

## Social Emotional Engagement - Knowledge & Skills (SEE-KS) Finding the "Fuel" for Learning - Short Course - Part A & B

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Social Emotional Engagement - Knowledge & Skills



**SEE-KS**  
Social Emotional Engagement - Knowledge & Skills

Presented by Emily Rubin  
For freely accessible tools: [www.SEE-KS.com](http://www.SEE-KS.com)



*The Neurochemistry of Learning*



*What happens when the chemistry is not there?*



*What happens when the chemistry is not there?*

### What is your current energy level?

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For freely accessible  
tools, visit:  
<https://autismlevelup.com>



### Today's plan

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#### Short Course - Part A

8:30am - 10:00am - The "Why" of Engagement  
10:00am - 10:30am - Morning break / discussion  
10:30am - 11:45am - The "What" of Engagement

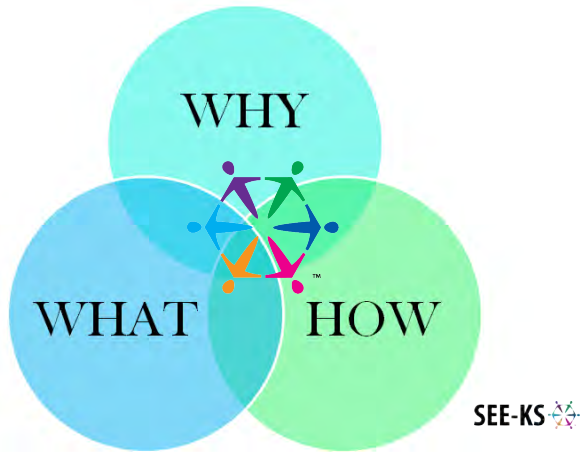
11:45am - 1:30pm - Luncheon

#### Short Course - Part B

1:30pm - 3:00pm - The "What" and "How" of Engagement  
3:00pm - 3:30pm - Afternoon break / discussion  
3:30pm - 4:30pm - The "How" of Engagement  
4:30pm - 4:45 - Q & A / Wrap Up



Why do we need to focus on engagement?



Why do we need to focus on engagement?

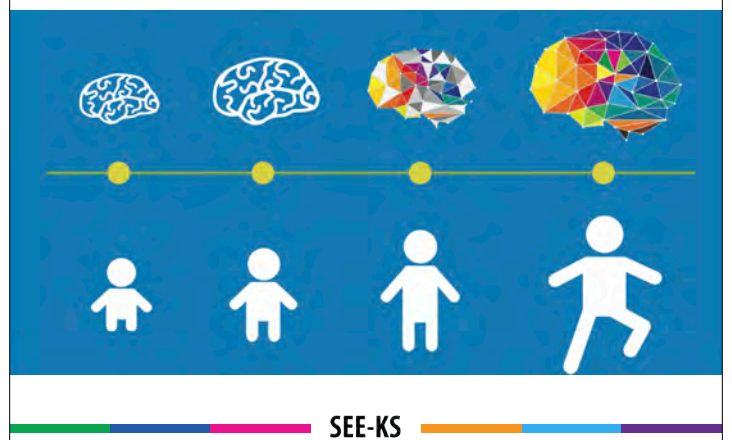
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### The “Why” of Social Emotional Engagement Engagement & Relationships = Learning

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- While our focus is often on critical outcomes, such as cognitive and academic milestones, we need to understand what enables a “readiness to learn.”
- We must understand why some learners may or may not be compelled to *actively engage* in instruction.
- Let’s talk a bit more about the neurochemistry of learning...

### Social engagement fuels healthy brain development

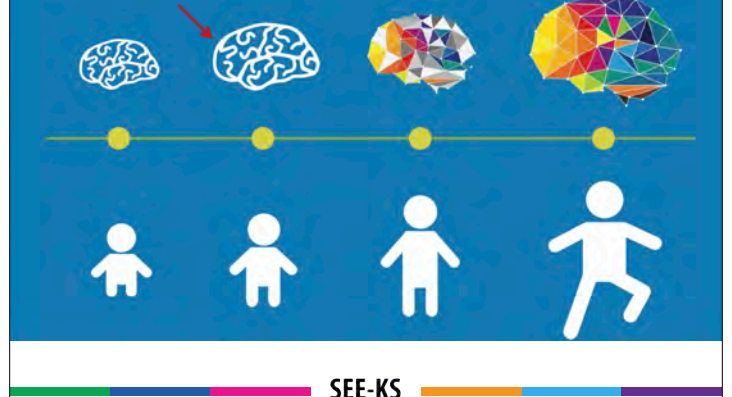


***Falling in love with the  
social world***

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### Social engagement fuels healthy brain development

The Social Brain





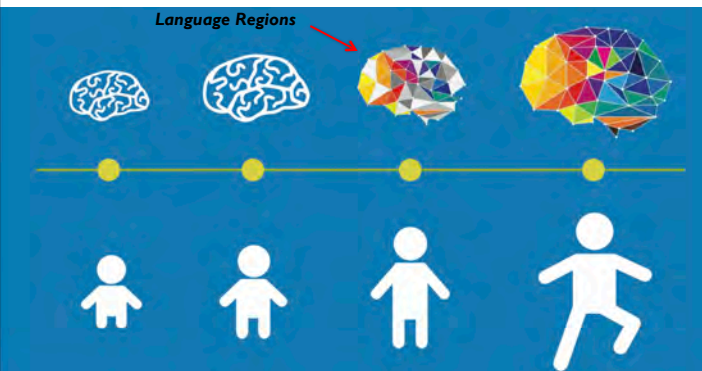


**Seeking out social connections with words**

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### Social engagement fuels healthy brain development

**Language Regions**



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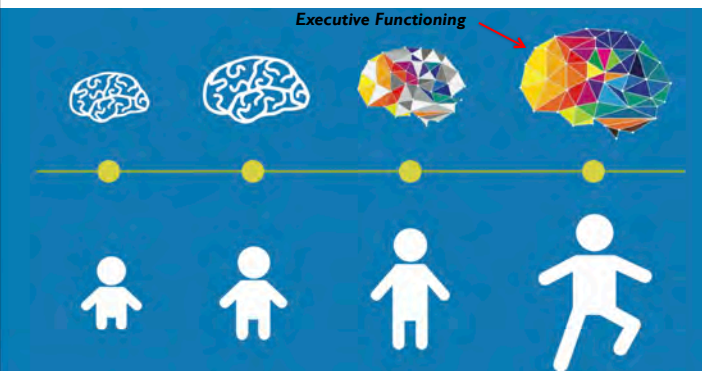


**Succeeding in a range of social settings**

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### Social engagement fuels healthy brain development


**Executive Functioning**




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### Social engagement fuels learning


**We are "brain architects" who can "fuel" the brain**




**Social Craving**




**Language Competency**




**Resilience and Self-Management**



oxytocin,  
opioids, and  
dopamine



oxytocin,  
opioids, and  
dopamine



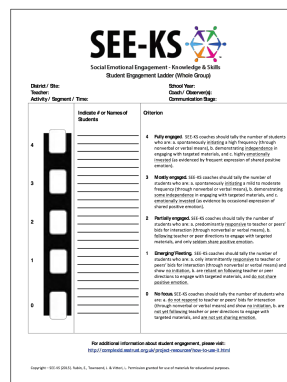
Chevallier, et. al. (2012). The social motivation theory of autism. Trends in Cognitive Sciences, Vol. 16, No. 4

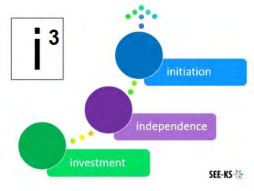
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### The "Why" of Social Emotional Engagement

**We need to measure learner engagement in our classroom lessons**

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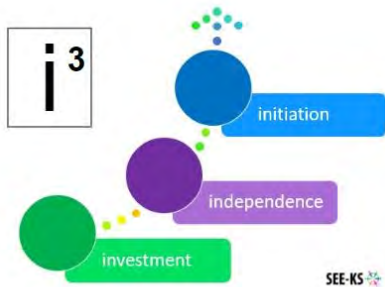


## The “Why” of Social Emotional Engagement

We need to measure learner engagement

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### 3 elements of active engagement



## We need to see our learner's investment

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“We’re butterflies now!”



Our learners need to...

- “be hooked” in a given activity (showing interest, positive emotion and shared attention), and
- sustain that attention within a given activity (showing persistence, resilience, and re-engagement).

## We need to see our learner's independence

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Our learners need to...

- “know what to do” in a given activity (understanding what’s next, making transitions, and following social expectations such as where to sit, how to wait one’s turn, and adjusting one’s vocal volume), and
- understand what is being taught in a given activity (showing an understanding of the concepts we are teaching).

## We need to see our learner's initiation

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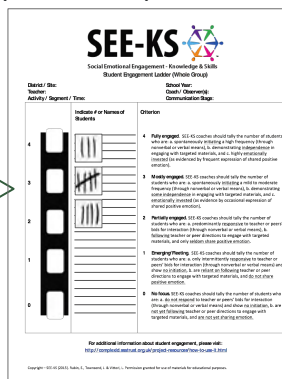
Our learners need to...

- “show what they know” in a given activity (by sending messages, either verbally or nonverbally), and
- share their ideas with a range of partners (both peers and teachers).

## SEE-KS Social Engagement Ladder Completed Sample

So, our engagement data might look like this with an average of 2.92

This lesson brought the “fuel” for learning!

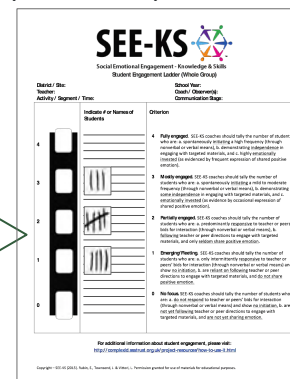


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## SEE-KS Social Engagement Ladder Completed Sample

Our engagement data might look like this with an average of 1.9

There are opportunities here to enhance engagement.



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# WHAT

What enhances engagement?

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## Our Goal – Social Engagement!

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Next...let's consider when our students are above a "2."

Why is this happening?

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### Finding the "Fuel" for Learning through a Universal Design for Learning

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Section A: Engage INVESTMENT      Section B: Access INDEPENDENCE      Section C: Express INITIATION

**AFFECTING NETWORKS: THE WHY OF LEARNING**  
Engagement  
For purposeful, motivated learners, stimulate interest and motivation for learning.

**RECOGNITION NETWORKS: THE WHAT OF LEARNING**  
Representation  
For resourceful, knowledge-rich learners, present information and content in different ways.

**IMAGINING NETWORKS: THE HOW OF LEARNING**  
Action & Expression  
For strategic, goal-directed learners, differentiate the ways that students can express what they know.

To learn more: [www.cast.org](http://www.cast.org)

### The SEE-KS Quick Reference:

Provides evidence-based universal instruction that is specially designed for a learner's developmental level

Before Words → Emerging Language → Developing Language → Conversational

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### The SEE-KS Quick Reference provides evidence-based universal instruction that is specially designed for a learner's developmental level

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Quick Reference Tool for the "3Rs" of Engagement  
Investment – Independence – Initiation

For learners to be "hooked" or motivated to engage, we can provide an environment that stimulates interest and supports the learner to sustain that connection.

Ask yourself: Is this individual "hooked" and staying "connected"?

**Investment**

Consider those supports when your learners are not yet using words. They are likely building their attachment to the new world and communicating primarily through body language, gestures, and facial expressions.

**Independence**

Consider those supports when your learners are beginning to use single words, brief phrases, and simple sentences with other speech partners, via language or technology.

**Initiation**

Consider those supports when your learners are consistently using simple sentences, phrases, and simple sentences with other speech partners, via language or technology.

**1. Learners have the right to be actively engaged in the activity.**

**Investment:** Providing meaningful activities to stimulate interest by creating consistent routines that involve purposeful, motivated learners. This might include: modeling, using play, water play, art, and movement.

**Independence:** Providing meaningful activities to stimulate interest by creating consistent routines that involve purposeful, motivated learners. This might include: modeling, using play, water play, art, and movement.

**Initiation:** Providing meaningful activities to stimulate interest by creating consistent routines that involve purposeful, motivated learners. This might include: modeling, using play, water play, art, and movement.

**2. Learners have the right to be actively engaged in the activity.**

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# SEE-K-UP

## Quick Reference Tool for the “3I’s” of Engagement

Investment – Independence – Initiation

**INDEPENDENCE**

Try scenarios to “know what to do” and “what being taught” are not possible, but results are consistent, role models, hands-on experience, and a plan.

