### Subject / Segment:

**Goal/Target of the Lesson:**

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#### 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)?

2. Have supports been embedded to foster the ability to **stay actively engaged and persist in daily activities** (e.g., providing choices of strategies to aide students in remaining alert/soothe when needed, adjust demands, and provide 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)?

#### 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, dramatic role-play, integrated arts, and 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 manipulative materials, multiple media, and technology)?

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)?

#### 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)?

### Action Plan for Next Step(s) (6):

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