

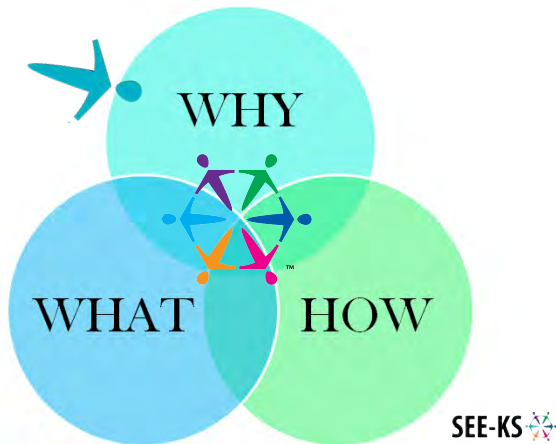
Social Emotional Engagement: Knowledge and Skills (SEE-KS)
Creating a supportive learning environment for all learners



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Educational Outreach Program
Marcus Autism Center

The Agenda

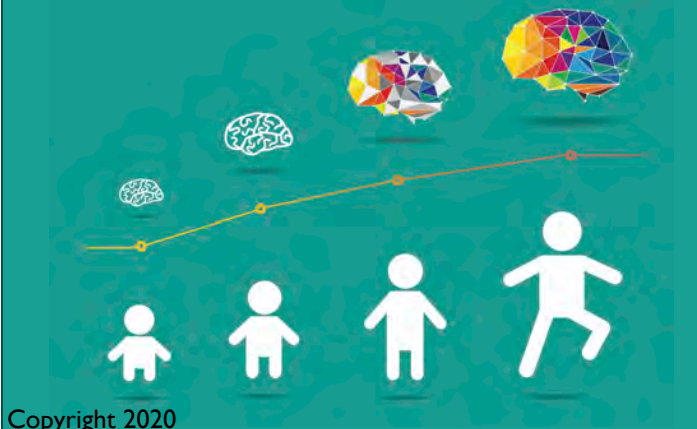
- 8:00am - 9:45am The “Why” & “What” of SEE-KS
- 9:45am - 10:00am Break
- 10:00am - 11:45am The “How” - Teacher to Teacher Mentorship
- 11:45am - 12:00pm Discussion and Q & A



“Why” are we implementing SEE-KS, a universal approach?

- 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 *relationships*.

Social engagement provides the “fuel” for learning





The “Why” of Social Emotional Engagement

Engagement & Relationships = Learning

Behavioral manifestations

| Social orienting | Seeking - Liking | Social maintaining |
|--|---|---|
| <ul style="list-style-type: none"> - Innate attention to faces - Automatic attention capture by social signals - Eye contact effect | <ul style="list-style-type: none"> - Incentive value of social reward stimuli - Pleasure in collaboration - Overjustification effect | <ul style="list-style-type: none"> - Ingratiation strategies (self- and other- enhancement) - Reputation management - Chameleon effect |

Biological mechanisms

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

Research in social neuroscience provides us with a clearer path

- As children with differences in this neurochemistry mature, their “brain architecture is forming.”
- Neuroimaging has shown that children with with specific social and emotional learning differences (such as autism) may process social stimuli in regions typically used to process images and sounds that are non-social.
- This can make predictions of actions, intentions, and emotions more inefficient and intellectualized.

The neurology of social engagement

Child with both interpersonal and genetic “advantages” for social engagement


Copyright 2020 Shultz, et. al. (2000, April). *Archives in General Psychiatry, Vol. 57, 331 – 340.*

The neurology of social engagement

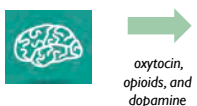
Child with autism or related social emotional learning difference

Shultz, et. al. (2000, April). *Archives in General Psychiatry, Vol. 57, 331 – 340.*


The science of neurodevelopment reminds us that we are “brain architects” who can “fuel” the brain




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

Our Goal – Social Engagement!

