

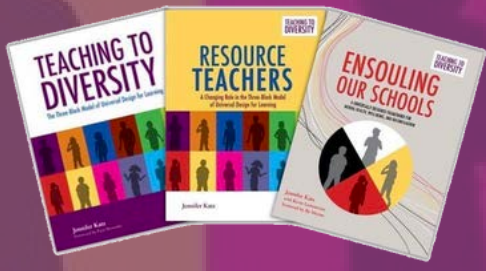


TEACHING TO DIVERSITY

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

Description: 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)

Run Time = 03:25

Video 2. Going Deeper into Diversity and Equity

Run Time = 10:59

Video 3. Going Deeper into Justice and Inclusion

Run Time = 06:30

Video 4. Legal Implications for Teachers and Schools

Run Time = 11:30

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

Run Time = 08:59

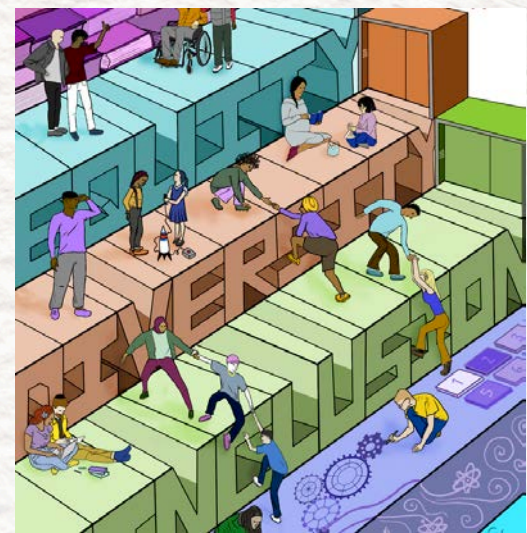
Video 6. The Three Block Model and Academic Inclusion: What Does it Look Like?c

Run Time = 14:12

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

Run Time = 23:00

TOTAL RUN TIME: 01:18:35



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

Description: 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

Run Time = 5:59

Video 2. Where Does Disability Lie: UDL & The Social Model of Disability

Run Time = 5:47

Video 3. Why UDL: UDL as a Design Framework for Inclusive Education

Run Time = 12:29

Video 4. Blending UDL & SEL in the Three Block Model: The Why and the How

Run Time = 5:37

Video 5. Infusing Indigenous Perspectives: UDL & Indigenous Worldviews in Relationship

Run Time = 8:44

Video 6. The Research: UDL as Evidence Based Practice for Inclusive Education

Run Time = 30:18

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

Description: 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

Run Time = 5:21

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

Run Time = 15:05

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

Run Time = 8:40

Video 4. Strategies for Creating Belonging: Spirit Buddies

Run Time = 8:37

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

Run Time = 13:04

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

Run Time = 23:32

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

Run Time = 37:50

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

Run Time = 11:00

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

Run Time = 5:36

Total Run Time = 2:08:45

SERIES 4 - MENTAL HEALTH, TRAUMA, & CHALLENGING BEHAVIOR

Description: 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**
Run Time = 09:06
- Video 2. Understanding Trauma: Complex, Acute, Intergenerational, & Epigenetic Trauma and Their Impact**
Run Time = 33:22
- Video 3. Classroom Programming for Developing Mental Health Literacy: The Brain Unit**
Run Time = 28:10
- Video 4. Classroom Programming for Developing Mental Health: Introduction to DBT**
Run Time = 6:49
- Video 5. DBT Skills: Interpersonal Effectiveness Module in the K-12 Classroom**
Run Time = 5:32
- Video 6. DBT Skills: Emotion Regulation Module in the K-12 Classroom**
Run Time = 04:33
- Video 7. DBT Skills: Distress Tolerance Module in the K-12 Classroom**
Run Time = 06:49
- Video 8. DBT Skills: Mindfulness Module in the K-12 Classroom**
Run Time = 5:12
- Video 9. The Story of Elvin: Intergenerational Trauma, Indigenous Perspectives, and UDL**
Run Time = 14:52

Total Run Time = 1:50:25

SERIES 5:

