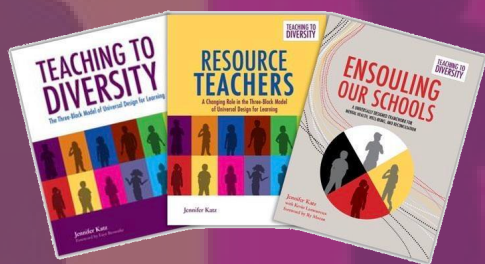


TEACHING TO DIVERSITY

THE THREE BLOCK MODEL OF UDL



DR. JENNIFER KATZ

THREE BLOCK MODEL VIDEO SERIES

About



In this video series, Dr. Jennifer Katz addresses research, law, and policy in relation to equity, diversity, inclusion, and universal design for learning, in addition to providing practical strategies addressing the day-to-day life of inclusive classrooms and schools K-12. Dr. Katz provides answers to key questions facing school systems around the world in the 21st century, such as:

1. What does equity, diversity, and inclusion mean for schools and classrooms?
2. What does the research say about outcomes of inclusion for students and teachers?
3. How do I make inclusion work for ALL students, without burning out teachers?
4. What is Universal Design for Learning (UDL) and why should I use it?
5. How do we create schools that make both teaching and learning more engaging, fulfilling, and joyous?
6. What are the foundational best practices of a truly inclusive learning community?
7. How does one create such a community?



How to Use the Videos

Videos are designed to be used as professional development. Each video begins with the theory and research (why should we do this) and follows with practice (how do we do this) related to the topic, and comes with discussion guides, sample activities to be used for professional development and/or in the classroom, and video clips from inclusive classrooms demonstrating the practices discussed. Some videos may also come with assessment tools, links to additional resources, and more (see descriptions below). Facilitators can show the video, and then support discussions and related activities, or the videos may be provided to individuals to view on their own time.



DESIGNING INCLUSIVE CLASSROOMS

With UDL



SERIES 1: EQUITY, DIVERSITY, JUSTICE & INCLUSION - WHAT THEY MEAN FOR CLASSROOMS AND SCHOOLS

UDL can empower educators with the knowledge, skills, and confidence required to teach diverse learners in the same classroom – including those who have previously been excluded. Ultimately, it is about creating classrooms and schools that heal by teaching to the heart, mind, and spirit of every student. In this video, Dr. Katz discusses the meaning of equity, diversity and inclusion from a school-based perspective, and provides insight regarding pedagogical practices that support or form barriers to equity and teaching to diversity.

Supporting Materials, including discussion questions, suggested activities and resources, a school wide scale for EDJI, and research articles are all gathered in the facilitator's guide. Additionally, there is a PowerPoint handout to accompany the videos. These resources can be found at:

<https://www.threeblockmodel.com/series-1---equity-diversity-justice--inclusion.html>

Video 1. Overview of EDIJ (Equity, Diversity, Inclusion and Justice)

Video 2. Going Deeper into Diversity and Equity

Video 3. Going Deeper into Justice and Inclusion

Video 4. Legal Implications for Teachers and Schools

Video 5. The Three Block Model and Social Inclusion: What Does it Look Like?

Video 6. The Three Block Model and Academic Inclusion: What Does it Look Like?

Video 7. Yes All Means All: The Story of Carly



SERIES 2: UDL & THE THREE BLOCK MODEL - WHAT IS IT AND HOW CAN IT HELP US?

The Three-Block Model of UDL combines the work of CASEL on SEL, the work of CAST on UDL, and Indigenous perspectives on inclusive education to create a framework for the practical implementation of inclusion in classrooms K-12. Block one addresses the social-emotional and mental health needs of students and staff, in ways that can be delivered by teachers in their classrooms and school leaders with staff. Block two addresses evidence-based practices for curricular instructional, assessment, and evaluation of diverse learners. Finally, Block three addresses the systems and structures aspect of equitable, inclusive education. In this video, Dr. Katz discusses the origins, research, philosophy, and framework of both CAST's model of UDL and the Three-Block Model, and how they can be used to design inclusive learning communities.