3 elements of active engagement



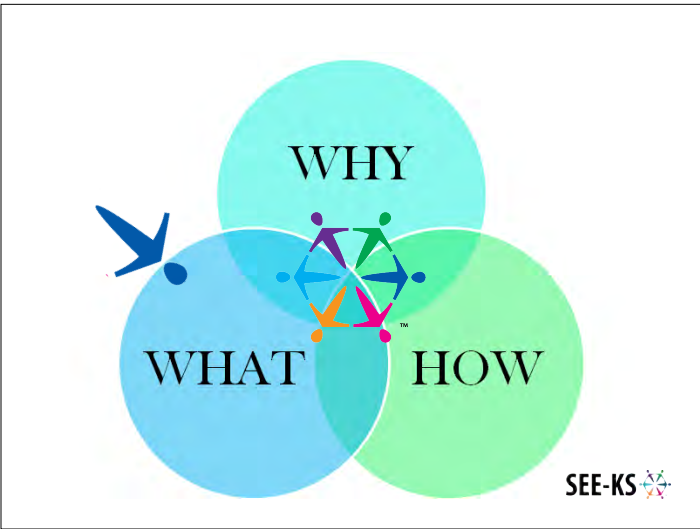
SEE-KS
Social Emotional Engagement - Knowledge & Skills
Student Engagement Leader (Whole Group)

Client / Site: _____
Teacher / Activity / Program / Title: _____
Observer Name: _____
Class / Observation / Conversation Stage: _____

| Indicator # or Name of Behavior | Observed | Observations |
|---------------------------------|----------|--------------|
| 1 | 0 | |
| 2 | 0 | |
| 3 | 0 | |
| 4 | 0 | |

1. **Fully engaged:** SEE-KS coaches should tally the number of students who are consistently engaged (high frequency through most or all of the lesson), as determined by independent observation or video review, in engaging with targeted materials and a fully emotionally involved as evidenced by frequent expression of shared positive emotions.
 2. **Mostly engaged:** SEE-KS coaches should tally the number of students who are consistently engaged (high frequency through most or all of the lesson), as determined by independent observation or video review, in engaging with targeted materials, and are emotionally involved as evidenced by occasional expression of shared positive emotions.
 3. **Partially engaged:** SEE-KS coaches should tally the number of students who are consistently engaged (high frequency through most or all of the lesson), as determined by independent observation or video review, in engaging with targeted materials, and are emotionally involved as evidenced by occasional expression of shared positive emotions.
 4. **Disengaged/Noting:** SEE-KS coaches should tally the number of students who are consistently disengaged (low frequency through most or all of the lesson) or who are not engaged (no shared positive emotions) through most or all of the lesson, as determined by independent observation or video review, in engaging with targeted materials, and are not emotionally involved as evidenced by occasional expression of shared positive emotions.
 5. **Not Note:** SEE-KS coaches should tally the number of students who are consistently disengaged (low frequency through most or all of the lesson) or who are not engaged (no shared positive emotions) through most or all of the lesson, as determined by independent observation or video review, in engaging with targeted materials, and are not emotionally involved as evidenced by occasional expression of shared positive emotions.

For additional information about student engagement, please visit: <http://compasstech.org.uk/guides/student-engagement-how-to-use-3-2019>
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Finding the “Fuel” for Learning through a Universal Design for Learning

- What is **Universal Design for Learning (UDL)**?
- How is it related to **SEE-KS**?