INCLUSIVE INSTRUCTIONAL PRACTICE

Description: 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

Run Time = 13:30

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

Run Time = 16:40

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

Run Time = 13:10

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

Run Time = 30:19

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

Run Time = 27:38

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

Run Time = 12:00

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

Run Time = 8:54

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

Run Time = 17:25

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

Run Time = 7:31

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

Run Time = 19:22

Total Run Time = 2:47:27

SERIES 6: STARTING THE YEAR

Description: 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
Run Time = 34:47

Video 2 - Teaching Discipline Based Conceptual Representation for Higher Order Thinking
Run Time = 19:59

Video 3 - Introducing the Learning Process for Self-Regulation and Collaborative Learning
Run Time = 7:50

Video 4 - Getting to Know Your Students: Class Profiles
Run Time = 22:10

Video 5 - Moving Forward: Facilitating Learning and Higher Order Questioning
Run Time = 17:51

Total Run Time = 1:42:37

SERIES 7: UNIVERSALLY DESIGNED LITERACY INSTRUCTION & ASSESSMENT

Description: 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

Run Time = 21:16

Video 2: Literacy as Communication

Run Time = 14:06

Video 3: Literacy Across Disciplines

Run Time = 9:33

Video 4: The Art & Science of Teaching Reading

Run Time = 19:40

Video 5: The Magic of Pochartcharts

Run Time = 1:21:36

Video 6: Guided Reading in Heterogeneous Groups

Run Time = 32:15

Video 7: Literature Circles the UDL Way

Run Time = 1:19:01

Video 8: The Art & Science of Teaching Viewing

Run Time = 24:54

Video 9: The Art & Science of Teaching Listening

Run Time = 5:03

Video 10: Assessing Receptive Communication

Run Time = 7:19

Video 11: The Story of Jason

Run Time = 9:07

Video 12: The Art & Science of Teaching Writing

Run Time = 28:46

Video 13: Written Output Disorders

Run Time = 4:22

Video 14: The Art & Science of Teaching Speaking

Run Time = 7:53

Video 15: The Art & Science of Teaching Representing

Run Time = 9:06

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>

Total Run Time = 5:53:57

SERIES 8: UNIVERSALLY DESIGNED NUMERACY INSTRUCTION & ASSESSMENT