**Ask yourself: Is this individual understanding the expectations?**

<b>Active Observer</b>	<b>Competent Learner</b>
<p>Consider three aspects when your person are not yet using words. They are likely utilizing their observation by the social worker and communicating primarily through body language, gestures, and facial expressions.</p>	<p>Consider three aspects when your person are beginning to use single words, brief phrases, and simple sentences with other social workers, parents, teachers, or caregivers.</p>
<p><b>A. Learning independence</b></p> <p style="background-color: #f0f0f0; padding: 2px; margin-top: 10px;"><b>1. Learners know what to do.</b></p> <p>Using consistent materials and environmental arrangements that include repetition of the same work, like same materials, and like same actions. This might include having a learner’s preferred response materials, a familiar situation, having the right set of space time, along might be required like to “go see” or “tell them”.</p> <p>Pairing language with visual cues or real materials and role modeled actions. This might include: having tangible objects in the environment, actions, and functional items, actions (having a chart to the table, holding a paper back to respond due to an artifact, actions like pointing).</p>	<p>Using consistent materials and environmental arrangements that include repetition of the same response, like same materials, and like same actions. This might include: having tangible objects in the environment, actions, and functional items, actions (having a chart to the table, holding a paper back to respond due to an artifact, actions like pointing to objects).</p> <p>Pairing language with visual cues or real materials, graphics, and role modeled actions. This might include: having tangible objects in the environment, actions, and functional items, actions (having a chart to the table, holding a paper back to respond due to an artifact, actions like pointing to objects).</p>
<p style="background-color: #f0f0f0; padding: 2px; margin-top: 10px;"><b>2. Learners know what to bring things</b></p> <p>Establishing learning about objects, meaningful experiences that include cognitive and practical. This might include: establishing learning like familiar, natural activities with consistent materials, and the same actions, and actions like pointing and movement (positioning of body being, drawing, looking, writing, practice, etc.).</p> <p>Providing role model supports, including hands-on objects, visual cues, and role models. This might include using consistent materials like the objects, which body movements, and role models, which natural natural activities and settings.</p>	<p>Establishing learning about objects, meaningful experiences that include cognitive and practical. This might include: establishing learning like familiar, natural activities with consistent materials, and the same actions, and actions like pointing and movement (positioning of body being, drawing, looking, writing, practice, etc.).</p> <p>Providing role model supports, including hands-on objects, visual cues, and role models. This might include using consistent materials like the objects, which body movements, and role models, which natural natural activities and settings.</p>

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<div>  </div> <div> <b>Quick Reference Tool for the "80% of Engagement"</b>  <i>Investment – Independence – Initiation</i> </div>		
<b>INITIATION</b> <i>For learners to build messages for others, we can provide an environment where it is safe for partners (regardless of background) to fully recommend and verbalize ways of communicating and creative (freedom) opportunities for timble.</i>		
<b>Ask yourself: Is this individual sharing with others?</b>		
	<b>Before now:</b> Consider those supports when your learners are not yet using words. They are likely building their attachment to the social world and communicating primarily through body language, gestures, and facial expressions.	<b>Emerging Language</b> Consider those supports when your learners are beginning to use single words, brief phrases, and single sentences with either spoken, sign, or technology.
<b>C. Fostering partners:</b>  Learners have many ways to show what they know.	<b>Responding to nonverbal signals</b> for communication (body language, facial expressions, and gestures) and initiating, extending, and negotiating meaning through body language, gestures, and facial expressions.  <b>Responding to nonverbal signals</b> for communication (body language, facial expressions, and gestures) and initiating, extending, and negotiating meaning through body language, gestures, and facial expressions. This might include modeling a range of facial expressions, gestures, and providing choices of oral and nonverbal communication.  <b>Providing a variety of models for expression.</b> This might include modeling a range of facial expressions, gestures, and providing choices of oral and nonverbal communication.	<b>Responding to nonverbal signals</b> for communication (body language, facial expressions, and gestures) and initiating, extending, and negotiating meaning through body language, gestures, and facial expressions. This might include modeling a range of facial expressions, gestures, and providing choices of oral and nonverbal communication.  <b>Providing a variety of models for expression.</b> This might include modeling a range of facial expressions, gestures, and providing choices of oral and nonverbal communication.
Learners have frequent opportunities for initiating for many reasons and with a range of partners.	<b>Relating explicit interaction with learner-led interaction</b> by making (one to one) interaction, allowing learner to initiate communication and extend when they initiate action (speaking, using, touching, gesturing, and sharing attention) and allowing a learner to initiate when there is no challenge, and sharing attention or the interaction or gesture when needed.	<b>Relating explicit interaction with learner-led interaction</b> by reducing the social demands to (one to one) and to give partners effective attention, activities, having learners' (spontaneous) extend, oral or sign to initiate activities (teaching for relational) and add a feedback signal, and having learners' (spontaneous) extend the interaction (including "oh yes," "that's right," and "thank you").

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# SEE-KS

## Quick Reference Tool for the 316's of Engagement

Investment – Independence – Initiation

### INITIATION

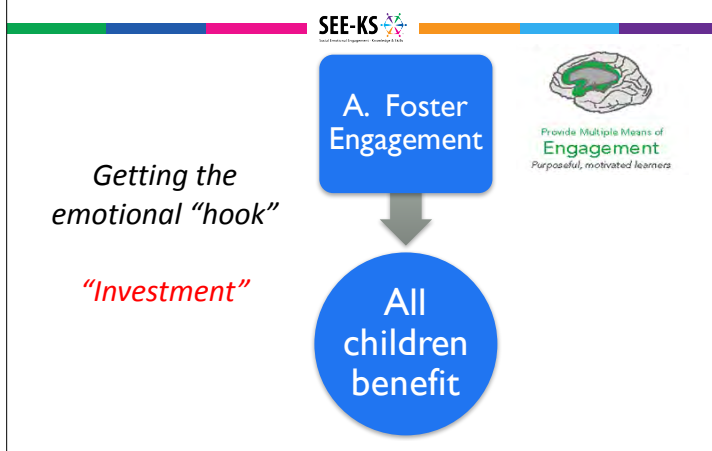
For learners to send messages to others, we can provide the environment where there are frequent opportunities to initiate and where other actors are being exposed to both nonverbal and verbal ways of communicating.


**Ask yourself: Is this individual sharing with others?**

Investment phase of engagement	Independence
<p>Consider their capacity, where your learners are using simple and complex sentences, vocabulary, phrasal verbs, and idioms. They should be able to read and understand a range of language in unfamiliar situations. To communicate for a range of functions (expressing emotion, asking for help, sharing something new to provide their behavior with self and others).</p> <p><b>5. Examine initiation.</b></p> <p>3 learners have every opportunity to show what they know.</p> <p><b>Regarding to nonverbal signals for communication</b> (body language, facial expressions, and gestures) by building phrases and sentences that represent for learner's expression ("Yes, I am," "No, it is not mine") etc.</p> <p><b>Providing a variety of models for expression.</b> This might include providing duplicate sets of visual supports, and/or using a range of materials (e.g., pictures, objects, and gestures) to show how to use the language. This might include using phrases and sentences using actions to learn, read, and other appropriate language for the activity.</p> <p><b>Building what-let interaction with learner-led interaction</b> by adjusting the social complexity to include 1 to 3 people in a group, and small groups, offering a choice of materials, and peer partners. Responding to content-related questions, and serving a variety of roles within social settings.</p> <p>2 learners have frequent opportunities for initiating for many reasons and ways in range of partners.</p>	<p>Consider their capacity where other learners are consistently using language, and/or where they are able to use language to express their "self" for expressive functions. There are steps that developing their ability to connect in a range of social contexts.</p> <p><b>Regarding to nonverbal signals for communication</b> (body language, facial expressions, gestures) by reducing the intensity of the learner, and modeling language that includes the intention ("I notice that you... we are... you are...") and using phrases like, "..."</p> <p><b>Providing a variety of models for expression.</b> This might include providing duplicate sets of visual supports, and/or using a range of materials (e.g., pictures, objects, and gestures) to show how to use the language. This might include using phrases and sentences using actions to learn, read, and other appropriate language for the activity. Models of use may be helpful, including a sequence of activities (choice 1 to 3 people, a dry eye board model, duplicate boards, hand gestures, movements, and an opportunity for other play actions).</p> <p><b>Building what-let interaction with learner-led interaction</b> by adjusting the social complexity to include 1 to 3 people in a group, and small groups offering choice of roles, materials, and peer partners. Responding to content-related questions, and serving a variety of roles within social settings (building the learner in a peer's role and what they know with other(s)).</p>

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## Fostering Social Emotional Engagement



<h2 style="text-align: center;">Social Emotional Engagement - Knowledge &amp; Skills (SEE-KS)</h2> <p style="text-align: center;">Essential Universal Design for Learning Supports – Mentorship Form (version 6/20/2021)</p>			
<b>① Location:</b> <b>Mentor(s):</b>		<b>Date:</b> <b>Mentor / Observer(s):</b>	
<b>② Activity:</b> <b>What was the mentor hoping the child/children would do?</b>		<b>③ Opportunity to enhance:</b> <b>Investment / Independence / Initiative</b> <small>(Circle one and brief the mentor(s) on action to increase)</small> <b>④ Possible Next Steps</b> <small>(generated during observation/ debriefing)</small>	
<b>A. Investment can be enhanced when this...</b>		<b>⑤ What is working (mentor's observation)?</b>	
1. Child / Children's interests have been considered to <u>maximize motivation for learning and attainment</u> .			
2. Child/Children have the <u>support to stay actively engaged and persist to tasks</u> .			
<b>B. Independence can be enhanced when this...</b>			
1. Child/Children <u>know what to do</u> .			
2. Child/Children <u>understand what is being taught</u> .			
<b>C. Initiative can be enhanced when this...</b>			
1. Child/Children have <u>different options for showing what they know and what to use</u> .			
2. Child/Children have <u>frequent opportunities for initiative in everyday activities</u> .			
<b>⑥ Action Plan for Next Steps(s):</b>			

SEE-KS Mentorship Steps: ① ② ③ ④ ⑤ ⑥

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Provide Multiple Means of  
**Engagement**  
*Purposeful, motivated learners*





## Strategies to enhance student investment in classroom lessons

SEE-KS Quick Reference Tool for the "3I's" of Engagement Investment – Independence – Initiation	
For learners to be "hooked" or motivated to engage, we can provide an environment that stimulates interest and supports the learner to sustain their connection.	
Ask yourself: Is this individual "hooked" and staying "connected"?	
Initiation	Investment
Consider those supports when your learners are just getting started. They are likely building their attachment to the social world and communicating primarily through body language, gestures, and facial expressions.	Consider those supports when your learners are beginning to use single words, brief phrases, and simple sentences with other words, pictures, sign language, or technology.
<b>A. Fostering investment:</b> 1. Learning resources have been considered in relation to the individual's motivation for learning. <b>Providing meaningful activities</b> to stimulate interest by creating consistent routines that include appealing sensory properties. This might include: manipulating, moving play, water play, art, and movement. <b>Providing hands-on, movement-based activities</b> to stimulate interest through engaging sensory activities to the learner (consider exploring objects for how they feel, sound, smell, or provide visual effects). <b>Providing opportunities for social connections</b> with preferred partners (consistent and predictable interaction partners). This might include: games involving face-to-face play and verbal interaction.	<b>Providing meaningful activities</b> to stimulate interest by creating consistent routines that use words, graphics, letters and numbers with interest of "brand" or "end" the object as well as opportunities to act out the meaning of these concepts. This might include: using the play with a real object, creating a shared experience through projects, art, music, or play. <b>Providing hands-on, movement-based activities</b> to stimulate interest through whole-body movement (consider objects and movements that are familiar to the learner as well as those that are novel). This might include: opportunities to use pretend play props and familiar materials related to routine daily experiences. <b>Providing opportunities for social connections</b> with preferred partners (consistent and predictable interaction partners). This might include: providing all children or partners with the same hands-on materials while performing the same action at the same time, this provides opportunities for parallel play. <b>Adjusting the environment</b> based upon the sensory needs of the learner including the type and amount of visual, auditory, and movement stimulation. The appropriate data includes a learner's energy level and adjusting the level of sensory stimulation (e.g., quietness, loudness, or movement) to the learner's needs. This might include: using sensory bins, sensory bags, or sensory bottles to provide sensory stimulation. This might include: using sensory bins, sensory bags, or sensory bottles to provide sensory stimulation.
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<b>Providing access to self-regulation supports</b> using sensory and/or tangible objects. This might include: providing fidgets and/or toys to use as a preferred distraction partner and/or creating a stimulating activity and materials.	<b>Providing access to self-regulation supports</b> using sensory and/or tangible objects. This might include: providing fidgets and/or toys to use as a preferred distraction partner and/or creating a stimulating activity and materials.

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## Before words



...we foster investment with hands-on materials, messy play and exploration with different textures (e.g., art, building, cooking, music, etc.)



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Consider those supports when your learners are just getting started. They are likely building their attachment to the social world and communicating primarily through body language, gestures, and facial expressions.	Consider those supports when your learners are beginning to use single words, brief phrases, and simple sentences with other words, pictures, sign language, or technology.
<b>A. Fostering investment:</b> 1. Learning resources have been considered in relation to the individual's motivation for learning. <b>Providing meaningful activities</b> to stimulate interest by creating consistent routines that include appealing sensory properties. This might include: manipulating, moving play, water play, art, and movement. <b>Providing hands-on, movement-based activities</b> to stimulate interest through engaging sensory activities to the learner (consider exploring objects for how they feel, sound, smell, or provide visual effects). <b>Providing opportunities for social connections</b> with preferred partners (consistent and predictable interaction partners). This might include: games involving face-to-face play and verbal interaction.	<b>Providing meaningful activities</b> to stimulate interest by creating consistent routines that use words, graphics, letters and numbers with interest of "brand" or "end" the object as well as opportunities to act out the meaning of these concepts. This might include: using the play with a real object, creating a shared experience through projects, art, music, or play. <b>Providing hands-on, movement-based activities</b> to stimulate interest through whole-body movement (consider objects and movements that are familiar to the learner as well as those that are novel). This might include: opportunities to use pretend play props and familiar materials related to routine daily experiences. <b>Providing opportunities for social connections</b> with preferred partners (consistent and predictable interaction partners). This might include: providing all children or partners with the same hands-on materials while performing the same action at the same time, this provides opportunities for parallel play. <b>Adjusting the environment</b> based upon the sensory needs of the learner including the type and amount of visual, auditory, and movement stimulation. The appropriate data includes a learner's energy level and adjusting the level of sensory stimulation (e.g., quietness, loudness, or movement) to the learner's needs. This might include: using sensory bins, sensory bags, or sensory bottles to provide sensory stimulation. This might include: using sensory bins, sensory bags, or sensory bottles to provide sensory stimulation.
2. Learners have the support to stay actively engaged and persist in tasks. <b>Adjusting the environment</b> based upon the sensory needs of the learner including the type and amount of visual, auditory, and movement stimulation. The appropriate data includes a learner's energy level and adjusting the level of sensory stimulation (e.g., quietness, loudness, or movement) to the learner's needs. This might include: using sensory bins, sensory bags, or sensory bottles to provide sensory stimulation. This might include: using sensory bins, sensory bags, or sensory bottles to provide sensory stimulation.	<b>Adjusting the environment</b> based upon the sensory needs of the learner including the type and amount of visual, auditory, and movement stimulation. The appropriate data includes a learner's energy level and adjusting the level of sensory stimulation (e.g., quietness, loudness, or movement) to the learner's needs. This might include: using sensory bins, sensory bags, or sensory bottles to provide sensory stimulation. This might include: using sensory bins, sensory bags, or sensory bottles to provide sensory stimulation.
<b>Providing access to self-regulation supports</b> using sensory and/or tangible objects. This might include: providing fidgets and/or toys to use as a preferred distraction partner and/or creating a stimulating activity and materials.	<b>Providing access to self-regulation supports</b> using sensory and/or tangible objects. This might include: providing fidgets and/or toys to use as a preferred distraction partner and/or creating a stimulating activity and materials.