Supporting Materials, including discussion questions, suggested activities and resources, and research articles are all gathered in the facilitator's guide. Additionally, there is a PowerPoint handout to accompany the videos. These resources can be found at <https://www.threeblockmodel.com/series-2---udl--the-three-block-model.html>

- Video 1. From Architecture to Education: UDL Principles, Guidelines, and Philosophy**
- Video 2. Where Does Disability Lie: UDL & The Social Model of Disability**
- Video 3. Why UDL: UDL as a Design Framework for Inclusive Education**
- Video 4. Blending UDL & SEL in the Three Block Model: The Why and the How**
- Video 5. Infusing Indigenous Perspectives: UDL & Indigenous Worldviews in Relationship**
- Video 6. The Research: UDL as Evidence Based Practice for Inclusive Education**

SERIES 3 - CREATING INCLUSIVE CLASSROOM CLIMATES: SEL, NEUROSCIENCE, BELONGING AND SELF-REGULATION

The first block of the TBM focuses on building classroom climate and school-based social and emotional skills, including developing students' sense of self-worth in the school setting, and belonging / connectedness to others. In this video, Dr. Katz connects neuroscience related to Cortisol and the fight, flight, freeze, fawn response to student learning and behavior. Strategies for supporting students' developing identity as a learner and person, social skills and understandings related to interpersonal connection, and ability to self-regulate and work collaboratively with others will be shared, and supporting research reviewed.

Supporting materials, including a facilitator's guide, the Respecting Diversity Program Manual, and Scheduling SEL programming resources are all gathered in the facilitator's guide. Additionally, there is a PowerPoint handout to accompany the videos. These resources can be found at:

<https://www.threeblockmodel.com/series-3---sel-neuroscience-belonging--self-regulation.html>

Video 1. Do Our Practices Match Our Dreams: The Importance of Well-Being

Video 2. The Role of Cortisol: Fight, Flight, Freeze and Fawn in Your Classroom

Video 3. How Are Our Youth: Research & Statistics on Canadian and Global Youth

Video 4. Strategies for Creating Belonging: Spirit Buddies

Video 5. Strategies for Teaching Democratic and Social Problem Solving: Class Meetings

Video 6. Strategies for Developing Self-Concept & Identity: RD Program Lessons 1-4

Video 7. Strategies for Developing Respect for Diversity: RD Program Lessons 5-8

Video 8. Assessing SEL and Mental Health Needs in Your Classroom: SEL Class Profiles

Video 9. Student Voice: Impacts of UDL & SEL on Student Well-Being

SERIES 4 - MENTAL HEALTH, TRAUMA, & CHALLENGING BEHAVIOR

Trauma informed schools and classrooms have become a focus around the world as awareness of the mental health of our youth, especially post-pandemic, has risen to the fore. Building a sense of safety, trust and belonging, emotional resilience and regulation, mental flexibility, and coping skills serves everyone. In this video, Dr. Katz will share strategies drawn from cognitive behavior therapy, dialectical behavior therapy, mindfulness, Indigenous models of healing and well-being, and CASEL's SEL, that can support both educators and students to manage emotional stress and critical incidents.

Supporting Materials, including discussion questions, suggested activities and resources, and research articles are all gathered in the facilitator's guide. As well, a powerpoint handout and copies of Elvin's IEPs, in addition to the Teacher's Manual for Ensouling Our Schools are provided. These resources can be found at:

<https://www.threeblockmodel.com/series-4---mental-health-trauma--dealing-with-challenging-behavior.html>

- Video 1. Defining Mental Health: Worldviews and Global Definitions of Well-Being**
- Video 2. Understanding Trauma: Complex, Acute, Intergenerational, & Epigenetic Trauma and Their Impact**
- Video 3. Classroom Programming for Developing Mental Health Literacy: The Brain Unit**
- Video 4. Classroom Programming for Developing Mental Health: Introduction to DBT**
- Video 5. DBT Skills: Interpersonal Effectiveness Module in the K-12 Classroom**
- Video 6. DBT Skills: Emotion Regulation Module in the K-12 Classroom**
- Video 7. DBT Skills: Distress Tolerance Module in the K-12 Classroom**
- Video 8. DBT Skills: Mindfulness Module in the K-12 Classroom**
- Video 9. The Story of Elvin: Intergenerational Trauma, Indigenous Perspectives, and UDL**

SERIES 5:

INCLUSIVE INSTRUCTIONAL PRACTICE

The TBM focuses on the practical “how to” of setting up your classroom and curricular instruction in a way that supports diverse learners and their teachers! A practical, 5 step process for planning, instruction, and assessment of inclusive classrooms that integrates evidenced based practices (e.g., UDL, UBD, inquiry) into one simple method is outlined, and research supporting this process is shared. Step by step examples across grade levels will be shared, with video clips demonstrating the recommended practices, including problem-based learning, the planning triangle, and more.

