminders of how to request coping strategies (e.g., a basket of comfort objects to hold, objects to request a break) Visuals to make choices of materials Lesson includes hands-on materials, cause-effect, sensory exploration Other:	

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, role-play, 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 real-life materials, multiple media, and role-play)? **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)?	Instruction is paired with visuals, hands-on, and role play Lessons include real-life materials Visuals including actual objects, music, and movement are paired with directions for transitions Visuals to remind student where to sit and how to engage (carpet square, placemat, etc.). Other:	

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)?	Pause time and opportunities for student initiation See-thru containers with choices of materials are offered to encourage initiation and independence Staff responsive to gestures, facial expressions, and student's gestures to indicate refusal Other:	