## Enhancing investment in learners who have emerging language skills



## Strategies to enhance student investment in classroom lessons

SEE-KS Quick Reference Tool for the "3I's" of Engagement Investment – Independence – Initiation	
For learners to be "hooked" or motivated to engage, we can provide an environment that stimulates interest and supports the learner to sustain their connection.	
Ask yourself: Is this individual "hooked" and staying "connected"?	
Initiation	Investment
Consider those supports when your learners are just getting started. They are likely building their attachment to the social world and communicating primarily through body language, gestures, and facial expressions.	Consider those supports when your learners are beginning to use single words, brief phrases, and simple sentences with other words, pictures, sign language, or technology.
<b>A. Fostering investment:</b> 1. Learning resources have been considered in relation to the individual's motivation for learning. <b>Providing meaningful activities</b> to stimulate interest by creating consistent routines that include appealing sensory properties. This might include: manipulating, moving play, water play, art, and movement. <b>Providing hands-on, movement-based activities</b> to stimulate interest through engaging sensory activities to the learner (consider exploring objects for how they feel, sound, smell, or provide visual effects). <b>Providing opportunities for social connections</b> with preferred partners (consistent and predictable interaction partners). This might include: games involving face-to-face play and verbal interaction.	<b>Providing meaningful activities</b> to stimulate interest by creating consistent routines that use words, graphics, letters and numbers with interest of "brand" or "end" the object as well as opportunities to act out the meaning of these concepts. This might include: using the play with a real object, creating a shared experience through projects, art, music, or play. <b>Providing hands-on, movement-based activities</b> to stimulate interest through whole-body movement (consider objects and movements that are familiar to the learner as well as those that are novel). This might include: opportunities to use pretend play props and familiar materials related to routine daily experiences. <b>Providing opportunities for social connections</b> with preferred partners (consistent and predictable interaction partners). This might include: providing all children or partners with the same hands-on materials while performing the same action at the same time, this provides opportunities for parallel play. <b>Adjusting the environment</b> based upon the sensory needs of the learner including the type and amount of visual, auditory, and movement stimulation. The appropriate data includes a learner's energy level and adjusting the level of sensory stimulation (e.g., quietness, loudness, or movement) to the learner's needs. This might include: using sensory bins, sensory bags, or sensory bottles to provide sensory stimulation. This might include: using sensory bins, sensory bags, or sensory bottles to provide sensory stimulation.
2. Learners have the support to stay actively engaged and persist in tasks. <b>Adjusting the environment</b> based upon the sensory needs of the learner including the type and amount of visual, auditory, and movement stimulation. The appropriate data includes a learner's energy level and adjusting the level of sensory stimulation (e.g., quietness, loudness, or movement) to the learner's needs. This might include: using sensory bins, sensory bags, or sensory bottles to provide sensory stimulation. This might include: using sensory bins, sensory bags, or sensory bottles to provide sensory stimulation.	<b>Adjusting the environment</b> based upon the sensory needs of the learner including the type and amount of visual, auditory, and movement stimulation. The appropriate data includes a learner's energy level and adjusting the level of sensory stimulation (e.g., quietness, loudness, or movement) to the learner's needs. This might include: using sensory bins, sensory bags, or sensory bottles to provide sensory stimulation. This might include: using sensory bins, sensory bags, or sensory bottles to provide sensory stimulation.
<b>Providing access to self-regulation supports</b> using sensory and/or tangible objects. This might include: providing fidgets and/or toys to use as a preferred distraction partner and/or creating a stimulating activity and materials.	<b>Providing access to self-regulation supports</b> using sensory and/or tangible objects. This might include: providing fidgets and/or toys to use as a preferred distraction partner and/or creating a stimulating activity and materials.

## Enhancing investment in learners who are developing language competence





## Strategies to enhance student investment in classroom lessons

SEE-KS Quick Reference Tool for the "3I's" of Engagement Investment – Independence – Initiation	
INVESTMENT	
For learners to be "hooked" or motivated to engage, we can provide an environment that stimulates interest and supports the learner to sustain their connection.	
Ask yourself: Is this individual "hooked" and staying "connected"?	
Active/Engaged	Disengaged
Consider those supports when your learners are consistently using simple and complex sentences, conversational level discourse, and "I want" language for the initiative functioning. They are then developing their ability to sustain a single or small system.	Consider those supports when your learners are consistently using simple sentences, conversational level discourse, and "I want" language for the initiative functioning. They are then developing their ability to sustain a single or small system.
<b>A. Fostering investment:</b>	
1. Learners have been consistently to stimulate motivation for learning.	
2. Learners have the tools to take action on their goals.	
3. Learners have the tools to take action on their goals.	
4. Learners have the tools to take action on their goals.	
5. Learners have the tools to take action on their goals.	
6. Learners have the tools to take action on their goals.	
7. Learners have the tools to take action on their goals.	
8. Learners have the tools to take action on their goals.	
9. Learners have the tools to take action on their goals.	
10. Learners have the tools to take action on their goals.	

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## Enhancing investment in learners who are conversational

...we foster investment in our writing lessons by embedding role-play and hands-on materials.

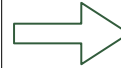
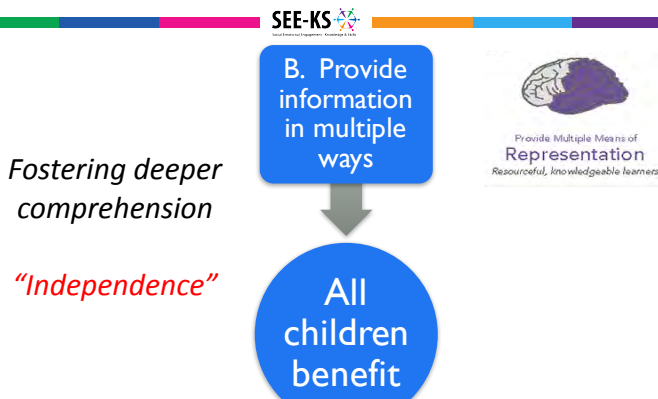


### Crime Scene Investigation

Who assassinated Abraham Lincoln?



## Fostering Social Emotional Engagement



Social Emotional Engagement - Knowledge & Skills (SEE-KS)		Date: _____	
Location: _____		Mentor / Observer(s): _____	
① Activity: What was the mentor hoping the child/children would?	② What is working (mentor's perspective)?	③ Opportunity to enhance: Investment / Independence / Initiation	④ Possible Next Steps (generated during collaborative discussion)
<b>A. Investment can be enhanced when the...</b>		① What is working (mentor's perspective)?	
1. Child/Children's interests have been considered to stimulate motivation for learning and interaction.			
2. Child/Children have the support to play actively engaged and curious in tasks.			
<b>B. Independence can be enhanced when the...</b>			
1. Child/Children know what to do.			
2. Child/Children understand what is being taught.			
<b>C. Initiation can be enhanced when the...</b>			
1. Child/Children have different options for sharing what they know and what to do.			
2. Child/Children have frequent opportunities for initiating in everyday activities.			
⑤ Action Plan for Next Steps:		SEE-KS Monitoring Sheet: ① ② ③ ④ ⑤ ⑥	

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SEE-KS

## Strategies to enhance student independence in classroom lessons

SEE-KS Quick Reference Tool for the "3I's" of Engagement Investment – Independence – Initiation	
INDEPENDENCE	
For learners to be "hooked" or motivated to engage, we can provide an environment that stimulates interest and supports the learner to sustain their connection.	
Ask yourself: Is this individual understanding the expectations?	
Active/Engaged	Disengaged
Consider those supports when your learners are not yet using words. They are likely building their attention for the social and communication process through body language, gestures, and facial expressions.	Consider those supports when your learners are not yet using words, facial expressions, and simple sentences with other people, pictures, and language.
<b>A. Fostering independence:</b>	
1. Learners know what to do.	
2. Learners know what to do.	
3. Learners know what to do.	
4. Learners know what to do.	
5. Learners know what to do.	
6. Learners know what to do.	
7. Learners know what to do.	
8. Learners know what to do.	
9. Learners know what to do.	
10. Learners know what to do.	

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## Before Words

...by providing objects of reference to ensure understanding.



Provide Multiple Means of Representation  
Resourceful, knowledgeable learners



## Strategies to enhance student independence in classroom lessons

SEE-KS Quick Reference Tool for the "3I's" of Engagement Investment – Independence – Initiation	
INDEPENDENCE For learners to "know what to do" or "what they expect" who can provide an environment that includes consistent routines, materials, role models, and visuals.	
Ask yourself: Is this individual understanding the expectations?	
Strategic Considerations	Strategic Considerations
Consider those supports when your learners are not yet using words. They are likely building their attachment to the social world and communicating primarily through body language, gestures, and facial expressions.	Consider those supports when your learners are beginning to use single words, brief phrases, and simple sentences with other people, pictures, sign language, or technology.
<b>1. Learners know what to do.</b> Using consistent routines and environmental arrangements that include repetition of the same words, the same materials, and the same actions. This might include having a learner's preferred nonverbal activities in familiar activities, having the lights off for quiet time, using made-to-measure items to "go to" or "leave from."	Using consistent routines and environmental arrangements that include repetition of the same words, the same materials, and the same actions. This might include having a learner's preferred nonverbal activities in familiar activities, having the lights off for quiet time, using made-to-measure items to "go to" or "leave from."
<b>2. Learners know what is being taught.</b> Embedding learning into shared, meaningful experiences that include repetition and practice. This might include embedding learning in familiar, natural activities with consistent support or in a shared experience where concepts are illustrated through multimedia (visuals) such as music, role models, and real-life objects. This might include using consistent support or in a shared experience where concepts are illustrated through multimedia (visuals) such as music, role models, and real-life objects.	Embedding learning into shared, meaningful experiences that include repetition and practice. This might include embedding learning in familiar, natural activities with consistent support or in a shared experience where concepts are illustrated through multimedia (visuals) such as music, role models, and real-life objects. This might include using consistent support or in a shared experience where concepts are illustrated through multimedia (visuals) such as music, role models, and real-life objects.

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## Enhancing independence in learners who are emerging language

...by pairing information with visuals ensure understanding.



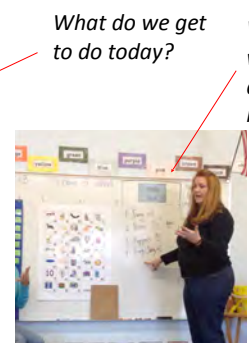
## Strategies to enhance student independence in classroom lessons

SEE-KS Quick Reference Tool for the "3I's" of Engagement Investment – Independence – Initiation	
INDEPENDENCE For learners to "know what to do" or "what they expect" who can provide an environment that includes consistent routines, materials, role models, and visuals.	
Ask yourself: Is this individual understanding the expectations?	
Strategic Considerations	Strategic Considerations
Consider those supports when your learners are using simple and complex sentences. These learners are likely still developing their use and understanding of language in particular situations, in conversation for a range of functions (describing, asking for help, sharing interest, and to guide their behavior with peers and adults).	Consider those supports when your learners are consistently using complex sentences, conversational level discourse, and "more discourse" for descriptive functioning. These are likely developing their ability to use a range of single concepts.
<b>1. Learners know what to do.</b> Using consistent routines and environmental arrangements that include repetition of the same words and complex activities, the same materials, and the same actions. This might include embedding learning in familiar, natural activities with consistent support or in a shared experience where concepts are illustrated through multimedia (visuals) such as music, role models, and real-life objects. This might include using consistent support or in a shared experience where concepts are illustrated through multimedia (visuals) such as music, role models, and real-life objects.	Using consistent routines and environmental arrangements that include repetition of the same words and complex activities, the same materials, and the same actions. This might include embedding learning in familiar, natural activities with consistent support or in a shared experience where concepts are illustrated through multimedia (visuals) such as music, role models, and real-life objects. This might include using consistent support or in a shared experience where concepts are illustrated through multimedia (visuals) such as music, role models, and real-life objects.
<b>2. Learners know what is being taught.</b> Embedding learning into shared, meaningful experiences that include repetition and practice. This might include embedding learning in familiar, natural activities with consistent support or in a shared experience where concepts are illustrated through multimedia (visuals) such as music, role models, and real-life objects. This might include using consistent support or in a shared experience where concepts are illustrated through multimedia (visuals) such as music, role models, and real-life objects.	Embedding learning into shared, meaningful experiences that include repetition and practice. This might include embedding learning in familiar, natural activities with consistent support or in a shared experience where concepts are illustrated through multimedia (visuals) such as music, role models, and real-life objects. This might include using consistent support or in a shared experience where concepts are illustrated through multimedia (visuals) such as music, role models, and real-life objects.

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## Enhancing independence in learners who are developing language competence

...by providing visuals for the sequence & the steps within activities



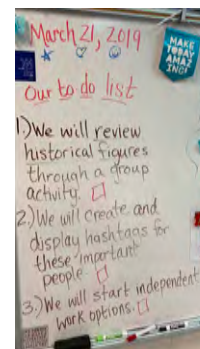
## Strategies to enhance student independence in classroom lessons

SEE-KS Quick Reference Tool for the "3I's" of Engagement Investment – Independence – Initiation	
INDEPENDENCE For learners to "know what to do" or "what they expect" who can provide an environment that includes consistent routines, materials, role models, and visuals.	
Ask yourself: Is this individual understanding the expectations?	
Strategic Considerations	Strategic Considerations
Consider those supports when your learners are using simple and complex sentences. These learners are likely still developing their use and understanding of language in particular situations, in conversation for a range of functions (describing, asking for help, sharing interest, and to guide their behavior with peers and adults).	Consider those supports when your learners are consistently using complex sentences, conversational level discourse, and "more discourse" for descriptive functioning. These are likely developing their ability to use a range of single concepts.
<b>1. Learners know what to do.</b> Using consistent routines and environmental arrangements that include repetition of the same words and complex activities, the same materials, and the same actions. This might include embedding learning in familiar, natural activities with consistent support or in a shared experience where concepts are illustrated through multimedia (visuals) such as music, role models, and real-life objects. This might include using consistent support or in a shared experience where concepts are illustrated through multimedia (visuals) such as music, role models, and real-life objects.	Using consistent routines and environmental arrangements that include repetition of the same words and complex activities, the same materials, and the same actions. This might include embedding learning in familiar, natural activities with consistent support or in a shared experience where concepts are illustrated through multimedia (visuals) such as music, role models, and real-life objects. This might include using consistent support or in a shared experience where concepts are illustrated through multimedia (visuals) such as music, role models, and real-life objects.
<b>2. Learners know what is being taught.</b> Embedding learning into shared, meaningful experiences that include repetition and practice. This might include embedding learning in familiar, natural activities with consistent support or in a shared experience where concepts are illustrated through multimedia (visuals) such as music, role models, and real-life objects. This might include using consistent support or in a shared experience where concepts are illustrated through multimedia (visuals) such as music, role models, and real-life objects.	Embedding learning into shared, meaningful experiences that include repetition and practice. This might include embedding learning in familiar, natural activities with consistent support or in a shared experience where concepts are illustrated through multimedia (visuals) such as music, role models, and real-life objects. This might include using consistent support or in a shared experience where concepts are illustrated through multimedia (visuals) such as music, role models, and real-life objects.