Section A: Engage
INVESTMENT


AFFECTIVE NETWORKS:
THE WHY OF LEARNING



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

Section B: Access
INDEPENDENCE


RECOGNITION NETWORKS:
THE WHAT OF LEARNING



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

Section C: Express
INITIATION

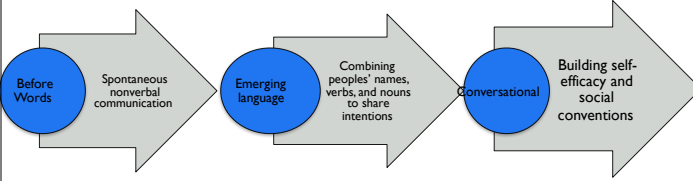
STRATEGIC NETWORKS:
THE HOW OF LEARNING



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

SEE-KS ensures that we have the strategies that are universal regardless of developmental level

Engagement




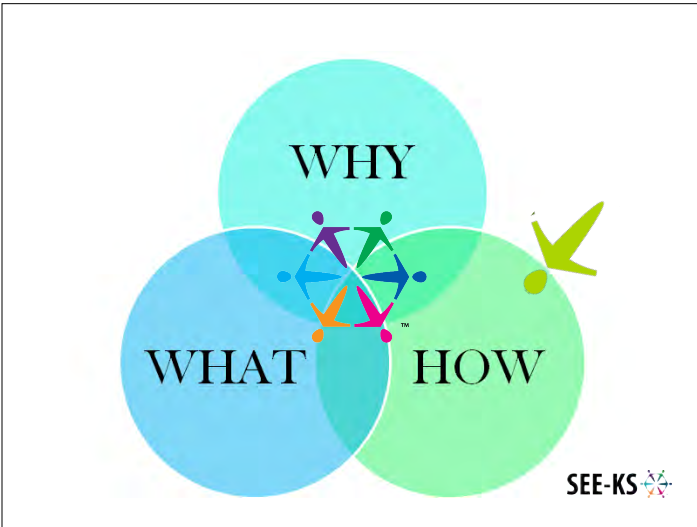
SEE-KS

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SEE-KS ensures that we have the strategies that are universal regardless of developmental level

The SEE-KS Quick Reference





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?

Sustainable Professional Learning
Our teachers are the "fuel" for our students' learning... Are we "fueling" them?

The "How" of SEE-KS Mentorship
How do we "fuel" our teachers?

Teacher to Teacher Mentorship through Appreciative Inquiry

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

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

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.

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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

To access freely accessible materials:
www.SEE-KS.com



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 |
|---|---|---|
| 4 | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <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 | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <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 | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <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>seldomly share positive emotion</u>.</p> |
| 1 | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <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 | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <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>



Mentorship Framework – Quick Reference 6 Step Process

The Appreciative Inquiry Philosophy

The SEE-KS program has adopted the philosophy of appreciative inquiry to guide our mentorship. This philosophy is based on the premise that a collective discussion of “what’s working” in a classroom lesson fosters an ability to imagine “what could be” and a collective development of an action plan for “next steps.” This process reduces the need for an “expert” model of consultation that is based upon more coercive or persuasive mechanisms for planned change and rather focuses on the positive psychology to enhance learning. The following guidelines are offered to foster a productive and emotionally regulating peer-to-peer teacher mentorship session:

- ① **Identify your role and the process of appreciative inquiry.** In this step, remind those involved that the observation is focused on appreciating what is already working to foster *investment*, *independence*, and *initiation* (the three “I’s” of engagement) and then inquiring which of these “I’s” the educator(s) see as possible opportunities.
- ② **Let the educator(s) being mentored start the conversation.** Before observing the lesson and recording “what’s working,” be sure to provide an opportunity for the educator(s) to start the conversation. Questions can be asked such as:
 - 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 recast what you learn!

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

- ③ **Discuss ‘what’s working.’** Using notes gathered on the SEE-KS Mentorship Checklist, share what has been noticed. The phrase, “I noticed that the students had access to _____ and this appeared to enhance...*investment/independence/initiation*” can be used in lieu of phrases that include words of praise which are more “evaluative” in nature.
- ④ **Inquire which “I” of engagement the educator[s] would like to explore.** Inquire whether the educator feels 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?”
- ⑤ **Research & collaboration to discuss possible ‘next steps’ (10 minutes).** Review the relevant section in the SEE-KS Quick Reference Tool then allow wait time to ensure that the educator(s) can lead the “next steps” discussion...” 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] of the lesson...” or “I wonder if....”
- ⑥ **Identify an action plan of next steps and who is responsible for that action.** This step provides an opportunity to “check in” to ensure whether next steps are realistic, resources are available (e.g., “Can you make it fast? Can you make it last?”).

