



Social Emotional Engagement - Knowledge & Skills

Essential Universal Design for Learning Support – Quick Reference

	Before Words Stage Consider these supports when communication is accomplished through body language, gestures, and facial expressions and not yet through speech, pictures, signs, or assistive technology.	Emerging Language Stage Consider these supports when communication is accomplished using single words, combinations of words, and brief or “scripted” phrases (use of speech, pictures, sign language, or assistive technology).	Conversational Stage Consider these supports when communication consists of using sentences and conversational level discourse (using speech, sign language, or assistive technology).
A. Fostering engagement			
1. Have supports been embedded to foster the ability <u>to predict the sequence of activities and the steps within each activity</u> to support self-regulation?	Provide access to and directly reference concrete objects and materials to denote the sequence of activities (e.g., bins of materials for each activity) and to denote the steps toward completion (e.g., bins laid out in sequence); and embed multi-modal environmental cues (e.g., music, lights, and routine actions) in familiar and novel situations.	Provide access to, directly reference, and encourage independent use of daily agendas and within task schedules (written language paired with photos, graphics) and multi-modal environmental cues (e.g., music, lights, and routine actions) to predict the sequence of activities and the steps toward completion; using the actual materials when necessary to support progress within a task in both familiar and novel situations.	Provide access to, reference, and encourage independent use and creation (when appropriate) of written daily agendas and within task schedules to predict the sequence of activities and steps toward completion; AND model strategies to prepare for the occurrence of new and changing situations (e.g., referencing or jointly creating a written daily agenda or to-do list to prepare for steps within tasks and novel situations).
2. Have supports been embedded to foster the ability <u>to stay actively engaged and persist in daily activities</u> ?	Plan and implement supports to foster regulation strategies in order to sustain active engagement and prevent escalation (e.g., offering choices of materials to alert or soothe); while also monitoring signals of attention, motivation, and regulation AND adjusting demands as needed to prevent problem behavior (e.g., infusing choices of strategies and increasing or decreasing demands).	Plan and implement supports to foster independent use of regulation strategies in order to sustain active engagement and prevent escalation (e.g., an emotion key ring to express emotion and request assistance or coping supports); while also monitoring signals of attention, motivation, and regulation AND adjusting demands as needed to prevent problem behavior (e.g., infusing choices of strategies and increasing or decreasing demands).	Plan and implement supports to foster independent use of regulation strategies in order to sustain active engagement and prevent escalation (e.g., access to a water bottle, a written schedule, and plan for seeking assistance); while monitoring signals of attention, motivation, and regulation AND adjusting demands as needed to prevent problem behavior (e.g., infusing choices of strategies and increasing or decreasing demands).
3. Have <u>individual interests been considered as a means to stimulate interest and motivation</u> for engagement and learning?	Ensure that tasks involve purposeful, cause-effect, and intrinsically motivating sensory-motor exploratory elements based upon preferences and abilities (e.g., hands-on movement-based, musical) AND embed those elements within natural routines (e.g., play, music, art, cooking, and everyday activities) as a means to recruit interests proactively.	Ensure that tasks involve purposeful application or an engaging social interaction (e.g., writing a word or phrase = a social request or comment about a real-life event) AND embed materials that include individual interests or sensory preferences (e.g., hands-on, music, movement), as a means to recruit interests proactively.	Link meaningful topics and materials to tasks with clear application to daily life (e.g., linking math equations to real-life application), to creation of a product (e.g., offering a choice of a persuasive letter vs. a newspaper submission), or through an engaging social interaction (e.g., using role play paired with a social studies read aloud); AND embed individual interests as a means to recruit interests proactively.
B. Presenting information in multiple ways			
1. Is <u>verbal language paired with multiple forms of representation</u> to foster comprehension?	Present verbal information in multiple ways to ensure comprehension by supplying contextual information (embedding language in natural routines), visual tools (e.g., concrete objects, graphics, photographs), and hands-on materials to ensure that information is linked to previous experiences; AND that transfer of information to new contexts is maximized by using objects of reference across contexts and through routine, repetition, and experiential learning.	Present verbal information in multiple ways to ensure comprehension by supplying contextual information, visual tools (e.g., graphics and photographs), hands-on materials, and imaginative play to ensure that information is linked to previous experiences AND that transfer of information to new contexts is maximized through use of visual tools across contexts, and through rehearsal and experiential learning.	Present verbal information in multiple ways to ensure comprehension by supplying contextual information, visual tools, hands-on materials, and role play to ensure that information is linked to previous experiences; AND that transfer of information to new contexts is maximized through use of visual tools, across contexts, and through rehearsal and experiential learning.

