



**Social Emotional Engagement - Knowledge & Skills**

**Using SEE-KS to Enhance Instructional Practices by Language Level – Quick Reference** (Version – September 2020)

	<b>Before Words</b> Consider these supports <b>when your learners are developing their interest in the social world, communicating primarily through body language, gestures, and facial expressions.</b>	<b>Emerging Language</b> Consider these supports <b>when your learners are seeking out connections by developing their language skills, communicating primarily using single words, phrases, and simple sentences</b> (using speech, pictures, sign language, or technology).	<b>Conversational</b> Consider these supports <b>when your learners are developing their ability to succeed in a range of social contexts, while communicating using compound sentences and conversational level discourse</b> (using speech, sign language, or technology), and “inner dialogue” for executive functioning.
<b>A. Fostering Investment...</b>			
1. Learner interests have been considered to <b>stimulate motivation for learning</b> (e.g., appealing sensory qualities, hands-on materials, real-life application, and embedding learner’s choices/interests).	<ul style="list-style-type: none"> <li>⇒ Matching the environment with the sensory preferences / needs of the learner,</li> <li>⇒ Using one’s voice, proximity and touch to stimulate interest, secure attention, and soothe others,</li> <li>⇒ Providing hands-on, meaningful materials to stimulate interest,</li> <li>⇒ Embedding movement as a means to stimulate interest or soothe,</li> <li>⇒ Routines that involve singing, music, art, cooking, and “real life” materials.</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Pairing language with relevant, purposeful, shared experiences (e.g., role play / rehearsal),</li> <li>⇒ Providing hands-on, meaningful materials</li> <li>⇒ Embedding gross motor movement,</li> <li>⇒ Establishing routines within activities that involve singing, music, art, cooking, and “real life” materials,</li> <li>⇒ Providing choices of materials,</li> <li>⇒ Providing opportunities for social connections within everyday activities.</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Connecting activities to clear application to daily life, relevant materials, tied to learner’s interests,</li> <li>⇒ Providing hands-on, meaningful materials and movement,</li> <li>⇒ Providing choices of materials and topics,</li> <li>⇒ Providing opportunities for social connections (e.g., humor, competition, role play, and collaboration) within everyday activities.</li> </ul>
2. Learners have the <b>tools to stay actively engaged and persist in tasks</b> (e.g., predictable routines, responsive interactive partners, reminders or tools for staying alert and/or soothing when distressed).	Support learners’ coping strategies by... <ul style="list-style-type: none"> <li>⇒ Adjusting the sensory environment based upon the signals of the learner,</li> <li>⇒ Adjusting one’s interactive style based upon the signals of the learner</li> <li>⇒ Providing materials for learners to hold and manipulate that are soothing or stimulating,</li> <li>⇒ Embedding opportunity for movement,</li> <li>⇒ Providing adjusted social complexity (e.g., additional adult support or smaller group opportunities) when needed.</li> </ul>	Support learners’ coping strategies by... <ul style="list-style-type: none"> <li>⇒ Adjusting the sensory environment based upon the signals of the learner,</li> <li>⇒ Adjusting one’s interactive style based upon the signals of the learner</li> <li>⇒ Providing materials for learners to hold and manipulate that are soothing or stimulating,</li> <li>⇒ Embedding opportunity for movement,</li> <li>⇒ Providing adjusted social complexity (e.g., additional adult support or smaller group opportunities) when needed.</li> <li>⇒ Providing visuals for learners to express emotion, choose coping strategies, and/or request support.</li> </ul>	Support learners’ coping strategies by... <ul style="list-style-type: none"> <li>⇒ Embedding discussion prior to activities as to what might be helpful when in need of help or unsure of expectations.</li> <li>⇒ Providing visuals for learners to express their emotion, choose coping strategies, and/or make requests for support.</li> <li>⇒ Providing materials for learners to hold and manipulate that are relevant to the task,</li> <li>⇒ Providing opportunity for movement / alternative seating, and</li> <li>⇒ Providing adjusted social complexity.</li> </ul>
<b>B. Fostering independence..</b>			
1. Learners have <b>access to information presented in different ways</b> (e.g., use of routines, examples, role models, hands-on materials, and visuals such as written “to do” lists / checklists, graphics, photos, multiple media)?	Pair verbal information with... <ul style="list-style-type: none"> <li>⇒ Contextual information from daily routines, using repetition, and role modeling,</li> <li>⇒ Concrete visual tools (e.g., real life objects, graphics, photographs),</li> <li>⇒ Objects of reference to support transitions across activities (e.g., holding a diaper for change, holding a paint brush to represent time for art activity, activity bins in sequence).</li> </ul>	Pair verbal information with... <ul style="list-style-type: none"> <li>⇒ Embedding language in natural routines, using repetition, role play / rehearsal,</li> <li>⇒ Pairing language with visual supports such as real-life materials, photos, graphics and writing,</li> <li>⇒ Using visuals such as written language, photos, and multi-media to support extended activities and transitions across activities,</li> <li>⇒ Peer role models.</li> </ul>	Pair verbal information with... <ul style="list-style-type: none"> <li>⇒ Embedding language in natural routines, using repetition, role play / rehearsal,</li> <li>⇒ Pairing language with visual supports such as real-life materials, photos, graphics and writing,</li> <li>⇒ Using visuals such as written language, photos, illustrations, and multi-media to support extended activities and transitions across activities,</li> <li>⇒ Peer role models.</li> </ul>