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

SEE-KS – Rubin, E., Townsend, J. & Vittori, L. (2018). Permission granted for use of materials for educational purposes.



Social Emotional Engagement - Knowledge & Skills

Using SEE-KS to Adjust Instructional Practices by Language Level – Quick Reference (Version – January 2020)

| | Before Words Stage Consider these supports when your learners are communicating primarily through body language, gestures, and facial expressions and not yet through speech, pictures, signs, or assistive technology. | Emerging Language Stage Consider these supports when your learners are communicating primarily using single words, combinations of words, and brief or “scripted” phrases (using speech, pictures, sign language, or assistive technology). | Conversational Stage Consider these supports when your learners are communicating primarily using compound sentences and conversational level discourse (using speech, sign language, or assistive technology). |
|--|---|---|--|
| A. Fostering Investment.. | | | |
| 1. Student interests have been considered to stimulate motivation for learning (e.g., real-life application, hands-on materials, whole-body movement / role-play, humor, and competition). | <ul style="list-style-type: none"> ⇒ Hands-on, meaningful materials ⇒ Gross motor movement ⇒ Contextual support such as music, art, cooking, and “real life” materials. | <ul style="list-style-type: none"> ⇒ Purposeful application or an engaging social interaction within activities (e.g., when sounding out words, having the students act out or role play the meaning of that word or share their knowledge with a peer) ⇒ Hands-on, meaningful materials ⇒ Gross motor movement. ⇒ Contextual support such as music, art, cooking, and “real life” materials. | <ul style="list-style-type: none"> ⇒ Link meaningful topics and hands-on materials to tasks with clear application to daily life (e.g., linking math equations to real-life application, embedding writing in a letter or newspaper submission). ⇒ Embedding social connections, pair shares, etc. ⇒ Gross motor movement, such as role play. ⇒ Contextual support such as music, art, cooking, and “real life” materials |
| 2. Students have the tools to stay actively engaged and persist in tasks (e.g., predictable routines, written “to do” lists / agendas, responsive staff, alternative seating, choices of materials, access to peers, reminders or tools for staying alert and/or chilling-out). | <ul style="list-style-type: none"> ⇒ Providing materials for students to hold and manipulate that are soothing or stimulating, ⇒ Providing alternative seating, and ⇒ Providing adjusted social complexity (e.g., additional adult support or smaller group opportunities) when needed. | <ul style="list-style-type: none"> ⇒ Providing visuals for learners to express their emotion and make requests for help or a break (e.g., an emotion key ring) ⇒ Providing materials for students to hold and manipulate that are relevant to the task, Providing alternative seating, and ⇒ Providing adjusted social complexity (e.g., additional adult support or smaller group opportunities) when needed. | <ul style="list-style-type: none"> ⇒ Embedding discussion prior to the task as to what might be helpful when in need of help or when tasks are complete. ⇒ Providing visuals for learners to express their emotion and make requests for help or a break (e.g., an emotion key ring) ⇒ Providing materials for students to hold and manipulate that are relevant to the task, Providing alternative seating, and ⇒ Providing adjusted social complexity (e.g., additional adult support or smaller group opportunities) when needed. |
| B. Fostering independence.. | | | |
| 1. Students have access to information presented in different ways (e.g., written “to do” lists / checklists, graphics, photos, multiple media, role-play / teacher modeling / peer modeling, manipulatives, and real-life materials)? | <ul style="list-style-type: none"> ⇒ Contextual information (embedding language in natural routines), ⇒ Concrete visual tools (e.g., real life objects, graphics, photographs), ⇒ Objects of reference to support transitions across activities (e.g., holding a paint brush to represent time for art activity, activity bins in sequence). | <ul style="list-style-type: none"> ⇒ Visual supports such as photos, graphics and the written word, ⇒ Contextual information (embedding language in natural routines and using rehearsal/role play), ⇒ Concrete visual tools (e.g., real life objects, graphics, photographs), ⇒ Photos, graphics, and/or writing to support transition across activities. | <ul style="list-style-type: none"> ⇒ Visual supports such as written language, photos, and graphics (e.g., a “to do” list or “help box”), ⇒ Using rehearsal/role play and hands-on materials ⇒ Written daily agendas, help boxes, photos, graphics, and/or writing to support transition across activities. |

