



About the Series

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.

1. **Inclusive Classrooms Video Series (10 Videos):**

a. **Equity, Diversity, & 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.
- Accompanying Resources: *Discussion Guide, School Self-Assessment Tool*

b. **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.
- Accompanying Resources: *Discussion Guide, Teacher/ School Self-Assessment Tool*

c. **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.
- Accompanying Resources: *Discussion Guide, Respecting Diversity Program Manual*

d. **Mental Health, Trauma, & Dealing with 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 Indigenous models of healing and well-being, SEL, cognitive behavior therapy, dialectical behavior therapy, and mindfulness that can support both educators and students to manage emotional stress and critical incidents.
- Accompanying Resources: *Discussion Guide, Ensouling Our Schools Teacher's Manual*

e. **Inclusive Instructional Practice: Planning for Teaching Diverse Learners**

- 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., Differentiating instruction, 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.
- Accompanying Resources: *Discussion Guide, Planning Templates, Sample Units / Lessons, Rubrics*

f. Starting the Year: Introducing Students to UDL

- 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.
- Accompanying Resources: *Discussion Guide, Teacher's Manual for Teaching Group work*

g. Universally Designed Literacy Instruction and 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.
- Accompanying Resources: *Discussion Guide, Assessment Rubrics and Class Profiles, Suggested Book Lists, Sample Pocket Chart Chants*

h. Universally Designed Numeracy Instruction and 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: *Discussion Guide, Assessment Rubrics and Class Profiles, Sample PBL and Expeditionary Learning Activities*

i. Indigenous Perspectives and UDL

- Description: 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 alike will be shared. Collaborative work with elders and Indigenous colleagues will be shared.
- Accompanying Resources: *Discussion Guide, Resource Links*

j. Inclusion in High School: How to Make it Work

- 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: *Discussion Guide, Resource Links*

2. Supporting Struggling Learners (6 Videos):

a. Tier II/III 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, Planning Templates, Case Studies*

b. Role of the Resource Teacher in an Inclusive System

- 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, 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 of a resource teacher in an inclusive system, including balancing push in with pull-out supports, scheduling, and coordinating teams.
- Accompanying Resources: *Discussion Guide,*

c. Tier II/III Assessment of Neurocognitive Learning Profiles

- Description: The medical model has focussed assessments and interventions on diagnosis and remediation. In an inclusive system, the focus is on determining areas of strength and barriers to learning. Neurocognitive assessment of memory, language processing, attention, and so forth provides critical information regarding supports needed and does not require standardized assessment. In this video, Dr. Katz demonstrates how classroom and resource teachers can assess students' neurocognitive learning profiles, and plan interventions and supports for students who are struggling academically or behaviorally.
- Accompanying Resources: *Discussion Guide, Learning Profile Templates, Case Studies*

d. Universally Designed IEPs (including competency based)

- Description: IEPs are a legal document and as such significantly impact a student's school experience. Goals focused only on deficits lead to students spending the bulk of their day on what they can't do, resulting in disengagement and challenging behavior. IEPs in an inclusive system focus on developing student's strengths, providing universal supports that reduce stigma in areas of challenge, and address social emotional, physical, mental, and spiritual well-being (i.e., developing identity, and a life of meaning and purpose).
- Accompanying Resources: *Discussion Guide, IEP Templates, Assessment Rubrics, Case Studies*

e. Co-Teaching

- Description: As schools shift to inclusive education, collaborative practice becomes essential to supporting the diversity of learners in today's classrooms. Resource teachers, classroom teachers, guidance counsellors, clinicians, EAs, and school-based admin must all work together if a truly inclusive school and classroom climate is to be created. Just as diverse learners must learn to work together, so too must diverse staff, and just as diverse learners contribute differing gifts to the learning of their classmates, so too does the diversity of staff offer a plethora of skills, knowledge, and connections with students to the team. Co-teaching has a specific set of skills and models that need to be selected from based on contextual factors. In this video, Dr. Katz describes each of these models, and the contextual factors that influence best practice for a given situation.
- Accompanying Resources: *Discussion Guide, Case studies*

f. Role of the EA in an Inclusive System

- Description: Educational assistants play an important role in an inclusive system. As with resource teachers, however, the role shifts in how EA's work with teachers and students, and the skills and knowledge needed to perform the role. In this video, Dr. Katz discusses in detail the role of EAs in inclusive education, and provides training in the skills and knowledge required for EAs, and those working with them.
- Accompanying Resources: Discussion Guide, Case Studies

3. Leadership for Inclusion (4 Videos):

a. Systems Change: Bringing People 'On Board'

- 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 the 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: Discussion Guide, Sample Vision Statements, School Self-Assessments

b. Collegial Coaching: Building Capacity for Inclusive Instruction

- 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 non-judgmental 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.