Supporting Materials, including discussion questions, suggested activities and resources, and research articles are all gathered in the facilitator's guide. Additionally, a powerpoint handout and planning templates are provided. These resources can be found at:

<https://www.threeblockmodel.com/series-5---inclusive-instructional-practice.html>

Video 1. Principles of Inclusive Instruction: Neuroscience, Research, and Equity

Video 2. Step 1: Year Plans That Integrate Curriculum & Support Learning & Retention

Video 3. Step 2 & 3: Inquiry, UBD & Backwards Design – Determining Big Ideas and Big Questions

Video 4. Step 4: Universally Designed Assessment in the Inclusive Classroom, How?

Video 5. Step 4: Building Equitable Rubrics for Evaluation and Reporting

Video 6. Step 5: Instructional Design Using Problem Based Learning

Video 7. Step 5: Instructional Design Using Land-Based Education

Video 8. Step 5: Instructional Design Using The Planning Triangle

Video 9. Step 5: Instructional Design Using CAST’s Model of UDL

Video 10. Step 5: Instructional Design Using The Three Block Model

SERIES 6: STARTING THE YEAR

First impressions are critical in work with youth. The first hour, first day, and first month of the school year set the social, emotional, behavioral, and academic expectations and processes for the rest of the year. Time devoted to social and emotional well-being and self-regulated learning at the beginning of the year has significant impact on classroom climate, student behavior, and academic achievement for the remaining months of the year. In this video, Dr. Katz discusses the research and importance of the physical set-up of the room, processes for establishing behavioral and learning expectations, and teaching multi-modal conceptual representation, collaborative group work, and establishing relationships with students who have disengaged from learning and school.

Supporting Materials, including discussion questions, suggested activities and resources, and research articles are all gathered in the facilitator's guide. As well, a PowerPoint handout, Class profile templates, and teacher's manual for teaching group work are all provided. These resources can be found at:

<https://www.threeblockmodel.com/series-6---starting-the-year.html>

Video 1 - Creating the Climate: Building Community and Teaching Collaborative Group Work Skills

Video 2 - Teaching Discipline Based Conceptual Representation for Higher Order Thinking

Video 3 - Introducing the Learning Process for Self-Regulation and Collaborative Learning

Video 4 - Getting to Know Your Students: Class Profiles

Video 5 - Moving Forward: Facilitating Learning and Higher Order Questioning

SERIES 7: UNIVERSALLY DESIGNED LITERACY INSTRUCTION & ASSESSMENT

Literacy instruction is one of the biggest challenges of inclusive education in the 21st century. Many students learning and self-concept are negatively impacted by their belief they are not good at reading/writing. Universally designed literacy instruction has been shown to support ALL learners' achievement, including supporting struggling readers to achieve grade level expectations, improving all students' critical thinking and creativity, and supporting students to think deeply and profoundly about literature and multi-media texts. In this video, Dr Katz shares the research, and necessary shifts in practice to implement specific universally designed instructional practices for K-12 classrooms focusing on receptive communication (listen, read, view) and expressive communication (speak, write, represent), across the curriculum including video clips demonstrating these practices in early, middle, and senior years classrooms.

