

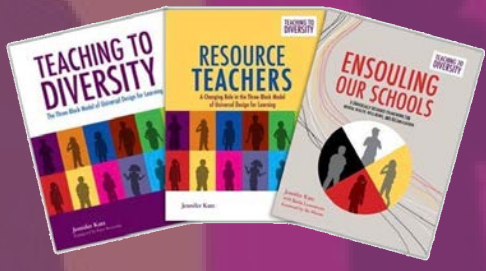


# TEACHING TO DIVERSITY

## 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*



*Dr. Jennifer Katz*

# **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**

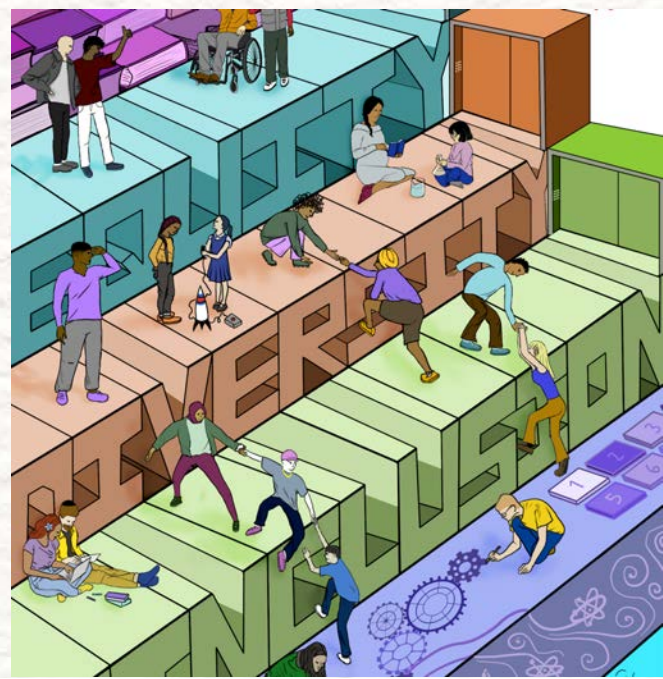
**Video 3. Going Deeper into Justice and Inclusion**

**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**

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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>

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# **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: Discussion Guide, Interactive activities, 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.

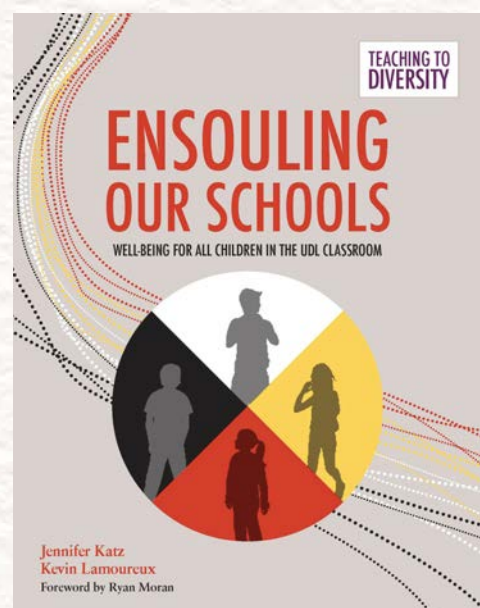
**Accompanying Resources:** Discussion Guide, Resource Links, and a Teacher's Guide to Ensouling Our Schools are provided. These resources are available at:

<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: Discussion Guide, Suggested activities. and research are all provided. 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: Discussion Guide, Visual supports and a powerpoint handout. These resources are 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.

**Accompanying Resources:** Discussion Guide, Visual supports and a powerpoint handout. These resources are 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:** Discussion Guide, Suggested Activities, research, visuals and a powerpoint handout. 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.

**Accompanying Resources:** Discussion Guide, case studies and a powerpoint handout. 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:** Discussion Guide, suggested activities, research and a powerpoint handout. These resources are 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 of the CT, RT, EA, and Clinicians**

**Video 6. Implementation of Intensive Supports in an Inclusive Framework**



# **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:** Discussion Guide, suggested activities, research 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 Language Matters**

**Video 2. Creating Safe Spaces for Interchange: Reaching Out and Inviting In**

**Video 3. Building Social Capital: Helping Families Navigate the System**

**Video 4. Responding to Trauma: Anger and Anxiety in Families**

**Video 5. The Importance of Public Education: Answering Questions With Confidence and Compassion is Part of Professionalism**



## ORDER FORM

	TITLE	IND.	SCHOOL	DISTRICT
<b>INCLUSIVE CLASSROOMS SERIES</b>	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
	<b>FULL INCLUSIVE CLASSROOMS SERIES (10 VIDEOS)</b>	<b>\$1,800</b>	<b>\$5,000</b>	<b>\$12,000</b>
<b>SUPPORTING STRUGGLING LEARNERS SERIES</b>	Tier II/III in a UDL Framework: What Changes	\$200	\$550	\$1,500
	Paradigm Shift in Supporting Struggling Learners	\$200	\$550	\$1,500
	Including Students with Exceptionalities in Tier 1	\$200	\$550	\$1,500
	Tier 2 in Inclusive Education: Building Neurocognitive Learning Profiles	\$200	\$550	\$1,500
	Tier 3 in Inclusive Education: Roles and Responsibilities for Intensive Supports through a UDL Lens	\$200	\$550	\$1,500
	<b>FULL SUPPORTING STRUGGLING LEARNERS SERIES (5 VIDEOS)</b>	<b>\$900</b>	<b>\$2,500</b>	<b>\$6,500</b>
<b>LEADERSHIP FOR INCLUSION SERIES</b>	Working with Families and Communities	\$200	\$550	\$1,500
	Systems Change: Bringing People 'On Board'	\$200	\$550	\$1,500
	Collegial Coaching: Building Capacity for Inclusive Instruction	\$200	\$550	\$1,500
	Legal Precedents in Inclusive Education	\$200	\$550	\$1,500
	Building Staff Climate for Diverse Professional Learning Communities	\$200	\$550	\$1,500
	<b>FULL LEADERSHIP FOR INCLUSION SERIES (5 VIDEOS)</b>	<b>\$900</b>	<b>\$2,500</b>	<b>\$6,500</b>
	<b>COMPLETE PROGRAM (20 VIDEOS)</b>	<b>\$3,200</b>	<b>\$8,500</b>	<b>\$25,000</b>
	<b>TOTAL ORDER</b>			
CONTACT NAME, ADDRESS, PHONE #				
Email form to <a href="mailto:Jennifer.Katz@ubc.ca">Jennifer.Katz@ubc.ca</a>				



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*I live and work on the unceded traditional territories of the Coast Salish peoples of the xʷməθkwaʔəm (Musqueam), Skwxwú7mesh (Squamish), and Salilwətał (Tseil- Waututh) Nations*