Description: 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

Run Time = 10:20

Video 2. Developing Numerate Thinking K-12

Run Time = 25:38

Video 3. Problem Based Learning in Numeracy K-12

Run Time = 7:17

Video 4. Expeditionary Learning in Numeracy K-12

Run Time = 4:30

Video 5. The Planning Triangle in Numeracy K-12

Run Time = 26:41

Video 6. Three Block Model in Numeracy K-12

Run Time = 13:49

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

Run Time = 6:38

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

Run Time = 11:47

Total Run Time = 1:46:40

SERIES 9: SHARING STORIES - INDIGENOUS PERSPECTIVES AND UDL

Descriptions: 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

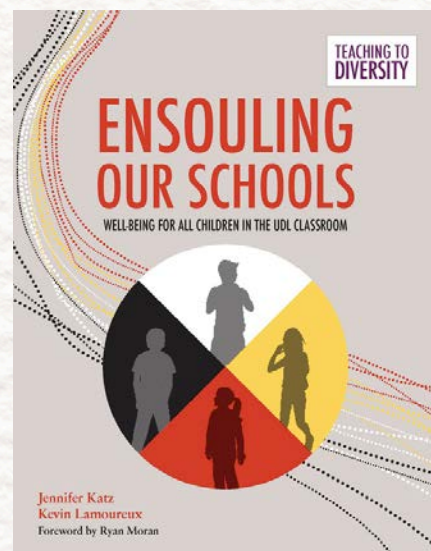
Run Time = 1:20:08

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

Run Time = 1:40:40

Video 3. Sharing Stories: The Story of Elvin

Run Time = 13:13



SERIES 10: INCLUSION IN HIGH SCHOOL

Description: 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

Run Time = 24:26

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

Run Time = 13:19

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

Run Time = 28:51

Video 4. Social Inclusion in the High School Setting

Run Time = 27:04

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

Run Time = 21:53

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

Run Time = 14:11

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

Run Time = 1:07:09

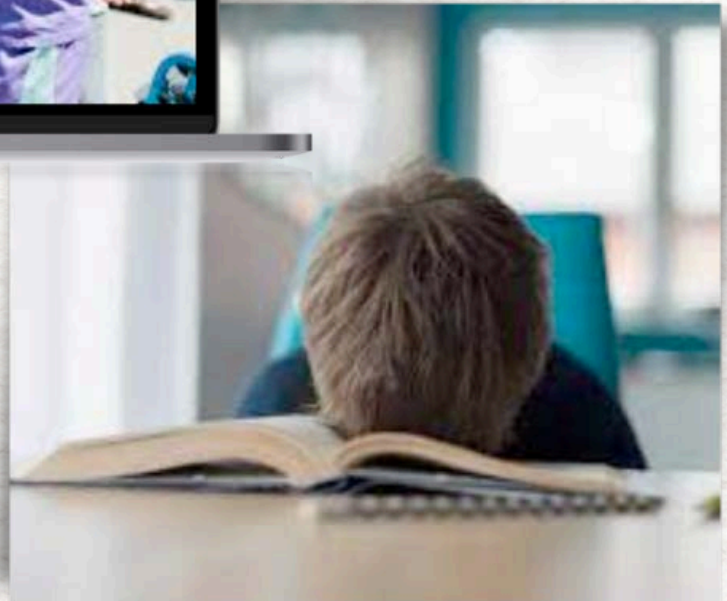
Video 8. Creative Answers to the Barriers: Inclusion & UDL in High Schools

Run Time = 20:07

Total Run Time = 3:37:00

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?

Run Time = 11:24

Video 2. Response to Intervention (RTI)

Run Time = 13:12

Video 3. Positive Intervention Behavior Supports (PBIS)

Run Time = 19:15

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

Run Time = 16:38



Total Run Time = 1:00:29

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

Run Time = 16:15

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

Run Time = 5:23

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

Run Time = 16:47

Total Run Time = 38:25



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

Run Time = 12:36

Video 2. Role of the Classroom Teacher (CT)

Run Time = 10:49

Video 3. Role of the Educational Assistant (EA)

Run Time = 15:16

Video 4. Role of the Resource Teacher (RT)