Video 1: Literacy in the UDL Classroom

Video 2: Literacy as Communication

Video 3: Literacy Across Disciplines

Video 4: The Art & Science of Teaching Reading

Video 5: The Magic of Pocketcharts

Video 6: Guided Reading in Heterogeneous Groups

Video 7: Literature Circles the UDL Way

Video 8: The Art & Science of Teaching Viewing

Video 9: The Art & Science of Teaching Listening

Video 10: Assessing Receptive Communication

Video 11: The Story of Jason

Video 12: The Art & Science of Teaching Writing

Video 13: Written Output Disorders

Video 14: The Art & Science of Teaching Speaking

Video 15: The Art & Science of Teaching Representing

Supporting Materials, including discussion questions, suggested activities and resources, and research articles are all gathered in the facilitator's guide. As well, a PowerPoint handout and assessment materials are provided. These resources can be found at:

<https://www.threeblockmodel.com/series-7---universally-designed-literacy-instruction.html>

SERIES 8: UNIVERSALLY DESIGNED NUMERACY INSTRUCTION & ASSESSMENT

Numeracy goes beyond mathematics, to developing the critical and creative thinking required to apply mathematics to real-life situations and problems. Just as being literate is more than spelling, decoding, etc., being numerate goes beyond computation skills. Numeracy involves receptive communication (making sense of information being shared through numbers, patterns, shapes, tables, graphs, etc.), and expressive communication (sharing information using numbers, statistics, shapes, patterns, tables, graphs, etc.). In this video, Dr Katz shares specific universally designed instructional practices for teaching numeracy in K-12 classrooms including inquiry projects, problem based learning approaches, expeditionary learning, and more.

Accompanying Resources: Supporting Materials, including discussion questions, suggested activities and resources, and research articles are all gathered in the facilitator's guide. Assessment Rubrics and Class Profiles, Sample PBL and Expeditionary Learning Activities are all provided. These resources can be found at:

<https://www.threeblockmodel.com/series-8---universally-designed-numeracy-instruction-and-assessment.html>

Video 1. UDL & Numeracy: Principles of UDL in the Math Classroom K-12

Video 2. Developing Numerate Thinking K-12

Video 3. Problem Based Learning in Numeracy K-12

Video 4. Expeditionary Learning in Numeracy K-12

Video 5. The Planning Triangle in Numeracy K-12

Video 6. Three Block Model in Numeracy K-12

**Video 7. Numeracy Block: Math Centers and Small Group Work
(Elementary)**

**Video 8. Affective Connections & Metacognition: Math Anxiety and Student
Identity K-12**

SERIES 9: SHARING STORIES - INDIGENOUS PERSPECTIVES AND UDL

The intersections between UDL and Indigenous education are many and deep, going to core values such as interdependence rather than independence, community rather than individualism, talent development rather than deficit-based education, and a whole child approach rather than a focus on academics only. In this (video) circle, direct connections to strategies teachers can use to create learning environments that reflect Indigenous values and cultures, that will benefit Indigenous and Non-Indigenous students and collaborative work with elders and Indigenous colleagues will be shared.

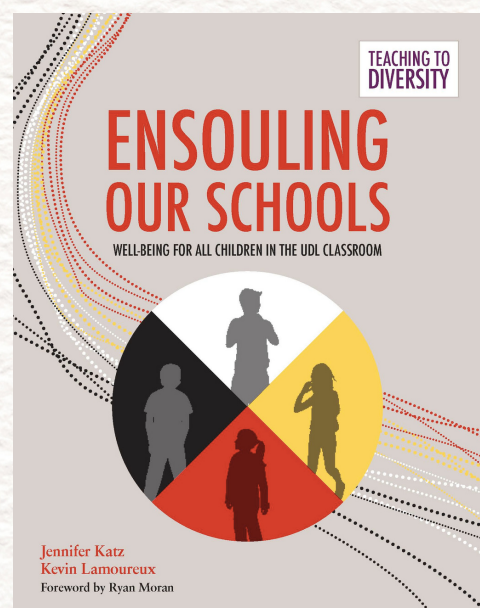
Accompanying Resources: Supporting Materials, including discussion questions, suggested activities and resources, and research articles are all gathered in the facilitator's guide and a Teacher's Guide to Ensouling Our Schools is also provided. These resources are available at:

<https://www.threeblockmodel.com/series-9---udl--indigenous-education.html>

**Video 1. Sharing Stories: UDL, Indigenous Education, Equity & Anti-Racism -
An Interview with Kevin Lamoureux**

Video 2. Sharing Stories: Becoming an Ally - An Interview with Carly Christensen

Video 3. Sharing Stories: The Story of Elvin



SERIES 10: INCLUSION IN HIGH SCHOOL

The structures of high schools, in which teachers have rotating classes and see many more students pose challenges to inclusive education. At the same time, the maturity of students and depth of curriculum, in addition to course options provide many opportunities and even advantages. In this video, Dr. Katz shares strategies high schools she has worked with have implemented to overcome barriers, and maximize opportunities for teaching diverse learners. Systemic and instructional practices are shared, along with research, video and interviews to spark discussions.