	<u>Before Words Stage</u>	<u>Emerging Language Stage</u>	<u>Conversational Stage</u>
<b>B. Fostering Independence...</b>			
2. Are <b>social expectations are presented in multiple ways</b> (e.g., providing visuals to clarify expectations for vocal volume, proximity to others, conversational timing, and turn-taking)?	Pair verbal information with... ⇒ Embedding additional modes of information into natural routines (e.g., turning the lights off for quiet time, using music to represent change in activities). ⇒ Concrete visual tools (e.g., real life objects, graphics, photographs to represent basic social expectations such as where to sit – name card on card, materials laid out on the table).	Pair verbal information with... ⇒ Additional support for social cues (e.g., visual social narratives paired with graphics and photographs). ⇒ Imaginative play, rehearsal, and role play ⇒ Visual tools across contexts and through rehearsal and hands-on learning, ⇒ Contextual information (e.g., turning the lights off for quiet time, using music to represent change in activities).	Pair verbal information with... ⇒ Role play and/or rehearsal of social expectations prior to social situations. ⇒ Additional support for social cues (e.g., visual social narratives paired with graphics and photographs, visual reminders of where to stand in proximity to others, what to say, and when to talk). ⇒ Visual tools across contexts and through rehearsal and experiential learning, ⇒ Contextual information (e.g., dimming the lights for reducing vocal volume, using music to represent change in activities).
<b>C. Fostering Initiation...</b>			
1. Learners have <b>different options for showing what they know and what to say</b> (e.g., body language, facial expressions, gestures, speech, written responses, visuals, technology, and/or access to materials).	Plan and provide options for communicating by... ⇒ Responding to learner’s nonverbal signals for communication (e.g., body language, facial expressions, and gestures), ⇒ Providing choices of materials to hold, ⇒ Using see-through containers to elicit gestural forms of communication within routines and everyday activities.	Plan and provide options for communicating by... ⇒ Responding to learner’s nonverbal signals for communication (e.g., body language, facial expressions, and gestures), ⇒ Providing duplicate sets of visual supports for use during interactions, ⇒ Providing visuals (e.g., photos, illustrations, or graphics) to support the recall and use of people’s names, action words, and emotional expressions., ⇒ Provide multiple options for expression (e.g., a selection of pictures to point to or hold, a dry erase board, thumbs up/thumbs down, hand signals, role play, verbalizing with a peer, share outs in group settings).	Plan and provide options for communicating by... ⇒ Responding to learner’s nonverbal signals for communication (e.g., body language, facial expressions, and gestures), ⇒ Providing duplicate sets of visual supports for use during interactions, ⇒ Providing visual supports for content (what to say), timing (when to talk), and social conventions (how to engage) ⇒ Provide multiple options for expression (e.g., a selection of pictures to point to or hold, a dry erase board, thumbs up/thumbs down, hand signals, role play, verbalizing with a peer, share outs in group settings). ⇒ Providing reminders and visuals for how to adjust language to the social content (e.g., tone of voice, connected on-topic sentences, and range of communication functions).
2. Learners have <b>frequent opportunities for initiating in everyday activities</b> (e.g., adjusting social complexity to enhance interaction and balancing turns to allow learner to lead as well as follow)?	Foster opportunities for expression and communication by... ⇒ Responding to the learner’s signals, providing them with a means to initiate or end the interaction, ⇒ Providing adjusted social complexity (e.g., additional adult support or smaller group opportunities) when needed. ⇒ Providing close proximity to concrete objects and see-through containers.	Foster opportunities for expression and communication by... ⇒ Balancing adult-led discourse with learner-led discourse by allowing learner’s signals and initiations to lead interactions, ⇒ Providing open-ended questions and dialogue, ⇒ Whole group participation (e.g., choral responses) ⇒ Peer interaction (e.g., turn and talks, peer matches and peer group collaboration, learners taking the lead at front board). ⇒ Providing close proximity to visuals such as photos, graphics and the written word.	Foster opportunities for expression and communication by... ⇒ Balancing adult-led discourse with learner-led discourse by allowing learner’s signals and initiations to lead interactions (e.g., frequent peer to peer interactions), ⇒ Providing open-ended questions and dialogue, ⇒ Whole group participation (e.g., choral responses) ⇒ Peer interaction (e.g., turn and talks, peer matches and peer group collaboration, learners taking the lead ). ⇒ Providing close proximity to visuals such as written sentence starters and requests for peer collaboration.