| | Before Words Stage | Emerging Language Stage | Conversational Stage |
|--|--|--|---|
| <p>B. Fostering Independence...</p> <p>2. Are social expectations are presented in multiple ways (e.g., providing visuals to clarify expectations for vocal volume, proximity to others, conversational timing, and turn-taking)?</p> | <p>Pair verbal information with....</p> <ul style="list-style-type: none"> ⇒ Contextual information (e.g., turning the lights off for quiet time, using music to represent change in activities). ⇒ Concrete visual tools (e.g., real life objects, graphics, photographs to represent basic social expectations such as where to sit – name card on card, materials laid out on the table). | <p>Pair verbal information with....</p> <ul style="list-style-type: none"> ⇒ Additional support for social cues (e.g., visual social narratives paired with graphics and photographs). ⇒ Imaginative play or role play ⇒ Visual tools across contexts and through rehearsal and experiential learning so that transfer of information to new contexts is maximized. ⇒ Contextual information (e.g., turning the lights off for quiet time, using music to represent change in activities). | <p>Pair verbal information with....</p> <ul style="list-style-type: none"> ⇒ Role play and/or rehearsal of social expectations. ⇒ Additional support for social cues (e.g., visual social narratives paired with graphics and photographs). ⇒ Visual tools across contexts and through rehearsal and experiential learning so that transfer of information to new contexts is maximized (e.g., vocal volume meters). ⇒ Contextual information (e.g., turning the lights off for quiet time, using music to represent change in activities). |
| | <p>C. Fostering Initiation...</p> <p>1. Students 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).</p> | <p>Plan and provide options for communicating by...</p> <ul style="list-style-type: none"> ⇒ Providing choices of materials in see-through containers to elicit gestural forms of communication within familiar routines and unfamiliar activities. | <p>Plan and provide options for communicating by...</p> <ul style="list-style-type: none"> ⇒ Providing duplicate sets of visual supports during lessons for students to reference during group instruction (e.g., a chart of the ABCs, ten frames, etc.). ⇒ Providing graphics to denote people’s names and verbs for subject + verb word combinations in both familiar and novel situations, ⇒ Provide multiple options for expression (e.g., a selection of pictures to point to or hold, a dry erase board, thumbs up/thumbs down, hand signals, role play, verbalizing with a peer, share outs in group settings). |
| <p>2. Students have frequent opportunities for initiating in everyday activities (e.g., turn & talks, access to hands-on materials/visuals during large group, and opportunity for small group collaboration)?</p> | <p>Foster opportunities for expression and communication by...</p> <ul style="list-style-type: none"> ⇒ Providing adjusted social complexity (e.g., additional adult support or smaller group opportunities) when needed. ⇒ Being responsive to nonverbal signals for communication. ⇒ Providing close proximity to concrete objects and see-through containers. | <p>Foster opportunities for expression and communication by...</p> <ul style="list-style-type: none"> ⇒ Balancing teacher-led discourse with student-led discourse using frequent pair shares, ⇒ Providing open-ended questions and dialogue, ⇒ Whole group participation (e.g., choral responses) ⇒ Peer interaction (e.g., turn and talks, peer matches and peer group collaboration, students taking the lead at front board). ⇒ Providing close proximity to visuals such as photos, graphics and the written word. | <p>Foster opportunities for expression and communication by...</p> <ul style="list-style-type: none"> ⇒ Balancing teacher-led discourse with student-led discourse using frequent pair shares, ⇒ Providing open-ended questions and dialogue, ⇒ Whole group participation (e.g., choral responses) ⇒ Peer interaction (e.g., turn and talks, peer matches and peer group collaboration, students taking the lead at front board). ⇒ Providing close proximity to visuals such as written sentence starters and requests for peer collaboration. |