Accompanying Resources: Supporting Materials, including discussion questions, suggested activities and resources, and research articles are all gathered in the facilitator's guide. As well, a powerpoint handout is available. These resources are available at:

<https://www.threeblockmodel.com/series-10---inclusion-in-high-school.html>

Video 1. Jorel's Story: Exclusion & Inequity in High School

Video 2. Legal & Ethical Considerations Related to Inclusion in High School

Video 3. Research Evidence – What Works in High School?

Video 4. Social Inclusion in the High School Setting

Video 5. The Role of Cortisol: Flight, Flight, Freeze and Fawn in Adolescents

Video 6. Trauma Informed Schools: Responding to Students with Behavioral Challenges

Video 7. Academic Inclusion: Is It Possible in Higher Level Academics?

Video 8. Creative Answers to the Barriers: Inclusion & UDL in High Schools

Supporting STRUGGLING LEARNERS



SERIES 11: TIER 2/3 SUPPORTS IN A UDL FRAMEWORK - WHAT CHANGES?

Description: The integration of PBIS and RTI into a multi-tiered system of support (MTSS) addressing both social and emotional needs as well as academic supports is presented through an inclusive / UDL perspective to understanding service delivery and the role of the various people involved in a child's educational planning. Dr. Katz details how tier two and three supports for students with exceptionalities are provided in a universally designed learning community from K-12.

Accompanying Resources: Supporting Materials, including discussion questions, suggested activities and resources, and research articles are all gathered in the facilitator's guide. Visual supports and a self-assessment scale as well as a powerpoint handout are also available at:

<https://www.threeblockmodel.com/series-11---tiered-service-delivery-models.html>

Video 1. Tiered Service Delivery Models: What Are They & Why Use Them?

Video 2. Response to Intervention (RTI)

Video 3. Positive Intervention Behavior Supports (PBIS)

Video 4. Multi-Tiered Systems of Supports (MTSS)



SERIES 12: PARADIGM SHIFT IN SUPPORTING STRUGGLING LEARNERS

Description: The move from a special education / medical model to an inclusive educational paradigm shifts the roles of everyone involved in the education of students with exceptionalities. As pedagogy shifts from remediation and deficit models to equity, diversity and inclusive values, resource teachers become partners with classroom teachers, clinicians, educational assistants, families, and the students themselves in supporting the growth and development of all students. In this video, Dr. Katz details the research, theory, and practice behind these shifts.

Supporting Materials, including discussion questions, suggested activities and resources, and research articles are all gathered in the facilitator's guide. A powerpoint handout is also available at:

<https://www.threeblockmodel.com/series-12---paradigm-shift-in-supporting-struggling-learners.html>

Video 1. The History Of Special Education to Present Day Implementation

Video 2. The Vision: Where Are We Going With Inclusive Education

Video 3. Shifting Roles: Re-defining the Role of the Classroom Teacher, Resource Teacher, Educational Assistant, and Clinicians.



SERIES 13: INCLUDING STUDENTS WITH EXCEPTIONALITIES IN TIER 1 INCLUSIVE CLASSROOM PRACTICE

Description: Tier one instruction, in other words, the general classroom program can be designed to the edges. That is, to include the learner with the least background knowledge and skills, and challenge the student with the greatest background knowledge and skills. In the Inclusive Classroom Series (videos 1-10) the methods of planning, teaching, assessing, and evaluating universally designed curricular learning and mental health programming were detailed. In this video series, the roles of the team in supporting classroom teacher are detailed, and the "how to" of co-teaching, collegial coaching and consulting are shared.