Run Time = 7:06

Video 5. Role of Clinicians

Run Time = 6:21

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

Run Time = 15:07

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

Run Time = 30:17

Total Run Time = 1:37:34



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>

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

Run Time = 20:20

2. Assessing Struggling Learners: 8 Neurodevelopmental Constructs

Run Time = 55:51

3. Assessing Struggling Learners: Ecobehavioral Assessment

Run Time = 19:44

4. Assessing Struggling Learners: File Reviews & Portfolio Analysis

Run Time = 10:54

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

Run Time = 11:51

6. Assessing Struggling Learners: Planning & Conducting Assessments

Run Time = 7:44

7. Assessing Struggling Learners: SEL & Mental Health

Run Time = 20:57

8. Supporting Struggling Learners: Preventing Retrofitting

Run Time = 17:47

Total Run Time = 2:45:08



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>

1. Categorical Models, Assessment, & Diagnosis: What We Need to Understand

Run Time = 19:34

2. Assessing Struggling Learners: Functional Behavior Assessment

Run Time = 17:15

3. Assessing Struggling Learners: Level B Assessment

Run Time = 7:42

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

Run Time = 24:22

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

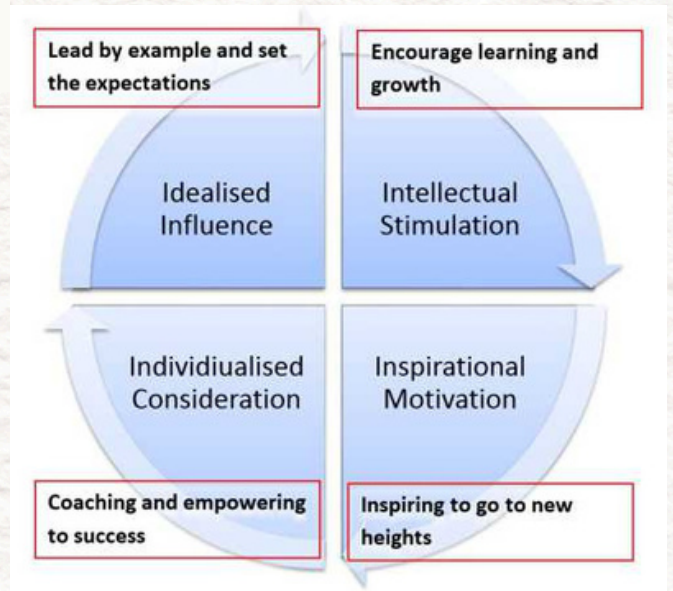
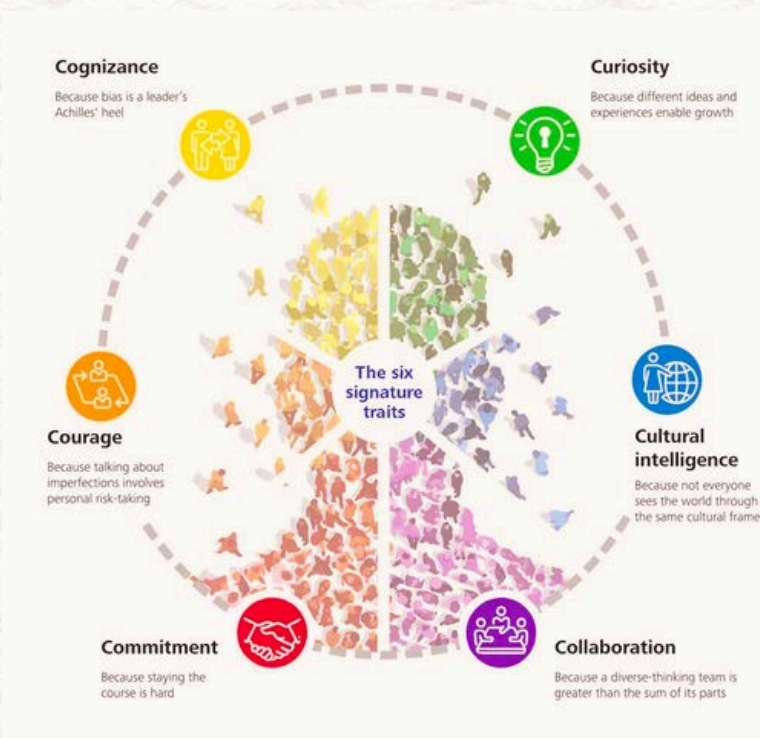
Run Time = 44:11

Total Run Time = 1:53:04



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>

1. Building Relationships with Families: Why It Matters

Run Time = 10:44

2. Building Relationships with Communities: Risks & Rewards

Run Time = 8:22

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

Run Time = 10:05

4. Organizing Learning Communities

Run Time = 5:47

5. Supporting Families with Exceptional Children

Run Time = 24:33

Total Run Time = 59:31



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>

1. Educational Leadership Methods and Styles: Advantages and Disadvantages

Run Time = 24:33

2. Transformational Leadership for Inclusion: The Six Characteristics

Run Time = 23:50

3. Exploring Our Biases: The Single Story

Run Time = 35:07

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

Run Time = 7:33

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

Run Time = 20:37

Total Run Time = 1:51:40



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>

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

Run Time = 36:30

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

Run Time = 28:26

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

Run Time = 20:26

4. 5 Steps to Sustainable Change: Step 2 - Prepare (Co-Creating the Plan)

Run Time = 16:46

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

Run Time = 6:58

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

Run Time = 20:26

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

Run Time = 6:24

Total Run Time = 2:12:56



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.

1. Effective Consulting: The Theory / Knowledge

Run Time = 19:12

2. Existential Aspects of Leadership & Consulting

Run Time = 11:47

3. Collegial Coaching: What Is It and Why It Matters

Run Time = 8:05

4. Collegial Coaching: The Importance of Facilitated Collegial Conversations

Run Time = 14:10

5. Collegial Coaching: Effective Practices

Run Time = 17:31

6. Presenting Professional Development Workshops: Key Knowledges and Skills

Run Time = 25:44

Total Run Time = 1:36:29



SERIES 20: THE BIG PICTURE - LEGAL REQUIREMENTS, INTERNATIONAL AGREEMENTS, BUDGETING, STAFFING AND POLICY SHIFTS 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, Flow chart for determining next steps, additional data collection tools.