c. Legal Precedents 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. Provincial policies are also explored.
- Accompanying Resources: Discussion Guide, Reference Links.

d. Building Staff Climate for Diverse Professional Learning Communities

- Description: Creating classrooms and schools that are filled with passion and joy, innovation and creation, critical thinking and intellectual debate is possible, even in our current system. It benefits students and teachers alike, and can only benefit the communities they live in and serve. In this video, 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: Discussion Guide, Staff Climate Surveys

**The video series covers the equivalent of 15 days
of in-person workshops or conferences per person!**

District Price List:

Individual Videos	\$1,500 each
Inclusive Classroom Series (10 Videos)	\$12,000
Supporting Struggling Learners (6 Videos)	\$7,000
Leadership for Inclusion (4 Videos)	\$5,000
Full Series (20 Videos)	\$20,000

Once purchased, the video can be used as often and with as many staff as desired within the district **for a period of three years**. Districts purchasing the full series will receive a program guide with suggested sequences, activities / resources, and time allocations.

Single School Price List:

Note that videos can then not be shared with other schools / educators.

Individual Videos	\$500 each
Inclusive Classroom Series (10 Videos)	\$4,500
Supporting Struggling Learners (6 Videos)	\$2,500
Leadership for Inclusion (4 Videos)	\$1,500
Full Series (20 Videos)	\$8,000

Once purchased the video can be used as often and with as many staff as desired **for a period of three years**. Schools purchasing the full series will receive a program guide with suggested sequences, activities / resources, and time allocations.

Individual Price List:

Prices are for a single individual only.

Individual Videos	\$200 each
Inclusive Classroom Series (10 Videos)	\$1,800
Supporting Struggling Learners (6 Videos)	\$1,000
Leadership for Inclusion (4 Videos)	\$700
Full Series (20 Videos)	\$3,000

Once purchased, individuals have full ownership (as though purchased from a store) – the video can be used as often and with as many staff as desired **for a period of three years**. Individuals purchasing the full series will receive a program guide with suggested sequences, activities / resources, and time allocations.

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ORDER FORM

	TITLE	<i>IND.</i>	<i>SCHOOL</i>	<i>DISTRICT</i>
INCLUSIVE CLASSROOMS SERIES	Equity, Diversity, & Inclusion: What They Mean for Classrooms and Schools	\$200	\$500	\$1,500
	UDL & The Three Block Model: What is It and How Can it Help Us?	\$200	\$500	\$1,500
	Creating Inclusive Classroom Climates: SEL, Neuroscience, Belonging and Self-Regulation	\$200	\$500	\$1,500
	Mental Health, Trauma, & Dealing with Challenging Behavior	\$200	\$500	\$1,500
	Inclusive Instructional Practice: Planning for Teaching Diverse Learners	\$200	\$500	\$1,500
	Starting the Year: Introducing Students to UDL	\$200	\$500	\$1,500
	Universally Designed Literacy Instruction and Assessment	\$200	\$500	\$1,500
	Universally Designed Numeracy Instruction and Assessment	\$200	\$500	\$1,500
	Indigenous Perspectives and UDL	\$200	\$500	\$1,500
	Inclusion in High School: How to Make it Work	\$200	\$500	\$1,500
	FULL INCLUSIVE CLASSROOMS SERIES (10 VIDEOS)	\$1,800	\$4500	\$12,000
SUPPORTING STRUGGLING LEARNERS SERIES	Tier II/III in a UDL Framework: What Changes	\$200	\$500	\$1,500
	Role of the Resource Teacher in an Inclusive System	\$200	\$500	\$1,500
	Tier II/III Assessment of Neurocognitive Learning Profiles	\$200	\$500	\$1,500
	Universally Designed IEPs (including competency based)	\$200	\$500	\$1,500
	Co-Teaching	\$200	\$500	\$1,500
	Role of the EA in an Inclusive System	\$200	\$500	\$1,500
	FULL SUPPORTING STRUGGLING LEARNERS SERIES (6 VIDEOS)	\$1,000	\$2500	\$7,000
LEADERSHIP FOR INCLUSION SERIES	Systems Change: Bringing People 'On Board'	\$200	\$500	\$1,500
	Collegial Coaching: Building Capacity for Inclusive Instruction	\$200	\$500	\$1,500
	Legal Precedents in Inclusive Education	\$200	\$500	\$1,500
	Building Staff Climate for Diverse Professional Learning Communities	\$200	\$500	\$1,500
	FULL LEADERSHIP FOR INCLUSION SERIES (4 VIDEOS)	\$700	\$1,500	\$5,000
	COMPLETE PROGRAM (20 VIDEOS)	\$3000	\$8,000	\$20,000
	TOTAL ORDER			
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