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## Enhancing independence in learners who are conversational

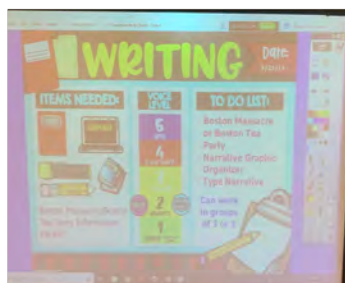
...by providing multiple modalities for the sequence & the steps within activities





## Enhancing independence in learners who are conversational

SEE-KS  
Social Emotional Engagement - Knowledge & Skills



## Fostering Social Emotional Engagement

SEE-KS  
Social Emotional Engagement - Knowledge & Skills

C. Foster expression

Fostering an ability to show what they know!

"Initiation"

All children benefit



**Social Emotional Engagement - Knowledge & Skills (SEE-KS)**  
Essential Universal Design for Learning Supports – Monitoring Form

Location: \_\_\_\_\_ Date: \_\_\_\_\_  
Mentor(s): \_\_\_\_\_ Mentor / Observer(s): \_\_\_\_\_

(2) Activity: What was the mentor hoping the child/children would do?	(3) What is working (mentor's perspective)?	(5) Opportunity to enhance: Investment / Independence / Initiation (Include any further information or comments)
<b>A. Investment can be enhanced when the...</b>	(1) What is working (mentor's observation)?	(4) Possible Next Steps (generated during collaborative discussion)
1. Child / Children's interests have been considered to <u>stimulate motivation for learning and interaction</u> .		
2. Child/Children have the <u>support to play actively, express and persist in tasks</u> .		
<b>C. Independence can be enhanced when the...</b>		
1. Child/Children <u>know what to do</u> .		
2. Child/Children <u>understand what is being taught</u> .		
<b>E. Initiation can be enhanced when the...</b>		
1. Child/Children have <u>different reasons for choosing what they know and what to do</u> .		
2. Child/Children have frequent opportunities for <u>initiating in everyday activities</u> .		

Action Plan for Next Steps: \_\_\_\_\_ SEE-KS Membership Steps: (1) (2) (3) (4) (5) (6)

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SEE-KS

## Strategies to enhance student *initiation* in classroom lessons

**SEE-KS**  
Quick Reference Tool for the "3I's" of Engagement  
Investment – Independence – Initiation

**INITIATION**  
For learners to socialize messages to others, we can provide an environment where a learner's partner(s) respond to and encourage their nonverbal and verbal ways of communicating and thereby frequent opportunities to initiate.

Ask yourself: Is this individual sharing with others?

	Before Words	Emerging Language
<b>C. Fostering initiation...</b>	<p>Consider those supports when your learners are not yet using words. They are likely building their attachment to the social world and communicating primarily through body language, gestures, and facial expressions.</p> <p>1. Learners have many ways to show what they know.</p> <p>Responding to nonverbal signals for communication (body language, facial expressions, and gestures) and initiating communication (gestures, sounds, actions, and gestures related to the learner).</p> <p>Providing a variety of modes for expression. This might include modeling a range of facial expressions, gestures, sounds, actions, and gestures related to the learner. This might include modeling a range of facial expressions, gestures, sounds, actions, and gestures related to the learner.</p>	<p>Consider those supports when your learners are beginning to use single words, short phrases, and simple sentences with others (speech, actions, gestures, or technology).</p> <p>Responding to nonverbal signals for communication (body language, facial expressions, and gestures) and initiating communication (gestures, sounds, actions, and gestures related to the learner).</p> <p>Providing a variety of modes for expression. This might include modeling a range of facial expressions, gestures, sounds, actions, and gestures related to the learner. This might include modeling a range of facial expressions, gestures, sounds, actions, and gestures related to the learner.</p>
2. Learners have frequent opportunities for initiating for many reasons and with a range of partners.	<p>Reducing adult-led interaction with learner-led interaction by making time for 1:1 interaction, offering choices, fostering learner's agency, and providing choices of how to interact (e.g., using gestures, sounds, actions, and gestures related to the learner).</p> <p>Reducing adult-led interaction with learner-led interaction by making time for 1:1 interaction, offering choices, fostering learner's agency, and providing choices of how to interact (e.g., using gestures, sounds, actions, and gestures related to the learner).</p>	<p>Reducing adult-led interaction with learner-led interaction by making time for 1:1 interaction, offering choices, fostering learner's agency, and providing choices of how to interact (e.g., using gestures, sounds, actions, and gestures related to the learner).</p> <p>Reducing adult-led interaction with learner-led interaction by making time for 1:1 interaction, offering choices, fostering learner's agency, and providing choices of how to interact (e.g., using gestures, sounds, actions, and gestures related to the learner).</p>

## Enhancing initiation in learners who are before words

SEE-KS  
Social Emotional Engagement - Knowledge & Skills

...by providing different modes of expression...



## Strategies to enhance student *initiation* in classroom lessons

**SEE-KS**  
Quick Reference Tool for the "3I's" of Engagement  
Investment – Independence – Initiation

**INITIATION**  
For learners to socialize messages to others, we can provide an environment where a learner's partner(s) respond to and encourage their nonverbal and verbal ways of communicating and thereby frequent opportunities to initiate.

Ask yourself: Is this individual sharing with others?

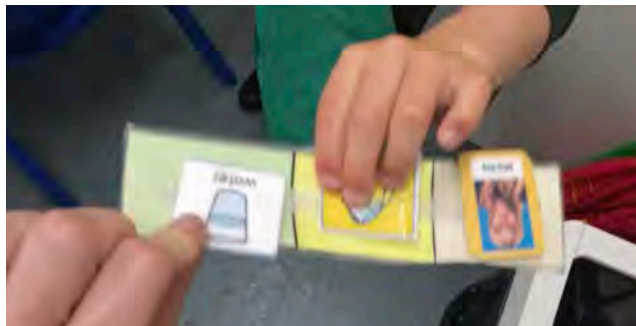
	Before Words	Emerging Language
<b>C. Fostering initiation...</b>	<p>Consider those supports when your learners are not yet using words. They are likely building their attachment to the social world and communicating primarily through body language, gestures, and facial expressions.</p> <p>1. Learners have many ways to show what they know.</p> <p>Responding to nonverbal signals for communication (body language, facial expressions, and gestures) and initiating communication (gestures, sounds, actions, and gestures related to the learner).</p> <p>Providing a variety of modes for expression. This might include modeling a range of facial expressions, gestures, sounds, actions, and gestures related to the learner. This might include modeling a range of facial expressions, gestures, sounds, actions, and gestures related to the learner.</p>	<p>Consider those supports when your learners are beginning to use single words, short phrases, and simple sentences with others (speech, actions, gestures, or technology).</p> <p>Responding to nonverbal signals for communication (body language, facial expressions, and gestures) and initiating communication (gestures, sounds, actions, and gestures related to the learner).</p> <p>Providing a variety of modes for expression. This might include modeling a range of facial expressions, gestures, sounds, actions, and gestures related to the learner. This might include modeling a range of facial expressions, gestures, sounds, actions, and gestures related to the learner.</p>
2. Learners have frequent opportunities for initiating for many reasons and with a range of partners.	<p>Reducing adult-led interaction with learner-led interaction by making time for 1:1 interaction, offering choices, fostering learner's agency, and providing choices of how to interact (e.g., using gestures, sounds, actions, and gestures related to the learner).</p> <p>Reducing adult-led interaction with learner-led interaction by making time for 1:1 interaction, offering choices, fostering learner's agency, and providing choices of how to interact (e.g., using gestures, sounds, actions, and gestures related to the learner).</p>	<p>Reducing adult-led interaction with learner-led interaction by making time for 1:1 interaction, offering choices, fostering learner's agency, and providing choices of how to interact (e.g., using gestures, sounds, actions, and gestures related to the learner).</p> <p>Reducing adult-led interaction with learner-led interaction by making time for 1:1 interaction, offering choices, fostering learner's agency, and providing choices of how to interact (e.g., using gestures, sounds, actions, and gestures related to the learner).</p>



## Enhancing initiation in learners who are at emerging language stages

SEE-KS

...by providing different options for showing what they know, emphasizing people's names and verbs.



## Strategies to enhance student initiation in classroom lessons

SEE-KS

Quick Reference Tool for the "3I's" of Engagement

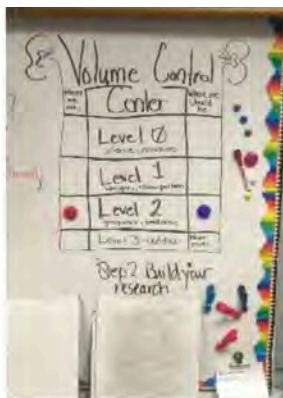
Investment - Independence - Initiation

Initiation	
For learners to send messages to others, we can provide an environment where there are frequent opportunities to initiate and respond to others' initiations.	
Ask yourself: Is this individual sharing with others?	
<p><b>Recognizing, initiating, responding</b></p> <p>Consider their support when your learners are using simple and complete sentences consistently. These learners are likely still developing their oral and written understanding of language in educational situations. In communication for a range of functions (requesting, answering, asking for help, sharing, naming), and to guide their behavior with their self-talk.</p>	<p><b>Responding</b></p> <p>Consider their support when your learners are consistently using complete sentences, consistently using "I" statements, and "I" statements for the external functioning. This is likely developing their ability to succeed in a range of social contexts.</p>
<p><b>3. Fostering initiation</b></p> <p>Responding to nonverbal signals for communication (body language, facial expressions, and gestures) by modeling phrases and sentences that represent the learner's intention (e.g., "Hello, I want to do this right now").</p> <p>Providing a variety of models for expression. This might include providing explicit models of oral and written communication and written language, a variety of nonverbal communication, and the use of visual supports (e.g., facial expressions, hand gestures, and pointing) to the learner's attention. This might include providing explicit models of oral and written communication and written language, a variety of nonverbal communication, and the use of visual supports (e.g., facial expressions, hand gestures, and pointing) to the learner's attention.</p>	<p><b>Responding to nonverbal signals</b></p> <p>Responding to nonverbal signals for communication (body language, facial expressions, and gestures) by modeling phrases and sentences that represent the learner's intention (e.g., "Hello, I want to do this right now").</p> <p>Providing a variety of models for expression. This might include providing explicit models of oral and written communication and written language, a variety of nonverbal communication, and the use of visual supports (e.g., facial expressions, hand gestures, and pointing) to the learner's attention.</p>
<p><b>2. Learners have frequent opportunities for initiating</b></p> <p>Responding to nonverbal signals for communication (body language, facial expressions, and gestures) by modeling phrases and sentences that represent the learner's intention (e.g., "Hello, I want to do this right now").</p>	<p><b>Responding to nonverbal signals</b></p> <p>Responding to nonverbal signals for communication (body language, facial expressions, and gestures) by modeling phrases and sentences that represent the learner's intention (e.g., "Hello, I want to do this right now").</p>

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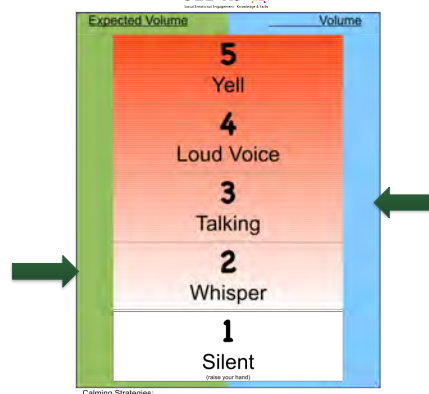
## Enhancing initiation in learners who are conversational

SEE-KS



## Enhancing initiation in learners who are conversational

SEE-KS



Vocal Volume Meter accessible [www.amy-laurent.com](http://www.amy-laurent.com)

## How can sustain the work?

Empowering educators through mentorship

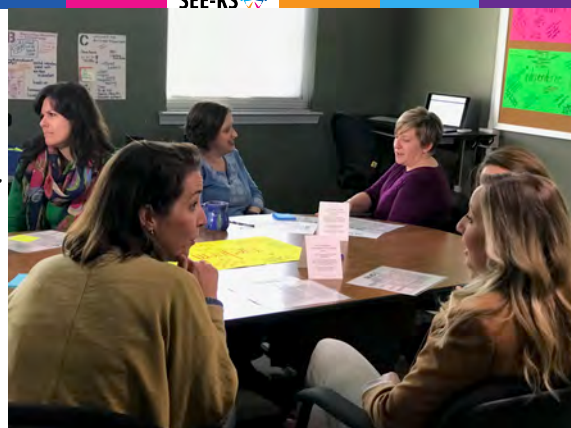


## Social Emotional Engagement Relates to Adult Learners Too!

SEE-KS

Educators are the "fuel" for healthy brain development...

Are we "fueling" each other?





## The “How” of SEE-KS Mentorship

### Examining the negative qualities of mentorship...those that “drain” us



# Reflection Time

## The “How” of Mentorship

### Examining the traditional expert model



Let's imagine...

- If an expert arrived in a classroom with a clipboard containing the social engagement ladder and made recommendations to a teacher....

**SEE-KS**  
Social Emotional Engagement - Knowledge & Skills  
Student Engagement Ladder (Whole Group)

Observer / Site: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Activity / Segment / Time: \_\_\_\_\_

Student Name: \_\_\_\_\_  
Class / Classroom: \_\_\_\_\_  
Communication Stage: \_\_\_\_\_

Indicate # or Names of Students	Observation
4	
3	
2	
1	
0	

**4 Fully engaged.** SEE-KS coaches should tally the number of students who are 4, spontaneously initiating a high frequency through movement or verbal means, 3, demonstrating independence in engaging with targeted materials, and 1, highly intentionally focused on movement or frequent expression of shared positive emotion.

**3 Highly engaged.** SEE-KS coaches should tally the number of students who are 3, spontaneously initiating a high frequency through movement or verbal means, 2, demonstrating independence in engaging with targeted materials, and 1, highly intentionally focused on movement or frequent expression of shared positive emotion.

**2 Partially engaged.** SEE-KS coaches should tally the number of students who are 2, spontaneously responding to teacher or peer bids for interaction through movement or verbal means, 1, following teacher or peer direction to engage with targeted materials, and are seldom (one positive emotion).