Video 1. Large Scale Systems Change, Including:

- Legal mandates with Dr. Gerald Fallon
- The Role of the Teacher: Professional Autonomy in Light of Inclusive Mandates

Run Time: 1:00:16

Video 2. Review of Key Concepts

Run Time: 00:25:16

Video 3. Effective Systems Change

Run Time: 00:20:52

Video 4. Moving Forward: Where Do We Go From Here, and How Do I Get It Started?

Run Time: 01:49:02

Video 5. Five Steps for Large Scale Systems Change

Run Time: 00:11:59

Video 6. Five Steps cont'd

Run Time: 00:29:57

Video 7. Questions to Ponder

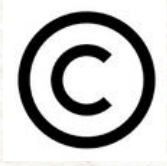
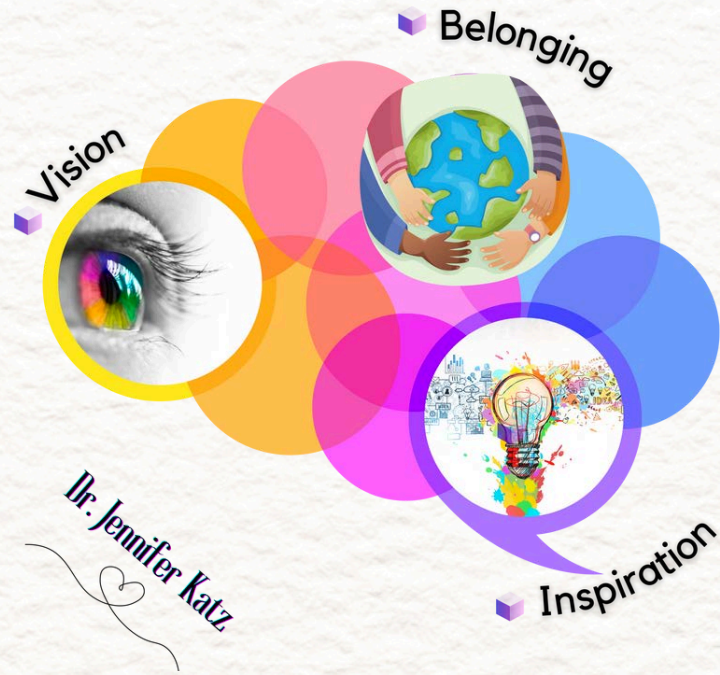
Run Time: 00:28:33

Total Run Time: 04:46:00



Order Form

ORDER FORM				
	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
	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
FULL SUPPORTING STRUGGLING LEARNERS SERIES (5 VIDEOS)		\$900	\$2,500	\$6,500
LEADERSHIP FOR INCLUSION SERIES	Working with Families and Communities	\$200	\$550	\$1,500
	Leadership for Inclusion	\$200	\$550	\$1,500
	Systems Change for Inclusive Education	\$200	\$550	\$1,500
	Effective Consulting & Collegial Coaching	\$200	\$550	\$1,500
	The Big Picture: Legal requirements, <u>International</u> agreements, Budgeting, Staffing and Policy Shifts needed	\$200	\$550	\$1,500
FULL LEADERSHIP FOR INCLUSION SERIES (5 VIDEOS)		\$900	\$2,500	\$6,500
COMPLETE PROGRAM (20 VIDEOS)		\$3,200	\$8,500	\$25,000
TOTAL ORDER				
CONTACT NAME, ADDRESS, PHONE #				
Email form to Jennifer.Katz@ubc.ca				



Dr. Jennifer Katz

Associate Professor, Inclusive Education
 Faculty of Education | Department of Educational & Counselling Psychology, and Special Education
 The University of British Columbia | Vancouver Campus | Musqueam Traditional Territory
Jennifer.Katz@ubc.ca
Education Consultant

jenniferkatz@threeblockmodel.com | <https://twitter.com/3BlockModelUDL>
<https://www.threeblockmodel.com>

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