Accompanying Resources: Supporting Materials, including discussion questions, suggested activities and resources, and research articles are all gathered in the facilitator's guide. These resources are available at:
<https://www.threeblockmodel.com/series-13-including-students-with-exceptionalities-in-tier-1-inclusive-classroom-practice.html>

Video 1. Why Everyone Needs to Be Involved: Reducing Student Failure and Teacher Overwhelm

Video 2. Role of the Classroom Teacher (CT)

Video 3. Role of the Educational Assistant (EA)

Video 4. Role of the Resource Teacher (RT)

Video 5. Role of Clinicians

Video 6. Collaborative Practice "How To": Consulting Skills

Video 7. Collaborative Practice "How To": Co-planning /co-teaching / co-assessing



SERIES 14: TIER 2 IN INCLUSIVE EDUCATION

Description: When universally designed social and emotional and curricular instruction is in place, and a student continues to struggle, the question is why? Assessing achievement doesn't help us know what the barrier to learning is for this student, and therefore what students might need in support. One student could be struggling with literacy due to attention, another due to working memory, and a third due to language processing. The supports needed for each of these students is therefore different. In this video, Dr. Katz introduces a step by step assessment process of neurocognitive functions that can be done by classroom teachers or resource teachers to determine student's best ways of learning and the barriers for them. Case studies are used to allow viewers to interactively participate in each step.

Supporting Materials, including discussion questions, suggested activities and resources, and research articles are all gathered in the facilitator's guide. Case studies, class profiles, and a powerpoint handout are also provided. These resources are available at:

<https://www.threeblockmodel.com/series-14-tier-2-in-inclusive-education.html>

Video 1. Assessing Struggling Learners: Roles & Responsibilities of the CT, RT, EA, and Clinicians

Video 2. Assessing Struggling Learners: 8 Neurodevelopmental Constructs

Video 3. Assessing Struggling Learners: Ecobehavioral Assessment

Video 4. Assessing Struggling Learners: File Reviews & Portfolio Analysis

Video 5. Assessing Struggling Learners: Level A Assessment of Neurodevelopmental Constructs

Video 6. Assessing Struggling Learners: Planning & Conducting Assessments

Video 7. Assessing Struggling Learners: SEL & Mental Health

Video 8. Supporting Struggling Learners: Preventing Retrofitting



SERIES 15: TIER 3 IN INCLUSIVE EDUCATION

Description: When tier one programs, combined with tier 2 supports are insufficient to meet a student's needs, tier 3 involves providing with intensive individualized interventions and supports. These supports are still aimed at helping the student be successful in their classroom (rather than fixing the child) and may still be offered as universal supports (ie all students have access), but they are designed specifically for this student. In this video, Dr. Katz reviews categorical models and diagnostic assessments to prepare all educators to understand psychoeducational testing. Methods for conducting functional behavior assessments and level B testing along with universally designed IEPs are shared, and Case studies are used to show how team members can design instruction for students with significant/complex disabilities.

Accompanying Resources: Supporting Materials, including discussion questions, suggested activities and resources, and research articles are all gathered in the facilitator's guide. A powerpoint handout and case studies are also available at

<https://www.threeblockmodel.com/series-15-tier-3-in-inclusive-education.html>

Video 1. Categorical Models: What we need to understand

Video 2. Assessing Struggling Learners: Functional Behavior Assessment

Video 3. Assessing Struggling Learners: Level B Assessment

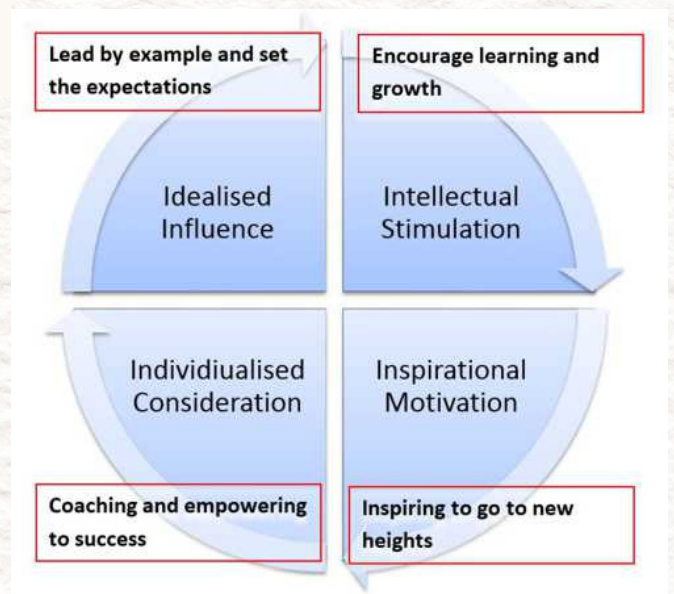
Video 4. From Assessment to Programming: Strength-Based, Universally Designed IEP's