**1 Disengaged/Resistant.** SEE-KS coaches should tally the number of students who are 1, only intermittently responsive to teacher or peer bids for interaction through movement or verbal means, and show no indication, is an intent of following teacher or peer direction to engage with targeted materials, and are not demonstrating positive emotion.

**0 No focus.** SEE-KS coaches should tally the number of students who are 0, do not respond to teacher or peer bids for interaction through movement or verbal means, and show no indication, is an intent of following teacher or peer direction to engage with targeted materials, and are not participating actively.

For additional information about student engagement, please visit: <http://complextaskand.org.uk/rapid-research/see-ks-4-2017>

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## The “How” of Mentorship

### Examining the traditional expert model



The teacher would likely...

- Score a 2 or lower on the engagement ladder themselves...

This might be due to format of expert coaching and/or the disengagement caused by this style.

**SEE-KS**  
Social Emotional Engagement - Knowledge & Skills  
Student Engagement Ladder (Whole Group)

Observer / Site: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Activity / Segment / Time: \_\_\_\_\_

Student Name: \_\_\_\_\_  
Class / Classroom: \_\_\_\_\_  
Communication Stage: \_\_\_\_\_

Indicate # or Names of Students	Observation
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## The “How” of Mentorship

### Examining the positive qualities of mentorship...those that “fuel” us



# Reflection Time



## The “How” of Mentorship

### Examining the traditional expert model



- ✓ We need **investment** in the mentorship
- ✓ We need **independence** with our problem solving...
- ✓ We need to **initiate** and have a voice...

Then we may score a 3 or higher.

**SEE-KS**  
Social Emotional Engagement - Knowledge & Skills  
Student Engagement Ladder (Whole Group)

Observer / Site: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Activity / Segment / Time: \_\_\_\_\_

Student Name: \_\_\_\_\_  
Class / Classroom: \_\_\_\_\_  
Communication Stage: \_\_\_\_\_

Indicate # or Names of Students	Observation
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## Appreciative Inquiry = Engagement for Teachers



**Mentorship is not about what's wrong... it's about what's next.**

-Eric Sandberg, Ph.D

In appreciative inquiry, we focus on what's working and collaborating to brainstorm ideas for increasing opportunities for engagement.



## The “How” of SEE-KS Mentorship How do we “fuel” our teachers?

SEE-KS

### Teacher to Teacher Mentorship through Appreciative Inquiry

I noticed... and this appeared to....

Do you see opportunities to enhance engagement?

Social Emotional Engagement - Knowledge & Skills (SEE-KS)	
Essential Universal Design for Learning Supports - Mentorship Form (see notes)	
Location: _____	Date: _____
Mentor: _____	Observee: _____
<b>1. Investment can be enhanced when...</b> 1. Learner's interests have been considered to <u>stimulate motivation for learning and interacting</u> (e.g., appealing sensory qualities, hands-on materials, real-life application, and embedding learner's choices/interests). 2. Learners have the <u>support to stay actively engaged and persist in tasks</u> (e.g., responsive interactive partners, predictable routines, written “to do” lists / agendas, choices of materials, access to supports for staying alert and/or calming when needed).	<b>3. What is working (mentor's observation)</b> 1. _____ 2. _____ 3. _____
<b>2. Independence can be enhanced when...</b> 1. Learner has <u>access to information presented in different ways</u> (e.g., routines paired with real-life materials, words and tones of voice, multi-modal information, graphics, photos, role-play / modeling)? 2. Are <u>social expectations</u> presented in <u>multiple ways</u> (e.g., providing routines, role models, and visuals to clarify expectations for volume and tone of voice, proximity to others, and conversational turn-taking)?	<b>4. What is working (mentor's observation)</b> 1. _____ 2. _____ 3. _____

## The “How” of SEE-KS Mentorship How do we “fuel” our teachers?

SEE-KS

Social Emotional Engagement - Knowledge & Skills (SEE-KS)	
Essential Universal Design for Learning Supports - Mentorship Form (see notes)	
Location: _____	Date: _____
Mentor: _____	Observee: _____
<b>1. Investment can be enhanced when...</b> 1. Learner's interests have been considered to <u>stimulate motivation for learning and interacting</u> (e.g., appealing sensory qualities, hands-on materials, real-life application, and embedding learner's choices/interests). 2. Learners have the <u>support to stay actively engaged and persist in tasks</u> (e.g., responsive interactive partners, predictable routines, written “to do” lists / agendas, choices of materials, access to supports for staying alert and/or calming when needed).	<b>3. What is working (mentor's observation)</b> 1. _____ 2. _____ 3. _____
<b>2. Independence can be enhanced when...</b> 1. Learner has <u>access to information presented in different ways</u> (e.g., routines paired with real-life materials, words and tones of voice, multi-modal information, graphics, photos, role-play / modeling)? 2. Are <u>social expectations</u> presented in <u>multiple ways</u> (e.g., providing routines, role models, and visuals to clarify expectations for volume and tone of voice, proximity to others, and conversational turn-taking)?	<b>4. What is working (mentor's observation)</b> 1. _____ 2. _____ 3. _____

We made a snowman!



SEE-KS

## Let's notice what these educators are already doing to fuel engagement....

SEE-KS



## The “How” of SEE-KS Mentorship How do we “fuel” our teachers?

SEE-KS

### Teacher to Teacher Mentorship through Appreciative Inquiry

I noticed... and this appeared to....

<b>A. Investment can be enhanced when...</b> 1. Learner's interests have been considered to <u>stimulate motivation for learning and interacting</u> (e.g., appealing sensory qualities, hands-on materials, real-life application, and embedding learner's choices/interests). 2. Learners have the <u>support to stay actively engaged and persist in tasks</u> (e.g., responsive interactive partners, predictable routines, written “to do” lists / agendas, choices of materials, access to supports for staying alert and/or calming when needed).	<b>3. What is working (mentor's observation)</b> 1. _____ 2. _____ 3. _____
--	--

## The “How” of SEE-KS Mentorship How do we “fuel” our teachers?

SEE-KS

### Teacher to Teacher Mentorship through Appreciative Inquiry

I noticed... and this appeared to....

<b>B. Independence can be enhanced when...</b> 1. Learners have <u>access to information presented in different ways</u> (e.g., routines paired with real-life materials, words and tones of voice, multi-modal information, graphics, photos, role-play / modeling)? 2. Are <u>social expectations</u> presented in <u>multiple ways</u> (e.g., providing routines, role models, and visuals to clarify expectations for volume and tone of voice, proximity to others, and conversational turn-taking)?	<b>4. What is working (mentor's observation)</b> 1. _____ 2. _____ 3. _____
---	--



## The “How” of SEE-KS Mentorship How do we “fuel” our teachers?

SEE-KS

### Teacher to Teacher Mentorship through Appreciative Inquiry

I noticed... and this appeared to....

#### C. Initiation can be enhanced when...

1. Learners have **different options for showing what they know and what to say** (e.g., eliciting responses through gestures, written responses, visuals, technology, and/or access to real-life materials).
2. Learners have **frequent opportunities for initiating in everyday activities** (e.g., learning with access to others, access to hands-on materials/visuals during large group, and opportunity for small groups)?

## The “How” of SEE-KS Mentorship How do we “fuel” our teachers?

SEE-KS

### Teacher to Teacher Mentorship through Appreciative Inquiry

Do you see opportunities to enhance engagement?

## The “How” of SEE-KS Mentorship How do we “fuel” our teachers?

SEE-KS

### Teacher to Teacher Mentorship through Appreciative Inquiry

I wonder if there are opportunities to enhance initiation...

## The “How” of SEE-KS Mentorship How do we “fuel” our teachers?

SEE-KS

### Teacher to Teacher Mentorship through Appreciative Inquiry

Do you have a sense of where you may go or would you like to collaborate?

## The “How” of SEE-KS Mentorship How do we “fuel” our teachers?

SEE-KS

Quick Reference Tool for the “8Fs” of Engagement

Investment – Independence – Initiation

**INITIATION**  
For learners to send messages to others, we can provide an environment where a learner's partner is required to ask questions to elicit responses and verbal ways of communicating and provide frequent opportunities for sharing.

Ask yourself: Is this individual sharing with others?

	Infant/ Toddler	Preschool/ Early Childhood
<b>1. Learners have many ways to show what they know</b>	Consider those supports where your learners are not yet using words. They are likely building their attachment to the social world and communicating primarily through body language, gestures, and facial expressions.	Consider those supports where your learners are beginning to use simple words, brief phrases, and simple sentences with other people, pictures, eye language, or technology.
<b>2. Learners have frequent opportunities for initiating in everyday activities</b>	Responding to nonverbal signals for communication (body language, facial expressions, and gestures) and creating attention-seeking opportunities, sounds, actions, and gestures initiated by the learner.	Responding to nonverbal signals for communication (body language, facial expressions, and gestures) by making eye contact (that represent the learner's intention) “Where?” “Who?” “What?”
<b>3. Learners have frequent opportunities for initiating in everyday activities</b>	Providing a variety of modes for expression. This might include modeling a range of facial expressions, gestures, pointing, showing of real-life objects, and providing choices of non-verbal communication (e.g., pointing, showing, and sharing attention) and naming learner's objects when they and the interaction (drawing from the interaction or modeling, step materials).	Providing a variety of modes for expression. This might include providing different sets of simple visual supports (pictures and a printed panel with real-life objects, opportunities to make eye contact, and models of eye words or hand, pointing, simple words, words, facial objects as well as simple sentences words. You might enhance the end of phrases with “There for the object,” “That one,” and “That's how?”
<b>4. Learners have frequent opportunities for initiating in everyday activities</b>	Reducing verbal interaction with learner that interferes with modeling (e.g., “I see,” “That's right,” “Good,” “That's how?”) and avoid to give, offering choices within activities, having learner signal interest (e.g., “I want to see”) and having learner signal to end the interaction (e.g., “I don't want”).	Reducing verbal interaction with learner that interferes with modeling (e.g., “I see,” “That's right,” “Good,” “That's how?”) and avoid to give, offering choices within activities, having learner signal interest (e.g., “I want to see”) and having learner signal to end the interaction (e.g., “I don't want”).

## The “How” of SEE-KS Mentorship How do we “fuel” our teachers?

SEE-KS

### Teacher to Teacher Mentorship through Appreciative Inquiry

#### C. Initiation can be enhanced when...

1. Learners have **different options for showing what they know and what to say** (e.g., eliciting responses through gestures, written responses, visuals, technology, and/or access to real-life materials).
2. Learners have **frequent opportunities for initiating in everyday activities** (e.g., learning with access to others, access to hands-on materials/visuals during large group, and opportunity for small groups)?



## Classroom Example - 1st Grade Math



### Step 1

Remind those involved about the key components of **Appreciative Inquiry** (e.g., a mentor's role is to identify what is working)



**SEE-KS**  
Mentorship Framework - Quick Reference  
The 8-Step Process of Appreciative Inquiry

SEE-KS uses the philosophy of appreciative inquiry to guide our mentorship. A collective discussion of "what's working" fosters an ability to imagine "what could be" and the creation of an action plan for "next steps."

The following guidelines foster a productive and emotionally regulating peer-to-peer mentorship session.

**1. Identify your role and review the process of appreciative inquiry.**  
In this step, remind those involved that the discussion is focused solely on appreciating what is already working, comments about investment, independence, and initiation are not required.  
Then, we will ask which of these "I's" the mentee(s) use as possible opportunities.

**2. Let the mentee(s) being mentored start the conversation.**  
Start by having the mentee describe the activity, what we are going to observe, and what's working.  
Questions to enhance the conversation could be:  
• What were your goals/learning targets?  
• What strategies do you feel have been effective, and  
• Where do you see opportunities for enhancing engagement...would it be...investment, independence or initiation?  
Be sure to repeat what you heard! "So what I hear you saying is...your goals were...what you thought was working well...and are you interested in exploring how investment/independence/initiation might be enhanced?"

**3. Discuss "what's working."**  
Using notes gathered on the Mentorship Checklist, share what has been noticed.  
• The following phrases could be used:  
• "I noticed that the mentee(s) had access to \_\_\_\_\_ and this appeared to enhance... investment/independence/initiation."  
• "I saw that the mentee(s) appear to show investment/independence/initiation in this way...I noticed that this appears to be related to...[structures, routines, supports]."  
Note: these phrases are used in lieu of words that give praise which are more "initiation" in nature.

**4. Inquire which "I" of engagement the mentee(s) would like to explore.**  
Inquire whether the mentee feels there are opportunities to increase emotional investment...increase independence...or increase initiation.  
If there is uncertainty, consider asking "what do you hope for...dream for with your mentee(s)?"

**5. Research & collaboration to discuss possible "next steps" (10 minutes).**  
Read the Quick Reference Tool and give time so that the mentee(s) can lead the "next steps" discussion...Remember to ask in the corresponding section(s) of this tool based on the above conversation.  
After reading the Quick Reference Tool the mentor may ask, "Do you have a sense of where you might go or would you like to collaborate?"  
Questions to stimulate collaboration might include, "I noticed how effective it was when...when might this look during this part?...?" or "I wonder if..."

**6. Identify an action plan of next steps and who is responsible for that action.**  
We know to "check in" and ensure whether next steps are realistic and resources are available.  
Mentor could ask, "Can you make it last? Can you make it last?"

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### Step 1

Remind those involved about the key components of **Appreciative Inquiry** (e.g., a mentor's role is to identify what is working)



**Social Emotional Engagement - Knowledge & Skills (SEE-KS)**  
Essential Universal Design for Learning Supports - Mentorship Form (mentor-mentee)

Location: (Mentee(s))	Date: (Mentor / (Mentee(s)))
1. Activity: What was the mentor hoping for (Mentee(s) would do)?	1. Which is working (mentee's perspective)? 2. Opportunity to enhance investment / independence / initiation (mentor-mentee conversation) 3. Possible Next Steps (mentor-mentee conversation)
2. Investment can be enhanced when this...	2. What is working (mentor's observation)?
3. Investment can be enhanced when this...	
4. Independence can be enhanced when this...	
5. Independence can be enhanced when this...	
6. Initiation can be enhanced when this...	
7. Initiation can be enhanced when this...	
8. When you have next steps...	

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Complete this section

Check off bubble #1

### Step 2

Engage in the initial conversation letting the mentee share their thoughts about the activity.



