

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

Essential Universal Design for Learning Supports – Checklist Format



District / Site:
 Educator(s):
 Communication Stage: Emerging Language

Date:
 Coach / Observer(s):
 Next Coaching Session Date:

| Activity / Segment: Goal/Target of the Lesson: | Reference <i>Instructional Rubric</i> Based on Communication Stage | |
|---|---|--|
| | What's Working Check and rate what is in place | 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 to support self-regulation</u> (e.g., daily agendas, timers, to do lists, and/or baskets of materials in sequence)?</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 coping strategies to help students remain alert and/or soothe when needed, adjusting demands, and providing social engagement)?</p> <p>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)?</p> | Visuals for sequencing daily activities (photos, pictures and objects) | |
| | Visuals for the steps within a task | |
| | Reminders of language to request coping strategies (e.g., a break, a classroom role, items to hold) | |
| | Visuals to make choices of materials | |
| | Lesson includes a "hook," link to student's interests, or preferred hands-on materials | |
| | Lesson is linked to real-life application | |
| | Demands are adjusted as needed to sustain engagement | |
| | Other: | |
| B. Presenting information in multiple ways | | |
| <p>1. Is <u>verbal language paired with multiple forms of representation to foster comprehension</u> (e.g., written information, graphics, photos, role-play, 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 to foster comprehension</u> (e.g., hands-on and/or real-life materials, multiple media, and role-play)?</p> <p>3. Are <u>social cues presented in multiple ways to ensure accurate perception and comprehension of activities</u> (e.g., providing visuals to clarify expectations for vocal volume, proximity to others, conversational timing, and turn-taking)?</p> | Instruction is paired with visuals, hands-on, and role play | |
| | Lessons include real-life materials | |
| | Visuals to identify emotional state of self & others | |
| | Visuals, music, and movement are paired with directions for transitions | |
| | Visuals to remind student of turn taking cues, where to sit, and how to engage. | |
| | Other: | |
| | | |
| C. Allowing multiple options for action and expression | | |
| <p>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>?</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> | Pause time and opportunities for student initiation | |
| | Visuals for peoples names and verbs | |
| | Language modeling for requests, protests, comments and questions | |
| | Modeling and visuals for a range of functions (e.g., requesting help, commenting, etc.). | |
| | Other: | |