Video 5. Roles & Responsibilities: Implementation of Intensive Supports in an Inclusive Framework



Leadership

FOR INCLUSION



SERIES 16: WORKING WITH FAMILIES

Description: We cannot truly create an inclusive school system that respects equity and diversity while judging, criticizing, and excluding families. As discussed through both video series, we must learn about the families and community we serve if we are to be culturally sensitive and inclusive of them. Moreover, we must be careful to be certain that our communication and expectation don't lead to family conflict, shame, and even physical discipline. In this video, Dr. Katz shares examples of involving family and community members in non-threatening ways, using strength based language to communicate with parents, and provides suggestions for responding to challenging interactions.

Accompanying Resources: Supporting Materials, including discussion questions, suggested activities and resources, and research articles are all gathered in the facilitator's guide and a powerpoint handout. These resources are available at:

<https://www.threeblockmodel.com/series-16-working-with-families.html>

Video 1. Building Relationships With Families: Why It Matters

Video 2. Building Relationships with Communities: Risks & Rewards

Video 3. Creating Safe Spaces for Interchange: Reaching Out & Inviting In

Video 4. Organizing Learning Communities

Video 5. Supporting Families with Exceptional Children



SERIES 17: LEADERSHIP FOR INCLUSION

Description: Research in the field of educational leadership has identified several types of leadership and their associated purposes, methods of motivating others, and outcomes. In this video, Dr. Katz overviews the different types of leadership, and then applies these to leading inclusive schools in an age of equity, diversity, and inclusion. Participants will reflect on their own profile as a leader, explore their own biases and the biases others may attribute to them, and discuss ways of overcoming them. Finally, Dr. Katz shares effective practices for creating a positive, inclusive staff climate in which everyone is valued for the diverse gifts and experiences they bring, feels a sense of belonging and acceptance, and the safety needed to be open to change and professional challenge and growth. Specific activities to be done with staff at the beginning of the year (ideally) will be shared.

Accompanying Resources: Supporting Materials, including discussion questions, suggested activities and resources, and research articles are all gathered in the facilitator's guide and a powerpoint handout. These resources are available at:

<https://www.threeblockmodel.com/video-17-leadership.html>

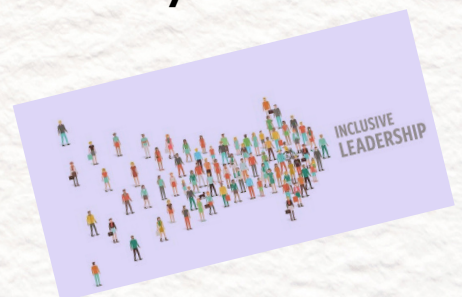
Video 1. Educational Leadership Methods and Styles: Advantages and Disadvantages

Video 2. Transformational Leadership for Inclusion: The Six Characteristics

Video 3. Exploring Our Biases: The Single Story

Video 4. Recognizing and Overcoming Biases That May Be Attributed to US: The Importance of Introductions

Video 5. Building Staff Climate for Diverse Professional Learning Communities: Fostering Passion, Joy, and Self-Efficacy



SERIES 18: SYSTEMS CHANGE

Description: Systems change takes, time, patience, vision, and perseverance. Regardless of the change, large scale systems change takes time to be sustainable. Supporting or leading the shift to an inclusive education model requires specific skills and understandings, combining knowledge of change processes with particular aspects to consider from an equity, diversity and inclusion lens. In this video, Dr. Katz explains A 5 step process of systems change, and discusses research and practice regarding key aspects of the vision and implementation of inclusive education such as budgeting, staffing, scheduling and other systemic processes, resource allocation, policy, professional development, and community involvement.