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

Essential Universal Design for Learning Supports – Mentorship Form *(Lite Version, 01/2020)*



① **District / School:**
Educator(s):

Date:
Mentor / Observer(s):

| | | |
|--|--|---|
| <p>② Subject / Segment: Goal/Target of the Lesson:</p> | <p>② What is working (educator perspective)</p> | <p>④ Opportunity to enhance: Investment / Independence / Initiation <small>(circle one that the educator(s) wishes to explore)</small></p> <p>⑤ Possible Next Steps <small>(generated during collaborative discussion)</small></p> |
| A. Investment can be enhanced when... | | |
| <p>1. Student interests have been considered to stimulate motivation for learning (e.g., real-life application, hands-on materials, whole-body movement / role-play, humor, and competition).</p> <p>2. Students have the tools to stay actively engaged and persist in tasks (e.g., predictable routines, written “to do” lists / agendas, responsive staff, alternative seating, choices of materials, access to peers, reminders or tools for staying alert and/or chilling-out).</p> | <p>③ What is working (observation)</p> | |
| B. Independence can be enhanced when... | | |
| <p>1. Students have access to information presented in different ways (e.g., written “to do” lists / checklists, graphics, photos, multiple media, role-play / teacher modeling / peer modeling, manipulatives, and real-life materials)?</p> <p>2. Are social expectations are presented in multiple ways (e.g., providing visuals to clarify expectations for vocal volume, proximity to others, conversational timing, and turn-taking)?</p> | | |
| C. Initiation can be enhanced when... | | |
| <p>1. Students 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).</p> <p>2. Students have frequent opportunities for initiating in everyday activities (e.g., turn & talks, access to hands-on materials/visuals during large group, and opportunity for small group collaboration)?</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)

Essential Universal Design for Learning Supports – Mentorship Form *(Lite Version, 01/2020)*

① District / School:
Educator(s):

Date:
Mentor / Observer(s):

| | | |
|--|--|---|
| <p>② Subject / Segment: Goal/Target of the Lesson:</p> | <p>② What is working (educator perspective)</p> | <p>④ Opportunity to enhance: Investment / Independence / Initiation <small>(circle one that the educator(s) wishes to explore)</small></p> <p>⑤ Possible Next Steps <small>(generated during collaborative discussion)</small></p> |
| <p>A. Investment can be enhanced when...</p> | | <p>③ What is working (observation)</p> |
| <p>1. Student interests have been considered to stimulate motivation for learning (e.g., real-life application, hands-on materials, whole-body movement / role-play, humor, and competition).</p> <p>2. Students have the tools to stay actively engaged and persist in tasks (e.g., predictable routines, written “to do” lists / agendas, responsive staff, alternative seating, choices of materials, access to peers, reminders or tools for staying alert and/or chilling-out).</p> | | |
| <p>B. Independence can be enhanced when...</p> | | |
| <p>1. Students have access to information presented in different ways (e.g., written “to do” lists / checklists, graphics, photos, multiple media, role-play / teacher modeling / peer modeling, manipulatives, and real-life materials)?</p> <p>2. Are social expectations are presented in multiple ways (e.g., providing visuals to clarify expectations for vocal volume, proximity to others, conversational timing, and turn-taking)?</p> | | |
| <p>C. Initiation can be enhanced when...</p> | | |
| <p>1. Students 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).</p> <p>2. Students have frequent opportunities for initiating in everyday activities (e.g., turn & talks, access to hands-on materials/visuals during large group, and opportunity for small group collaboration)?</p> | | |

⑥ **Action Plan for Next Step(s):**

SEE-KS Mentorship Steps: ① ② ③ ④ ⑤ ⑥