

Social Emotional Engagement – The “Fuel” for Learning

Empowering Georgia’s Public Schools




Emily Rubin, MS, CCC-SLP, Director
Educational Outreach Program
Marcus Autism Center

Meet your panelists



Cindy Beasley
SEE-KS District Team and AT Specialist



Beth Huber
Coordinator, Exceptional Children's Services




Ruth Scott,
Interim Principal, Winnona Park Elementary


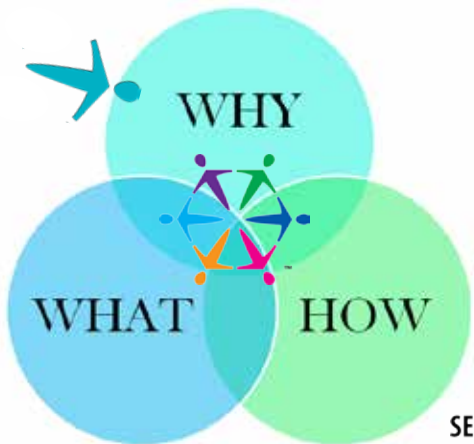

Kelly Stopp,
2nd Grade Teacher, Winnona Park Elementary

Today’s “To Do” List or “Help Box”

Reflections...



1. **“Why” was SEE-KS developed?**
2. **“What” SEE-KS strategies can teachers use in their lesson plans?**
3. **“How” does SEE-KS build capacity?**






Student Success & Supportive Learning Environments

- With the passage of Every Student Succeeds Act (ESSA), we are encouraged to implement innovative practices that create *positive and equitable* learning environments for every student.
- Our definition of school success has been broadened to include a whole child focus and a recognition that students need to be “ready to learn.”
- We must understand why some children may or may not be compelled to *actively engage* in the classroom.
- At the heart of engagement is communication and relationships

“Why” was SEE-KS developed?


We are brain architects!



Social Orienting
“attending and responding”

Social Liking
“increased initiations and active seeking”

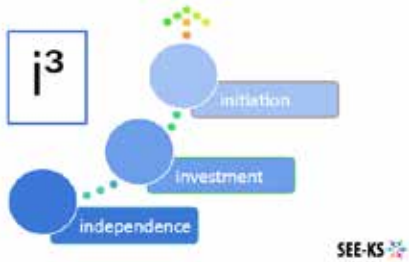
Social Maintaining
“reputation management or fitting in”



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

“Why” was SEE-KS developed?

To identify when our students are actively engaged & learning



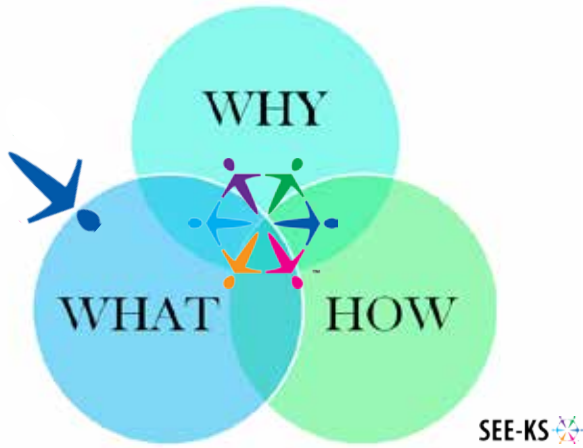
“Why” was SEE-KS developed?

To measure our students’ engagement in classroom lesson and improve our school climate



Our shared goal

SEE-KS teams will support the active engagement of their students in classroom lessons (i.e., initiation, independence, and investment) as evidenced by a score of 2.4 or above on the Social Engagement Ladder.



“What” SEE-KS strategies are we using?

Section A
“Getting the Hook!”

Section B
“Ensuring access and understanding”

Section C
“Ensuring opportunities to express”



Engagement
For purposeful, motivated learners, stimulate interest and motivation for learning.



Representation
For resourceful, knowledgeable learners, present information and content in different ways.