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Mentorship Framework - Quick Reference  
The 8-Step Process of Appreciative Inquiry

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**2. Let the mentee(s) being mentored start the conversation.**  
Start by having the mentee describe the activity, what we are going to observe, and what's working.  
Questions to enhance the conversation could be:  
• What were your goals/learning targets?  
• What strategies do you feel have been effective, and  
• Where do you see opportunities for enhancing engagement...would it be...investment, independence or initiation?  
Be sure to repeat what you heard! "So what I hear you saying is...your goals were...what you thought was working well...and are you interested in exploring how investment/independence/initiation might be enhanced?"

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**6. Identify an action plan of next steps and who is responsible for that action.**  
We know to "check in" and ensure whether next steps are realistic and resources are available.  
Mentor could ask, "Can you make it last? Can you make it last?"

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Ask these open-ended questions:

1. What were your goals for this activity?
2. What is **already working** for engagement?
3. What **questions** do you have about **where** you see an opportunity to increase engagement?
  - Investment?
  - Independence?
  - Initiation?
4. Recast what you heard!

### Step 2

Engage in the initial conversation letting the mentee share their thoughts about the activity.



**Social Emotional Engagement - Knowledge & Skills (SEE-KS)**  
Essential Universal Design for Learning Supports - Mentorship Form (mentor-mentee)

Location: (Mentee(s))	Date: (Mentor / (Mentee(s)))
1. Activity: What was the mentor hoping for (Mentee(s) would do)?	1. Which is working (mentee's perspective)? 2. Opportunity to enhance investment / independence / initiation (mentor-mentee conversation) 3. Possible Next Steps (mentor-mentee conversation)
2. Investment can be enhanced when this...	2. What is working (mentor's observation)?
3. Investment can be enhanced when this...	
4. Independence can be enhanced when this...	
5. Independence can be enhanced when this...	
6. Initiation can be enhanced when this...	
7. Initiation can be enhanced when this...	
8. When you have next steps...	

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Complete this section

Check off bubble #2

### Step 3 (Part a)

Record what is working either in live observation or during/after a video review.



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Mentorship Framework - Quick Reference  
The 8-Step Process of Appreciative Inquiry

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If there is uncertainty, consider asking "what do you hope for...dream for with your mentee(s)?"

**5. Research & collaboration to discuss possible "next steps" (10 minutes).**  
Read the Quick Reference Tool and give time so that the mentee(s) can lead the "next steps" discussion...Remember to ask in the corresponding section(s) of this tool based on the above conversation.  
After reading the Quick Reference Tool the mentor may ask, "Do you have a sense of where you might go or would you like to collaborate?"  
Questions to stimulate collaboration might include, "I noticed how effective it was when...when might this look during this part?...?" or "I wonder if..."

**6. Identify an action plan of next steps and who is responsible for that action.**  
We know to "check in" and ensure whether next steps are realistic and resources are available.  
Mentor could ask, "Can you make it last? Can you make it last?"

SEE-KS, Johns & Thomas, 2018. Permission granted for use of materials for educational purposes.

As you watch the video clips (or a live lesson),

- ONLY record "What's Working" in your section
- Leave the "Next Steps" section blank





### Step 3

Let's notice what appears to be enhancing investment, independence and initiation.



### Step 3 (Part b)

Share your observations



Social Emotional Engagement - Knowledge & Skills (SEE-KS)		
Essential Universal Design for Learning Supports - Mentorship Form (see below)		
Location: _____	Date: _____	Mentor / Observer(s): _____
1. Activity: What was the mentor hoping the child/children would do?	2. What is working (mentor's perspective)?	3. Opportunity to enhance investment/independence/initiation: How can the mentor enhance the child/children's engagement?
4. Investment can be enhanced when the: _____	5. What is working (mentor's perspective)?	6. Possible Next Steps: How can the mentor enhance the child/children's engagement?
7. Child/children's investment has been enhanced to: _____	8. Child/children's independence has been enhanced to: _____	9. Child/children's initiation has been enhanced to: _____
10. Child/children have the opportunity to enhance their investment/independence/initiation by: _____	11. Child/children have the opportunity to enhance their investment/independence/initiation by: _____	12. Child/children have the opportunity to enhance their investment/independence/initiation by: _____
13. Child/children have the opportunity to enhance their investment/independence/initiation by: _____	14. Child/children have the opportunity to enhance their investment/independence/initiation by: _____	15. Child/children have the opportunity to enhance their investment/independence/initiation by: _____
SEE-KS Mentorship Form: 10/12/2012 (10/12/2012)		

When delivering feedback, please use the following format.

**I noticed that.....**

**This appeared to foster the learners'....**

**Investment  
Independence  
Initiation**

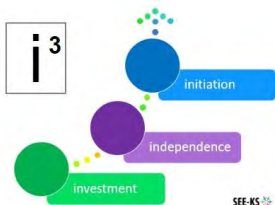
**Check off bubble #3**

### Step 4

Where does the mentee see opportunities?



Where do you see opportunities to enhance engagement?



### Step 4

Where does the mentee see opportunities?



SEE-KS	
Mentorship Framework - Quick Reference	
The 8-Step Process of Appreciative Inquiry	
SEE-KS uses the philosophy of appreciative inquiry to guide our mentorship. A collective discussion of "what's working" fosters an ability to imagine "what could be" and the creation of an action plan for "next steps".	
The following guidelines foster a productive and emotionally regulating pace to your mentorship session.	
1. Identify your role and review the process of appreciative inquiry.	2. Set the mentorship being mentored and the conversation.
3. Discuss "what's working".	4. Discuss "what's not working".
5. Research & collaboration to discuss possible "next steps" (10 minutes).	6. Identify an action plan of next steps and who is responsible for that action.

Inquire which "I" of engagement the mentee(s) would like to explore.

The mentee(s) may feel there are opportunities to increase emotional investment... increase independence...or increase initiation..."

If there is uncertainty, it is often helpful to ask what do you hope for...dream for with your learners?"

### Step 4

Where does the mentee see opportunities?



Social Emotional Engagement - Knowledge & Skills (SEE-KS)		
Essential Universal Design for Learning Supports - Mentorship Form (see below)		
Location: _____	Date: _____	Mentor / Observer(s): _____
1. Activity: What was the mentor hoping the child/children would do?	2. What is working (mentor's perspective)?	3. Opportunity to enhance investment/independence/initiation: How can the mentor enhance the child/children's engagement?
4. Investment can be enhanced when the: _____	5. What is working (mentor's perspective)?	6. Possible Next Steps: How can the mentor enhance the child/children's engagement?
7. Child/children's investment has been enhanced to: _____	8. Child/children's independence has been enhanced to: _____	9. Child/children's initiation has been enhanced to: _____
10. Child/children have the opportunity to enhance their investment/independence/initiation by: _____	11. Child/children have the opportunity to enhance their investment/independence/initiation by: _____	12. Child/children have the opportunity to enhance their investment/independence/initiation by: _____
13. Child/children have the opportunity to enhance their investment/independence/initiation by: _____	14. Child/children have the opportunity to enhance their investment/independence/initiation by: _____	15. Child/children have the opportunity to enhance their investment/independence/initiation by: _____
SEE-KS Mentorship Form: 10/12/2012 (10/12/2012)		

**Complete this section**

**Check off bubble #4**

### Step 5

Inquire whether the mentee has a sense of where to go or if they would like to research and collaborate?



SEE-KS	
Mentorship Framework - Quick Reference	
The 8-Step Process of Appreciative Inquiry	
SEE-KS uses the philosophy of appreciative inquiry to guide our mentorship. A collective discussion of "what's working" fosters an ability to imagine "what could be" and the creation of an action plan for "next steps".	
The following guidelines foster a productive and emotionally regulating pace to your mentorship session.	
1. Identify your role and review the process of appreciative inquiry.	2. Set the mentorship being mentored and the conversation.
3. Discuss "what's working".	4. Discuss "what's not working".
5. Research & collaboration to discuss possible "next steps" (10 minutes).	6. Identify an action plan of next steps and who is responsible for that action.

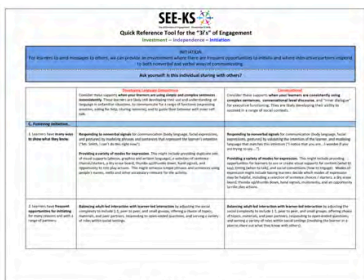
Do you have a sense of where you may go or would you like to collaborate?



**Inquire whether the mentee has a sense of where to go or if they would like to research and collaborate?**



Find the section that matches the question posed to read aloud with the group.



**SEE-KS**  
The Engagement Engagement Engagement  
Quick Reference Tool for the "3I's" of Engagement  
Investment – Independence – Initiation

**INVITATION**  
For starters to send messages to others, we can provide an environment where there are frequent opportunities to initiate and where others actively partners respond to both nonverbal and verbal ways of communicating.

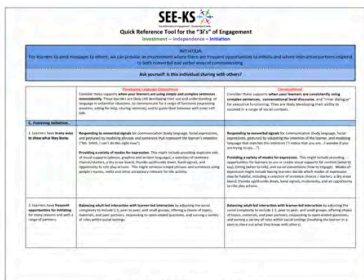
**Ask yourself: Is this individual sharing with others?**

	<b>Technology, content and interaction</b>	<b>Communication</b>
	Consider multi-modal support so your learners are using simple and complex sentences <b>spontaneously</b> . These learners are likely still developing how to use and understand language in authentic situations. Use technology for a range of functions: providing support, aiding the help, sharing resources, and to guide them towards self-care self-talk.	Consider their support so your learners are consistently using <b>complex sentences, conversational level discourse, and "inner dialogue"</b> for executive functioning. They are likely developing the ability to succeed in a range of social contexts.
<b>5. Planning inhibition.</b>		
1. Learners have many ways to show what they know:	<p><b>Responding to internalized signals</b> for communication (body language, facial expressions, and gestures) to provide clues and context that represent the learner's intention (i.e., "oh, look, I can't do this right now").</p> <p><b>Providing a variety of modes of expression.</b> This might include providing duplicate sets of visual supports (pictures, graphics and written language), a collection of sentence stems/frames, a dry erase board, and a variety of manipulatives. Hand, sign and gestures to tell the story across. This might include a simple phrase, and connecting points in time, early and later, possibly a continuum for the activity.</p>	<p><b>Responding to internalized signals</b> for communication (body language, facial expressions, gestures) by validating the intention of the learner, and modeling language that may be this sentence "I notice that you are... I wonder if you are trying to use..."</p> <p><b>Providing a variety of modes of expression.</b> This might include providing opportunities for learners to use or create visual supports for content (e.g., hand icons, pictures, graphics and written language). These might include. Models of expression might include having learners do what each mode of expression may be helpful, including a collection of sentence stems/ frames, a dry erase board, provide algorithms, draw, hand signs, manipulatives, and an opportunity to provide the story across.</p>
2. Learners have many reasons for needing opportunities for helping:	<p><b>Believing what they interact with</b> because interacting by adjusting the social complexity to include 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and small groups, offering a choice of tasks, materials, and open partners, responding to related questions, and using a variety of ways and social learning.</p>	<p><b>Believing what they interact with</b> because interacting by adjusting the social complexity to include 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and small groups, offering choice of tasks, materials, and open partners, responding to open-ended questions, and using a variety of ways and social learning (including the learner as a partner to learn and what they know from others).</p>

**Inquire whether the mentee has a sense of where to go or if they would like to research and collaborate?**



- ▶ “I wonder if...”
- ▶ “I noticed how effective it was when you..., I wonder what that would like during....”
- ▶ “Are there opportunities to...”
- ▶ “What would it look like if...”



**Inquire whether the mentee has a sense of where to go or if they would like to research and collaborate?**



## Social Emotional Engagement - Knowledge & Skills (SEI KS)

Essential Universal Design for Learning Supports - Mentorship Points ©2020-2021

<b>1. Activity</b> <i>(Name/Activity)</i>	<b>Date:</b> <i>(Month / Day/Year)</i>	<b>Time:</b> <i>(Start/End)</i>
<b>1. Activity</b> <i>(Name/Activity)</i>	<b>2. What is working (teacher's perspective)</b>	<b>3. Opportunity to enhance involvement / engagement / collaboration</b> <i>(How can we make this activity more effective?)</i>  <b>4. Possible Next Steps</b> <i>(What can we do next?)</i>
<b>A. Assessment can be enhanced when this...</b>	<b>5. What is working (student's perspective)</b>	
<b>1. Check if children's interests have been considered to enhance engagement for <u>all</u> students and provide an example</b>		
<b>2. Check if there are <u>opportunities</u> to <u>engage</u> the <u>whole class</u> <u>regularly</u> and <u>provide an example</u></b>		
<b>3. Independent work can be reinforced when this...</b>		
<b>4. Check if there are <u>opportunities</u> to <u>engage</u> the <u>whole class</u> <u>regularly</u> and <u>provide an example</u></b>		
<b>5. Check if there are <u>opportunities</u> to <u>engage</u> the <u>whole class</u> <u>regularly</u> and <u>provide an example</u></b>		
<b>6. Check if there are <u>opportunities</u> to <u>engage</u> the <u>whole class</u> <u>regularly</u> and <u>provide an example</u></b>		

SEI KS Monitoring Sheet - SEI KS-2021-2022

**Complete this section**

Check off bubble #5

## Action plan

[illegible]

Identify an action plan for next steps and ensure mentee has access to resources and materials needed.

Ask the mentee,

*"Can you make it fast...can you make it last?"*

## Action plan



<b>Social Emotional Engagement - Knowledge &amp; Skills (SEE-KS)</b> (Detailed Information Guide for Learning Support - Attachment 6 Form Assessment)	
<b>①. Location:</b> (Name/ID)	<b>Date:</b> (Month / Year/Day)
<b>②. Activity:</b> What was the intention behind the child's/children's work?	<b>③. What is working (teacher's perspective)</b> (Effectiveness / Independence / Initiative) (How well did the learners engage with the activity) (How well did the learners demonstrate understanding of the learning goals) (How well did the learners demonstrate understanding of the learning process)
<b>④. Assessment can be enhanced when the...</b>	<b>⑤. What is working (teacher's observation)</b>
1. CHSEI (Student's) responses have been consistent for <u>positive</u> activities for the <u>morning</u> and <u>afternoon</u> .	
2. CHSEI (Student's) have been <u>engaged</u> for the <u>morning</u> and <u>afternoon</u> .	
<b>⑥. Independence can be enhanced when the...</b>	
1. CHSEI (Student's) <u>responded well</u> .	
2. CHSEI (Student's) <u>understood</u> what is being <u>taught</u> .	
<b>⑦. Initiative can be enhanced when the...</b>	
1. CHSEI (Student's) have been <u>engaged</u> for the <u>morning</u> and <u>afternoon</u> .	
2. CHSEI (Student's) have <u>engaged</u> opportunities for <u>initiating</u> in a <u>variety</u> of <u>ways</u> .	