Accompanying Resources:Supporting Materials, including discussion questions, suggested activities and resources, and research articles are all gathered in the facilitator's guide. As well, a guide to systems change, and assessment scales for each stage are provided. These resources are available at:

<https://www.threeblockmodel.com/video-18-systems-change-leading-the-transformation.html>

Video 1. Planting Seeds and Growing Forests: Implementing the Three-Block Model of UDL

Video 2. What Makes it Work: Building Community, Building Capacity

Video 3. Steps to Sustainable Change: Step 1 – Explore (Setting the Vision)

Video4. 5 Steps to Sustainable Change: Step 2 – Prepare (Co-Creating the Plan)

Video 5. 5 Steps to Sustainable Change: Step 3 – Integrate (Implement)

Video 6. 5 Steps to Sustainable Change: Step 4 – Scale (Grow)

Video 7. 5 Steps to Sustainable Change: Step 5 – Optimize (Refine)



SERIES 19: EFFECTIVE CONSULTING - WHAT EDUCATION DEGREES DIDN'T TEACH US

Description: Collegial coaching is a professional development process in which two or more professional colleagues work together. The process allows the enhancement of both expertise and collegiality and is often used by admin, clinicians, and resource teachers working with classroom Teachers, or classroom teachers supporting grade level colleagues. Collegial Coaching is a nonjudgmental and non-evaluative method focused on collaborative development and a sharing of professional knowledge. Collegial coaching means to do exactly that – to coach a colleague in something new until they develop confidence and proficiency in it. In this video, Dr. Katz discusses when and how collegial coaching can support inclusive education, and introduces a framework and methodology for coaching / consulting including specific skills and strategies for working with colleagues unsure of the change.

Accompanying Resources: Discussion Guide, Case Studies, Checklists, Resource Links.

Video 1. Effective Consultants

Video 2. Existential Aspects of Leadership & Consulting

Video 3. Collegial Coaching: What Is It & Why It Matters

Video 4. Collegial Coaching: The Importance of Facilitated Collegial Conversations

Video 5. Collegial Coaching: Effective Practices

Video 6. Presenting Professional Development: Facilitating Professional Learning



SERIES 20: THE BIG PICTURE - LEGAL REQUIREMENTS, INTERNATIONAL AGREEMENTS, BUDGETING, STAFFING AND POLICY SHIFTS NEEDED IN INCLUSIVE EDUCATION

Description: Inclusive education is supported by international, national, and ethical laws in Canada. The Salamanca statement, UN Sustainability Goal 4, Charter of Rights and Freedoms, and human rights cases across the country all call for the movement to inclusive education. In this video, Dr. Katz reviews the legal precedents supporting inclusive education, and specific laws related to IEP's, human rights, and the role of the teacher. Policies related to budgeting, staffing, support services and more are overviewed.

Accompanying Resources: Discussion Guide, Reference Links.

Video 1. Review of Key Points in the Series

Video 2. Overview of Block Three: Systems & Structures

Video 3. Legal Requirements for Inclusive education: An Interview with Dr. Gerald Fallon

Video 4. The Role of the Teacher: Professional Autonomy in Light of Inclusive Mandates

Video 5. Moving Forward: Where Do We Go From Here



Order Form

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	TITLE	IND.	SCHOOL	DISTRICT
INCLUSIVE CLASSROOMS SERIES	Equity, Diversity, Justice,& Inclusion: What They Mean for Classrooms and Schools	\$200	\$550	\$1,500
	UDL & The Three Block Model: What is It and How Can it Help Us?	\$200	\$550	\$1,500
	Creating Inclusive Classroom Climates: SEL, Neuroscience, Belonging and Self-Regulation	\$200	\$550	\$1,500
	Mental Health, Trauma, & Challenging Behavior	\$200	\$550	\$1,500
	Inclusive Instructional Practice	\$200	\$550	\$1,500
	Starting the Year: Introducing Students to UDL	\$200	\$550	\$1,500
	Universally Designed Literacy Instruction and Assessment	\$200	\$550	\$1,500
	Universally Designed Numeracy Instruction and Assessment	\$200	\$550	\$1,500
	Indigenous Perspectives and UDL	\$200	\$550	\$1,500
	Inclusion in High School: How to Make it Work	\$200	\$550	\$1,500
	FULL INCLUSIVE CLASSROOMS SERIES (10 VIDEOS)	\$1,800	\$5,000	\$12,000
SUPPORTING STRUGGLING LEARNERS SERIES	Tier II/III in a UDL Framework: What Changes	\$200	\$550	\$1,500
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*I live and work on the unceded traditional territories of the Coast Salish peoples of the
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