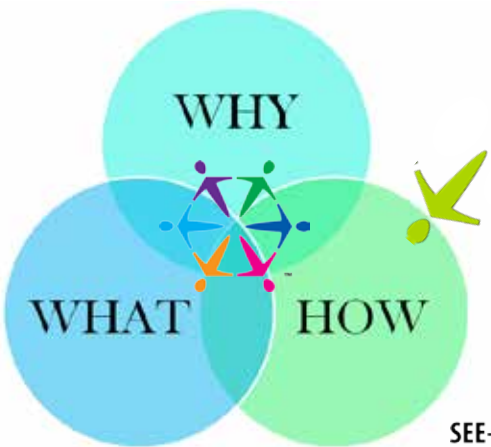


Action & Expression
For strategic, goal-directed learners, differentiate the ways that students can express what they know.

“What” SEE-KS strategies are we using?



Section	Initiation	Investment	Independence
1. How do we get started in the lesson?	How do we get started in the lesson?	How do we get started in the lesson?	How do we get started in the lesson?
2. How do we stay engaged in the lesson?	How do we stay engaged in the lesson?	How do we stay engaged in the lesson?	How do we stay engaged in the lesson?
3. How do we express what we know?	How do we express what we know?	How do we express what we know?	How do we express what we know?



Let's Talk Mentorship
 We need to ignite learning amongst our colleagues and teachers...adult learners are motivated by talking about success and imagining what could be...

"Let's discuss engagement"



**The "How" of Appreciative Inquiry
 Igniting Social Engagement**

**Coaching 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 Appreciative Inquiry
 Igniting Social Engagement in Staff Members**

I noticed how effective it was to....?

I noticed when you....

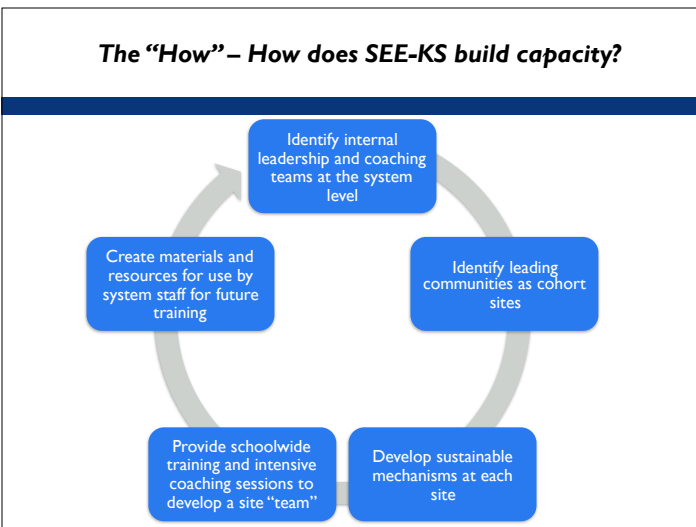
I saw that students lit up when they had access to....

**And then the educator imagining
 what could be....**


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

I wonder if there may be opportunities to enhance independence...

I wonder if there may be opportunities to inspire investment...



The "How" – How has SEE-KS built capacity?



Why have you addressed engagement in everyday activities & settings?

What have you done in your district or school?

How has it been received (i.e., what has been the takeaways)?



Fayette County Schools

What has been done?

Takeaways...



Cobb County Schools

What has been done?

Takeaways...



City Schools of Decatur - Winnona Park Elementary

What has been done?

Takeaways...

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
- Jones, D., Greenberg, M. & Crowley, M (2015, July). Early social-emotional functioning and public health. *American Journal of Public Health*.
- Meyer, A., Rose, D., & Gordon, D. (2013). *Universal Design for Learning: Theory and Practice*. CAST Professional Publishing (www.cast.org). Wakefield, MA.

References

- Prizant, B. M., Wetherby, A. M., Rubin, E., Laurent, A. C., and Rydell, P. J. (2006). *THE SCERTS Model: Volume I Assessment & Volume II Program planning and intervention*. Baltimore, MD: Brookes Publishing.
- Rubin, E., Townsend, J. & Vittori, L. (2015). *Social Emotional Engagement – Knowledge and Skills* (www.SEE-KS.com).
- 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.