	<u>Before Words Stage</u>	<u>Emerging Language Stage</u>	<u>Conversational Stage</u>
B. Presenting information in multiple ways cont.			
2. Is information related to cognitive skills or academic concepts <u>embedded throughout a variety of activities AND presented in multiple ways</u> to foster comprehension?	Present information related to cognitive skills or academic concepts in multiple ways to ensure comprehension by embedding contextual information in natural routines (e.g., music, dressing routines, and meals), referencing visual tools (e.g., concrete objects, graphics, photographs), and providing hands-on materials; so that information is linked to previous experiences AND that transfer of information to new contexts is maximized using objects of reference across contexts and through routine repetition, and experiential learning.	Present information related to cognitive skills or academic concepts in multiple ways to ensure comprehension by embedding contextual information, referencing visual tools (e.g., graphics and photographs), providing hands-on materials, and engaging in imaginative play related to real-life applications; so that information is linked to previous experiences AND that transfer of information to new contexts is maximized through use of visual tools across contexts and through rehearsal and experiential learning.	Present information related to cognitive skills or academic concepts in multiple ways to ensure comprehension by embedding contextual information, referencing visual tools, providing hands-on materials, and engaging in role play; so that information is linked to previous experiences AND that transfer of information to new contexts is maximized through use of visual tools across contexts and through rehearsal and experiential learning.
3. Are <u>social cues presented in multiple ways</u> to ensure accurate perception and comprehension of activities?	Present social cues in multiple ways to ensure comprehension of expectations by supplying contextual information (e.g., embedding social cues in natural routines such as songs, social play, and meals), visual tools (e.g., concrete objects, graphics, photographs), and hands-on materials; so that information is linked to previous experiences AND that transfer of information to new contexts is maximized using objects of reference across contexts and through routine, repetition, and experiential learning.	Present social cues in multiple ways to ensure comprehension of expectations and social norms by supplying visual tools (e.g., social narratives paired with graphics and photographs), hands-on materials, and by engaging in imaginative play in familiar routines; so that transfer of information to new contexts is maximized through use of visual tools across contexts and through rehearsal and experiential learning to prepare for new and changing situations.	Present social cues in multiple ways to ensure comprehension of expectations of social norms by supplying visual tools, hands-on materials, and engaging in role play in familiar routines; so that transfer of information to new contexts is maximized through use of visual tools across contexts and through rehearsal and experiential learning to prepare for new and changing situations.
C. Allowing multiple options for action and expression			
1. Are there frequent opportunities to <u>INDEPENDENTLY i. access materials, ii. engage with others, and iii. refer to developmentally appropriate UDL supports</u> for self-regulation, communication, and problem-solving?	Plan and provide options to practice self-regulation by allowing independent access to materials and embedding frequent opportunities to seek engagement with others (e.g., objects of reference for transitions, activity bins in sequence, and choices of materials in see-thru containers) within familiar routines and unfamiliar activities.	Plan and provide options to practice self-regulation by allowing independent access to materials and embedding frequent opportunities to seek engagement with others; AND by providing tools to develop self-monitoring ability (e.g., visual time-tables, timers, and to-lists with graphics) within familiar routines and unfamiliar activities.	Plan and provide options to practice self-regulation and executive functioning by allowing independent access to materials and embedding frequent opportunities to seek engagement with others; AND by providing tools to develop self-monitoring ability (e.g., visual time-tables, timers, and to-do lists) within familiar routines and by providing opportunities to independently plan ahead for upcoming activities.
2. Are <u>multiple options for expression and communication provided and tailored to developmental level?</u>	Foster opportunities for expression and communication by encouraging active learning and interaction AND by providing visual supports for key social language targets at the Before Words stage (e.g., offering choices of desired materials in see-thru containers to foster initiations of nonverbal communication) in both familiar and novel situations.	Foster opportunities for expression and communication by encouraging active learning and interaction AND by providing visual supports for key social language targets at the Emerging Language stage (e.g., graphics to denote people's names and verbs for subject + verb word combinations) in both familiar and novel situations.	Foster opportunities for expression and communication by encouraging active learning, dialogue, whole group participation, and peer interaction; AND by providing visual supports for content (what to say), timing (when to talk), and social conventions (how to engage) in both familiar and novel situations.
3. Are <u>multiple options provided for initiating and sustaining engagement in everyday activities?</u>	Provide options for physical action and expression to sustain engagement by varying the response methods within the activity (e.g., sitting and attending is paired with engaging through the use of hands-on materials, movement, and sensory actions) and by providing concrete visuals (the actual materials) as reminders of coping strategies for staying alert and requesting assistance; while ALSO actively monitoring signals of engagement to adjust activity demands.	Provide options for physical action and expression to sustain engagement by varying the response methods within the activity (e.g., providing duplicate sets of materials or visuals) and by providing visuals and assistive technologies as reminders of coping strategies for staying alert and requesting assistance; while ALSO actively monitoring signals of engagement to adjust activity demands accordingly.	Provide options for physical action and expression to sustain engagement by varying the response methods within lessons (e.g., verbal, raising hands, role play, and partner-talk) and by providing visuals and assistive technologies as reminders of coping strategies for staying alert and requesting assistance; while ALSO actively monitoring signals of engagement to adjust lesson demands accordingly.