Identify an action plan for next steps and ensure mentee has access to resources and materials needed.

Ask the mentee.

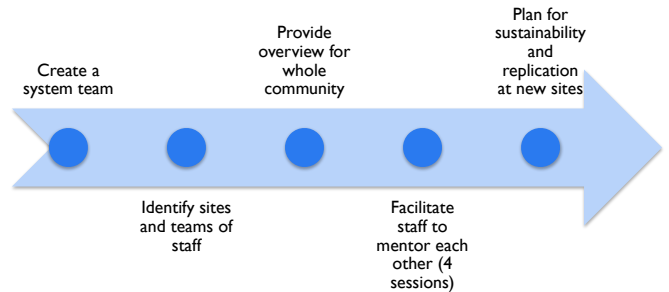
*"Can you make it fast...can you make it last?"*

Check off bubble #6



***Engagement is the fuel for all learners,  
including our educators!***

**The “How” – How does SEE-KS build capacity?**  
SEE-KS ensures that systems are able to sustain and replicate



***In summary, we can help create positive learning environments to...***

***Increase investment*** by fostering engagement in multiple ways.

***Increase independence*** by providing information in multiple ways.

***Increase initiation*** by fostering multiple means of action and expression.

**To learn more**

**To learn more Social Emotional Engagement (SEE-KS), contact:**  
[emily@CommXRoads.com](mailto:emily@CommXRoads.com)

**For freely accessible tools:**

[www.see-ks.com](http://www.see-ks.com)

## References

- Belfield, et al. (2015, Feb.). The economic value of social and emotional learning. *Center for Benefit-Cost Studies in Education*. Teachers College, Columbia University Accessed via: [www.cbcse.org](http://www.cbcse.org)
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- Sparapani, et al. (2015, Oct.). Evaluation of Classroom Active Engagement in Elementary Students with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, DOI 10.1007/s10803-015-2615-2.





**Social Emotional Engagement - Knowledge & Skills**  
**Social Engagement Ladder (Whole Group)**

District / Site:  
 Educator(s):  
 Activity / Segment / Time:  
 Date:

School Year:  
 Coach / Observer(s):  
 Communication Stage:

	Indicate # or Names of Students	Criterion
<b>4</b>	<div style="border: 2px solid black; width: 100px; height: 100px; margin: 0 auto;"></div> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>4 Fully engaged.</b> SEE-KS coaches should tally the number of students who are: a. spontaneously <u>initiating</u> a high frequency (through nonverbal or verbal means), b. demonstrating <u>independence</u> in engaging with targeted materials, and c. highly <u>emotionally invested</u> (as evidenced by frequent expression of shared positive emotion).
<b>3</b>	<div style="border: 2px solid black; width: 100px; height: 100px; margin: 0 auto;"></div> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>3 Mostly engaged.</b> SEE-KS coaches should tally the number of students who are: a. spontaneously <u>initiating</u> a mild to moderate frequency (through nonverbal or verbal means), b. demonstrating <u>some independence</u> in engaging with targeted materials, and c. <u>emotionally invested</u> (as evidence by occasional expression of shared positive emotion).
<b>2</b>	<div style="border: 2px solid black; width: 100px; height: 100px; margin: 0 auto;"></div> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>2 Partially engaged.</b> SEE-KS coaches should tally the number of students who are: a. predominantly <u>responsive</u> to teacher or peers' bids for interaction (through nonverbal or verbal means), b. <u>following</u> teacher or peer directions to engage with targeted materials, and only <u>seldomly share positive emotion</u> .
<b>1</b>	<div style="border: 2px solid black; width: 100px; height: 100px; margin: 0 auto;"></div> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>1 Emerging/Fleeting.</b> SEE-KS coaches should tally the number of students who are: a. only intermittently <u>responsive</u> to teacher or peers' bids for interaction (through nonverbal or verbal means) and show <u>no initiation</u> , b. are <u>reliant on following</u> teacher or peer directions to engage with targeted materials, and <u>do not share positive emotion</u> .
<b>0</b>	<div style="border: 2px solid black; width: 100px; height: 100px; margin: 0 auto;"></div> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>0 No focus.</b> SEE-KS coaches should tally the number of students who are: a. <u>do not respond</u> to teacher or peers' bids for interaction (through nonverbal or verbal means) and show <u>no initiation</u> , b. are <u>not yet following</u> teacher or peer directions to engage with targeted materials, and <u>are not yet sharing emotion</u> .

For additional information about student engagement, please visit: <http://complexld.ssastrust.org.uk/project-resources/how-to-use-it.html>





Social Emotional Engagement - Knowledge & Skills

## Quick Reference Tool for the “3i’s” of Engagement

**Investment** -- Independence -- Initiation

### INVESTMENT

For learners to be “hooked” or motivated to engage, we can provide an environment that stimulates interest and supports the learner to sustain their connection.

Ask yourself: Is this individual “hooked” and staying “connected”?

	<b>Before Words</b>	<b>Emerging Language</b>
	Consider these supports <b>when your learners are not yet using words</b> . They are likely building their attachment to the social world and communicating primarily through body language, gestures, and facial expressions.	Consider these supports <b>when your learners are beginning to use single words, brief phrases, and simple sentences</b> with either speech, pictures, sign language, or technology.
<b>A. Fostering Investment...</b>		
1. Learner interests have been considered to <b>stimulate motivation for learning</b> .	<p><b>Providing meaningful activities</b> to stimulate interest by creating consistent routines that involve appealing sensory properties. This might include: music/singing, messy play, water play, art, and movement.</p> <p><b>Providing hands-on, movement-based activities</b> that stimulate interest through engaging sensory qualities to the learner (consider exploring objects for how they feel, sound, smell, or provide cause-effect).</p> <p><b>Providing opportunities for social connections</b> with preferred partners (consistent and predictable interactive partners). This might include people, games involving face to face play and social routines.</p>	<p><b>Providing meaningful activities</b> to stimulate interest by creating consistent routines that pair words, graphics, letters and numbers with choices of “props” or real life objects as well as opportunities to act out the meaning of these concepts. This might include: pairing role play with a read aloud, creating a shared experience through projects, art, music, or play.</p> <p><b>Providing hands-on, movement-based activities</b> to stimulate interest through whole-body movement (consider objects and movements that are familiar to the learner as well as those that are symbolic). This might include: opportunities to use pretend play props and familiar materials related to routine daily experiences.</p> <p><b>Providing opportunities for social connections</b> with preferred partners (familiar and predictable people, including peers). This might include providing all children or partners with the same hands-on materials while performing the same actions at the same time, this provides opportunities for parallel play.</p>
2. Learners have the <b>support to stay actively engaged and persist in tasks</b> .	<p><b>Adjusting the environment</b> based upon the <u>sensory needs</u> of the learner (adjusting the type and amount of visual, auditory, and movement stimulation), the <u>interaction style</u> (noticing a learner’s energy level and adjusting one’s tone of voice, proximity and touch), <u>opportunities for movement</u> (giving access to actions/items that bring interest, comfort, or security) or <u>adjusting the social complexity</u> (moving away from a small group to 1 on 1).</p> <p><b>Providing access to self-regulation supports</b> using sensory-motor strategies and tangible objects. This might include: providing freedom and time to access to a preferred interactive partner and/or soothing or stimulating activities and materials.</p>	<p><b>Adjusting the environment</b> based upon the <u>sensory needs</u> of the learner (adjusting the type and amount of visual, auditory, and movement stimulation), the <u>interaction style</u> (noticing a learner’s energy level and adjusting one’s tone of voice, proximity, touch, and the amount of language), <u>opportunities for movement</u> (giving access to actions/items that bring interest, comfort, or security) or <u>adjusting the social complexity</u> (moving away from larger groups to small groups).</p> <p><b>Providing access to self-regulation supports</b> using visual choices for learners to identify energy level or early emotions (happy, sad, tired, angry) in oneself. This might include: noticing a learner’s energy level and modeling a visual to identify one’s energy level or emotional state and make choices including preferred interactive partners, activities, and materials.</p>





## Quick Reference Tool for the “3i’s” of Engagement

**Investment -- Independence -- Initiation**

### INVESTMENT

For learners to be “hooked” or motivated to engage, we can provide an environment that stimulates interest and supports the learner to sustain their connection.

**Ask yourself: Is this individual “hooked” and staying “connected”?**

	<b>Developing Language Competence</b>	<b>Conversational</b>
	Consider these supports <b>when your learners are inconsistently using simple and complex sentences</b> . These learners are likely still developing their use and understanding of language in unfamiliar situations, a range of communicative functions (expressing emotion, asking for help, sharing remorse), and the use of inner self-talk to guide their behavior.	Consider these supports <b>when your learners are consistently using complex sentences, conversational level discourse</b> , and “inner dialogue” for executive functioning. They are likely developing their ability to succeed in a range of social contexts.
<b>A. Fostering Investment...</b>		
1. Learner interests have been considered to <b>stimulate motivation for learning</b> .	<p><b>Providing meaningful activities</b> to stimulate interest by creating consistent routines that pair books or text materials with learner interests, choices of preferred themes and topics, humor, and real life experiences - something the learner has done before. This might include: sharing personal experiences during a read aloud, engaging in role play/reader’s theater, or creating a product.</p> <p><b>Providing hands-on, movement-based activities</b> to stimulate interest through whole-body movement (consider props and movements that are familiar to the learner as well as those with a symbolic quality). This might include: opportunity to use props and familiar materials related to activities that they have experienced previously.</p> <p><b>Providing opportunities for social connections</b> (familiar and interactive partners, pairing learners with peers). This might include opportunities for children to interact in parallel with one’s peers, to take turns with peers, and to take on different roles within activities.</p>	<p><b>Providing meaningful activities</b> to stimulate interest by creating consistent routines that connect with learner interests through choice and real life application - something the learner may do in their life. This might include: embedding writing within a meaningful context of writing a letter or a newspaper submission, using math to create or build something, or applying social studies to a current event.</p> <p><b>Providing hands-on, movement-based activities</b> to stimulate interest through whole-body movement (consider props and movements that will help the learner gain new knowledge and experiences). This might include: opportunity to role play an unfamiliar event using the materials that are needed for that experience.</p> <p><b>Providing opportunities for social connections</b> (interacting with peer partners, competition, and group collaboration). This might include pairing peers in dyads or small groups together to collaborate, to compete against other groups, or having a learner request for peer assistance.</p>
2. Learners have the <b>tools to stay actively engaged and persist in tasks</b> .	<p><b>Adjusting the environment</b> based upon the sensory needs of the learner (adjusting the type and amount of visual, auditory, and movement stimulation), the <u>interaction style</u> (noticing a learner’s energy level and adjusting one’s tone of voice, proximity, touch, and the complexity of language), <u>opportunities for movement</u> (giving access to actions/items that bring interest, comfort, or security) or <u>adjusting the social complexity</u> (moving away from larger groups to small groups).</p> <p><b>Providing access to self-regulation supports</b> using visuals to support learners to identify their energy level and more complex emotions (frustrated, anxious, irritable, eager, self-confident). This might include: noticing a learner’s energy level and giving access to a visual for that learner to indicate their energy level or emotional level and make choices including preferred interactive partners, activities and materials. This might include: offering visual choices for a break, a comfort item, or a peer to assist).</p>	<p><b>Adjusting the environment</b> based upon the sensory needs of the learner (adjusting the type and amount of visual, auditory, and movement stimulation), the <u>interaction style</u> (noticing a learner’s energy level and adjusting one’s tone of voice, proximity, touch, and the complexity of language), <u>opportunities for movement</u> (giving access to actions/items that bring interest, comfort, or security) or <u>adjusting the social complexity</u> (moving away from larger groups to small groups).</p> <p><b>Providing access to self-regulation supports</b> for learners to identify and share energy levels and express emotion, remorse, and negotiate with others. This might include: noticing a learner’s energy level and giving access to visuals or written reminders of how to express one’s current state (“I wasn’t expecting this today, can we do ____ or ____ instead?”), reminders of how to recognize their level of engagement, and identify strategies that might sustain engagement, and self-advocate for these needs. This might include: embedding discussion as to what might be helpful (extra time, alternative seat, a peer to assist).</p>





## Quick Reference Tool for the “3i’s” of Engagement Investment -- Independence -- Initiation

### INDEPENDENCE

For learners to “know what to do” and “what is being taught” we can provide an environment that includes consistent routines, role models, hands-on materials, and visuals.

Ask yourself: Is this individual understanding the expectations?

	Consider these supports <b>when your learners are not yet using words</b> . They are likely building their attachment to the social world and communicating primarily through body language, gestures, and facial expressions.	<b>Before Words</b> Consider these supports <b>when your learners are beginning to use single words, brief phrases, and simple sentences</b> with either speech, pictures, sign language, or technology.
<b>B. Fostering independence..</b>		
1. Learners know what to do.	<p><b>Using consistent routines and environmental arrangements</b> that involve repetition of the same words, the same materials, and the same actions, This might include having a learner’s preferred materials available in familiar activities, turning the lights off for quiet time, using music to represent time to “jazz up” or “settle down”</p> <p><b>Pairing language with visuals such as real-life materials and role modeled actions.</b> This might include: showing tangible objects of reference to support transitions across activities (showing a towel for bath time, holding a paint brush to represent time for art activity, activity bins in sequence).</p>	<p><b>Using consistent routines and environmental arrangements</b> that involve repetition of the same simple phrases, the same materials, and the same actions. This might include embedding (photos or graphics) to represent expectations of where to sit (a poly spot for rug time), body proximity (a hula hoop), and how to wait (something to hold when listening to others).</p> <p><b>Pairing language with visuals such as real-life materials, graphics, and role modeled actions.</b> This might include using photos or graphics to support transitions across activities and the steps within activities (showing a photo to represent the upcoming activity and a simple photo/graphic schedule to represent a sequence of activities).</p>
2. Learners know what is being taught.	<p><b>Embedding learning into shared, meaningful experiences that include repetition and practice.</b> This might include embedding learning in familiar, natural activities with contextual support so that the setting, materials, and actions are predictable and relevant (activities of daily living - dressing, cooking, eating, exercise, play, etc.).</p> <p><b>Providing multi-modal supports, including hands-on materials, visuals, and role models.</b> This might include pairing concepts with real-life objects, whole body movements, music, and role models within natural activities and settings.</p>	<p><b>Embedding learning into shared, meaningful experiences that include repetition and practice.</b> This might include embedding learning into familiar, natural routines with contextual support or in shared experiences where concepts are illustrated through multimedia (books / videos / music), role modeled actions, peer models, and connections to familiar routines.</p> <p><b>Providing multi-modal supports, including hands-on materials, visuals, and role models.</b> This might include pairing concepts with graphics, photos, music, real-life objects, whole body movements, and role models within natural activities and settings.</p>





## Quick Reference Tool for the “3i’s” of Engagement

**Investment -- Independence -- Initiation**

### INDEPENDENCE

For learners to “know what to do” or “what to expect,” we can provide an environment that includes consistent routines, role models, hands-on materials, and visuals.

