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: Conversational	**Next Coaching Session Date:**

Activity / Segment: Goal/Target of the Lesson:	Reference *Instructional Rubric* Based on Communication Stage	
	What's Working Check those that are 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 daily activities	
	Visuals for steps within a task	
	Visuals to ask for help	
	Visuals to make choices of materials	
	Visuals for negotiation of length or content	
	Reminders of language to request coping strategies (e.g., a break, a specific classroom role, something to hold)	
	Lesson includes a "hook," link to student's interests, or social role	
	Hands-on or movement-based	
	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)?	Visuals and gestures paired with verbal language	
	Academic concepts illustrated with visuals and/or hands-on materials	
	Role play or rehearsal of concepts	
	Concepts linked to real-life examples	
	Visuals for conversational turn-taking (when to talk and when to wait)	
	Visuals for social expectations for vocal volume	
	Visuals for social expectations for proximity	
	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 frequent opportunity for student initiation	
	Visuals formulating thoughts and asking questions	
	Visuals for conversational rules for initiating, shifting topics, & ending conversation	
	Visuals for how to express disagreement	
	Visuals for asking for clarification	
	Visuals for emotional expression	
	Reminders of coping strategy choices	
	Other:	