To Access Parent Training Videos



www.parentmentors.org

To learn more

To learn more about the Educational Outreach Program at the Marcus Autism Center and Social Emotional Engagement (SEE-KS), contact:
Emily@CommXRoads.com



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

District / Site:
 Teacher:
 Activity / Segment / Time:

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

	Indicate # or Names of Students	Criterion
4	_____	<p>4 Fully engaged. 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).</p>
3	_____	<p>3 Mostly engaged. 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).</p>
2	_____	<p>2 Partially engaged. 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>seldom share positive emotion</u>.</p>
1	_____	<p>1 Emerging/Fleeting. 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>.</p>
0	_____	<p>0 No focus. 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>.</p>

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



Social Emotional Engagement - Knowledge & Skills

Social Engagement Ladder (Individual Student Data)

District / Site:

School Year:

Student Name:

Date:

	Criterion	Class Period	Rating
	<p>4 Fully engaged. The student is: 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).</p>	<p>Teacher: _____ Subject: _____</p>	
	<p>3 Mostly engaged. The student is: 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).</p>	<p>Teacher: _____ Subject: _____</p>	
	<p>2 Partially engaged. The student is: 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>seldom share positive emotion</u>.</p>	<p>Teacher: _____ Subject: _____</p>	
	<p>1 Emerging/Fleeting. The student is: 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>.</p>	<p>Teacher: _____ Subject: _____</p>	
	<p>0 No focus. The student: a. <u>does not respond</u> to teacher or peers' bids for interaction (through nonverbal or verbal means) and shows <u>no initiation</u>, b. is <u>not yet following</u> teacher or peer directions to engage with targeted materials, and <u>is not yet sharing emotion</u>.</p>	<p>Teacher: _____ Subject: _____</p>	
	<p>Please indicate what "was working" in lessons that yielded a 2 or higher. This refers to supports that fostered the student's engagement (e.g., visual schedules, choices offered, a class role, hands-on materials, etc.).</p>	<p>Average Daily Score:</p>	

SEE-KS – Rubin, E., Townsend, J. & Vittori, L. (2015). Permission granted for use of materials for educational purposes. For additional information about student engagement, please visit: <http://complexld.ssatrust.org.uk/project-resources/how-to-use-it.html>



**Social Emotional Engagement - Knowledge & Skills
Essential Universal Design for Learning Support – Quick Reference**

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

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

== SEE-KS – Rubin, E., Townsend, J. & Vittori, L. (2015). Permission granted for use of materials for educational purposes.

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

Essential Universal Design for Learning Supports – Coaching Form



District / Site:

Educator:

Video Link(s):

Mutually Agreed Upon Question ④:

Date:

Coach / Observer(s):

Next Coaching Session Date:

①

② Subject / Segment:

Goal/Target of the Lesson:

Reference *Self-Assessment Survey, Rater Rubric & Engagement Ladder*

③ What's Working

⑤ Next Steps

Using Collaborative Discussion

A. Fostering engagement

1. Have supports been embedded to foster the ability to **predict the sequence of activities and the steps *within* each activity to support self-regulation** (e.g., daily agendas, timers, to do lists)?
2. Have supports been embedded to foster the ability to **stay actively engaged and persist in daily activities** (e.g., providing choices of strategies to aide students in remaining alert/soothe when needed, adjust demands, and provide social engagement)?
3. Have individual interests been considered as a means to **stimulate interest and motivation for engagement and learning** (e.g., linking academics to real-life application or special interests, creating a product, or hands-on, movement-based stimulation)?

B. Presenting information in multiple ways

1. Is **verbal language paired with multiple forms of representation to foster comprehension** (e.g., written information, graphics, photos, dramatic role-play, integrated arts, and real-life materials)?
2. Is information related to cognitive skills or academic **concepts embedded throughout a variety of activities AND presented in multiple ways to foster comprehension** (e.g., hands-on and/or manipulative materials, multiple media, and technology)?
3. Are **social cues presented in multiple ways to ensure accurate perception and comprehension of activities** (e.g., providing visuals to clarify expectations for vocal volume, proximity to others, conversational timing, and turn-taking)?

C. Allowing multiple options for action and expression

1. Are there frequent **opportunities to INDEPENDENTLY i. access materials, ii. engage with others, iii. refer to developmentally appropriate UDL supports for self-regulation, communication, and problem-solving**?
2. Are multiple options for expression and communication **provided and tailored to developmental level** (e.g., visual/written reminders for maintaining social conversation, visuals to remind emerging language students to use people's names and verbs, choices of see-thru containers for those with minimal language)?
3. Are multiple options provided for **initiating and sustaining engagement in everyday activities** (e.g., participating with access to hands-on materials, with options for using visuals/written choices, and with assistance of others as a support)?

Action Plan for Next Step(s) ⑥:

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