**Ask yourself: Is this individual understanding the expectations?**

	<p>Consider these supports <b>when your learners are using simple and complex sentences inconsistently</b>. These learners are likely still developing their use and understanding of language in unfamiliar situations; to communicate for a range of functions (expressing emotion, asking for help, sharing remorse), and to guide their behavior with inner self-talk.</p>	<p><b>Developing Language Competence</b></p> <p>Consider these supports <b>when your learners are consistently using complex sentences, conversational level discourse, and “inner dialogue”</b> for executive functioning. They are likely developing their ability to succeed in a range of social contexts..</p>
<p><b>B. Fostering independence..</b></p> <p>1. Learners know what to do.</p>	<p><b>Using consistent routines and environmental arrangements</b> that involve repetition of the same simple and complex sentences, the same materials, and the same actions. This might include clarifying a range of social expectations using visuals such as graphics and the written word to remind learners of the energy level needed for an activity (an energy meter), volume level (a vocal volume meter), and proximity to others (footprints on the floor for waiting in line).</p> <p><b>Pairing language with visuals such as real-life materials, graphics, the written word, and role modeled actions..</b> This might include written “to do” lists and schedules paired with graphics, to support transitions across activities, and the steps within a task.</p>	<p><b>Using consistent routines and environmental arrangements</b> that involve repetition of the same simple and complex language, the same materials and the same actions. This might include providing opportunities for learners to identify upcoming activities, rehearse those activities, and access or create reminders of social expectations such as which topics to choose, when to talk, when to listen, proximity to others, and vocal volume.</p> <p><b>Pairing language with visuals such as real-life materials, graphics, written language, multimedia, and role modeled actions.</b> This might include providing opportunities for learners to use or create visuals or written reminders in familiar and unfamiliar settings to support transitions and participation in multi-step extended activities to guide inner language.</p>
<p>2. Learners know what is being taught</p>	<p><b>Embedding learning into shared, meaningful experiences that include repetition and practice.</b> This might include embedding learning into familiar, natural routines with contextual support or in a shared experiences where concepts are illustrated through multimedia (books/ videos / music), role modeled actions, peer models, connection to previous learning, and real-life application.</p> <p><b>Providing multi-modal supports, including hands-on materials, visuals, and role models.</b> This might include pairing concepts with written language, graphics, photos, music, real-life objects, whole body movements, and role models within natural activities and settings.</p>	<p><b>Embedding learning into shared, meaningful experiences that include repetition and practice.</b> This might include embedding learning into shared experiences where concepts are illustrated through multimedia (books / videos / hands-on labs), role modeled actions, peer models, connection to previous learning, and real-life application.</p> <p><b>Providing multi-modal supports, including hands-on materials, visuals, and role models.</b> This might include having learners identify preferences for a range of supports including pairing concepts with opportunities for labs, written language, graphics, photos, music, real-life objects, whole body movements, and role models within natural activities and settings.</p>





## Quick Reference Tool for the “3i’s” of Engagement

**Investment** -- **Independence** -- **Initiation**

### INITIATION

For learners to send messages to others, we can provide an environment where interactive partners respond to and encourage both nonverbal and verbal ways of communicating and provide frequent opportunities to initiate.

**Ask yourself: Is this individual sharing with others?**

	<b>Before Words</b> Consider these supports <b>when your learners are not yet using words</b> . They are likely building their attachment to the social world and communicating primarily through body language, gestures, and facial expressions.	<b>Emerging Language</b> Consider these supports <b>when your learners are beginning to use single words, brief phrases, and simple sentences</b> with either speech, pictures, sign language, or technology.
<b>C. Fostering Initiation...</b>		
1. Learners have <b>many ways to show what they know</b> .	<p><b>Responding to nonverbal signals</b> for communication (body language, facial expressions, and gestures) and imitating attention-seeking vocalizations, sounds, actions, and gestures initiated by the learner.</p> <p><b>Providing a variety of modes for expression</b>. This might include modeling a range of facial expressions, gestures, providing choices of real-life objects, and providing choices of see-through containers containing desired items. This might enhance giving, pointing, or reaching gestures within routines and everyday activities.</p>	<p><b>Responding to nonverbal signals</b> for communication (body language, facial expressions, and gestures) by modeling words that represent the learner's intention ("Mom," "hugs," "No, thank you").</p> <p><b>Providing a variety of modes for expression</b>. This might include providing duplicate sets of simple visual supports (photos and graphics) paired with real life objects, opportunity to role play actions, and models of single words or brief phrases using peoples names, verbs, familiar objects as well as simple emotion words. This might enhance the use of phrases such as "Emily tie my shoe," "I feel tired," and "Sarah's turn."</p>
2. Learners have <b>frequent opportunities for initiating</b> for many reasons and with a range of partners.	<p><b>Balancing adult-led interaction with learner-led interaction</b> by making time for 1:1 interaction, offering choices, honoring learners' signals (nonverbal or vocal) when they initiate actions (reaching toward, shifting gaze, and sharing attention), and honoring learner's signals when they end the interaction (looking away from the interaction or pushing away materials).</p>	<p><b>Balancing adult-led interaction with learner-led interaction</b> by adjusting the social complexity to include 1:1 and peer to peer, offering choices within activities, honoring learners' signals (nonverbal, vocal or words) to initiate activities (reaching for materials, calling out a teachers' name), and honoring learners' signals to end the interaction (indicating "all done").</p>





## Quick Reference Tool for the “3i’s” of Engagement

**Investment** -- **Independence** -- **Initiation**

### INITIATION

For learners to send messages to others, we can provide an environment where there are frequent opportunities to initiate and where interactive partners respond to both nonverbal and verbal ways of communicating.

**Ask yourself: Is this individual sharing with others?**

	Consider these supports <b>when your learners are using simple and complex sentences inconsistently</b> . These learners are likely still developing their use and understanding of language in unfamiliar situations, to communicate for a range of functions (expressing emotion, asking for help, sharing remorse), and to guide their behavior with inner self-talk.	<b>Developing Language Competence</b>  Consider these supports <b>when your learners are consistently using complex sentences, conversational level discourse</b> , and “inner dialogue” for executive functioning. They are likely developing their ability to succeed in a range of social contexts.
<b>C. Fostering Initiation...</b>		
1. Learners have <b>many ways to show what they know</b> .	<p><b>Responding to nonverbal signals</b> for communication (body language, facial expressions, and gestures) by modeling phrases and sentences that represent the learner’s intention (“Ms. Smith, I can’t do this right now”).</p> <p><b>Providing a variety of modes for expression</b>. This might include providing duplicate sets of visual supports (photos, graphics and written language), a selection of sentence choices/starters, a dry erase board, thumbs up/thumbs down, hand signals, and opportunity to role play actions. This might enhance simple phrases and sentences using people’s names, verbs and other vocabulary relevant for the activity.</p>	<p><b>Responding to nonverbal signals</b> for communication (body language, facial expressions, gestures) by validating the intention of the learner, and modeling language that matches this intention (“I notice that you are....I wonder if you are trying to say ...”).</p> <p><b>Providing a variety of modes for expression</b>. This might include providing opportunities for learners to use or create visual supports for content (what to say), timing (when to talk), and social conventions (how to engage). Modes of expression might include having learners decide which modes of expression may be helpful, including a selection of sentence choices / starters, a dry erase board, thumbs up/thumbs down, hand signals, multimedia, and an opportunity to role play actions.</p>
2. Learners have <b>frequent opportunities for initiating</b> for many reasons and with a range of partners.	<b>Balancing adult-led interaction with learner-led interaction</b> by adjusting the social complexity to include 1:1, peer to peer, and small groups, offering a choice of topics, materials, and peer partners, responding to open-ended questions, and serving a variety of roles within social settings.	<b>Balancing adult-led interaction with learner-led interaction</b> by adjusting the social complexity to include 1:1, peer to peer, and small groups, offering choice of topics, materials, and peer partners, responding to open-ended questions, and serving a variety of roles within social settings (involving the learner in a plan to share out what they know with others).



# SEE-KS



## Mentorship Framework — Quick Reference ¶ The 6-Step Process of Appreciative Inquiry ¶

SEE-KS uses the philosophy of appreciative inquiry to guide our mentorship. A collective discussion of “what’s working” fosters an ability to imagine “what could be” and the creation of an action plan for “next steps.” ¶

The following guidelines foster a productive and emotionally regulating peer-to-peer mentorship session. ¶

### ① Identify your role and review the process of appreciative inquiry. ¶

- → In this step, remind those involved that the observation is focused solely on appreciating what is already working, comments about *investment, independence, and initiation* (the three “I’s” of engagement) ¶
- → Then, remind everyone that we will inquire which of these “I’s the mentee(s) see as possible opportunities. ¶

Check-off steps 1 2 3 4 5 6 ¶

### ② Let the mentee(s) being mentored start the conversation. ¶

- → To gather information, ask the following questions: ¶
  - → What were you hoping the child / children would do? ¶
  - → What strategies do you feel have been effective, *and* ¶
  - → Where do you see opportunities for enhancing engagement...would it be...*investment, independence or initiation*? ¶

Be sure to recast what you learn! “So what I hear you saying is...your goals were... what you thought was working was... and are you interested in exploring how investment/independence/initiation might be enhanced.” ¶

Check-off steps 1 2 3 4 5 6 ¶

### ③ Discuss “what’s working.” ¶

- → Using notes gathered on the *Mentorship Checklist*, share what has been noticed. ¶
  - → The following phrases could be used, “I noticed that you \_\_\_\_\_ and this appeared to enhance... *investment/independence/initiation*” ¶

Note: The use of “I noticed...” is used in lieu of words that give praise which are more “evaluative” in nature (e.g., “I liked that you....” “It was good that you...”). ¶

Check-off steps 1 2 3 4 5 6 ¶

### ④ Inquire which “I” of engagement the mentee(s) would like to explore. ¶

- → Inquire whether the mentee feels there are opportunities to increase emotional investment... increase independence...or increase initiation... ¶
- → If there is uncertainty, consider asking “what do you *hope for... dream for* with your learner(s)?” ¶

Check-off steps 1 2 3 4 5 6 ¶

### ⑤ Research & collaboration to discuss possible “next steps” (10 minutes). ¶

- → Read the *Quick Reference Tool* and give time so that the mentee(s) can lead the “next steps” discussion... ¶  
*Remember to look in the corresponding section(s) of this tool based on the above conversation* ¶
- → After reading the *Quick Reference Tool* the mentor may ask, “Do you have a sense of where you might go or would you like to collaborate?” ¶
- → Questions to stimulate collaboration might include, “I noticed how effective it was when.... how might this look during [this part]...?” or “I wonder if....” ¶

Check-off steps 1 2 3 4 5 6 ¶

### ⑥ Identify an action plan of next steps and who is responsible for that action. ¶

- → It’s time to “check in” and ensure whether next steps are realistic and resources are available ¶
- → Mentor could ask, “Can you make it fast? Can you make it last?” ¶

Check-off steps 1 2 3 4 5 6 ¶



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

Essential Universal Design for Learning Supports – Mentorship Form (Version 9/30/2021)



① **Location:**  
**Mentee(s):**

**Date:**  
**Mentor / Observer(s):**

<p>② <b>Activity:</b> <i>What was the mentee hoping the child/children would do?</i></p>	<p>③ <b>What is working</b> (mentee's perspective)</p>	<p>④ <b>Opportunity to enhance:</b> <b>Investment / Independence / Initiation</b> (circle one that the mentee (s) wishes to explore)</p> <p>⑤ <b>Possible Next Steps</b> (generated during collaborative discussion)</p>
<p><b>A. Investment can be enhanced when the...</b></p>	<p>③ <b>What is working</b> (mentor's observation)</p>	
<p>1. Child / Children's interests have been considered to <u>stimulate motivation for learning and interacting.</u></p> <p>2. Child/Children have the <u>support to stay actively engaged and persist in tasks</u></p>		
<p><b>B. Independence can be enhanced when the...</b></p>		
<p>1. Child/Children <u>know what to do.</u></p> <p>2. Child/Children <u>understand what is being taught.</u></p>		
<p><b>C. Initiation can be enhanced when the...</b></p>		
<p>1. Child/Children have <u>different options for showing what they know and what to say.</u></p> <p>2. Child/Children have <u>frequent opportunities for initiating in everyday activities.</u></p>		

⑥ **Action Plan for Next Step(s):**

SEE-KS Mentorship Steps: ① ② ③ ④ ⑤ ⑥



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

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<p>② <b>Activity:</b> <i>What was the mentee hoping the child/children would do?</i></p>	<p>③ <b>What is working</b> (mentee's perspective)</p>	<p>④ <b>Opportunity to enhance:</b> <b>Investment / Independence / Initiation</b> (circle one that the mentee (s) wishes to explore)</p> <p>⑤ <b>Possible Next Steps</b> (generated during collaborative discussion)</p>
<p><b>A. Investment can be enhanced when the...</b></p>	<p>③ <b>What is working</b> (mentor's observation)</p>	
<p>1. Child / Children's interests have been considered to <u>stimulate motivation for learning and interacting.</u></p> <p>2. Child/Children have the <u>support to stay actively engaged and persist in tasks</u></p>		
<p><b>B. Independence can be enhanced when the...</b></p>		
<p>1. Child/Children <u>know what to do.</u></p> <p>2. Child/Children <u>understand what is being taught.</u></p>		
<p><b>C. Initiation can be enhanced when the...</b></p>		
<p>1. Child/Children have <u>different options for showing what they know and what to say.</u></p> <p>2. Child/Children have <u>frequent opportunities for initiating in everyday activities.</u></p>		

⑥ **Action Plan for Next Step(s):**

SEE-KS Mentorship Steps: ① ② ③ ④ ⑤ ⑥