



What, Why, How of Inclusion (Transcript) with Dr. Julie Causton and Dr. Kristie Pretti-Frontczak

Hello everyone and welcome to the what, why, and how of inclusive education. I'm Dr. Kristie Pretti-Frontczak and I'm here with my amazing co-teacher Dr. Julie Causton. So we want to welcome you.

We know that some of you might be together in a group watching this, some of you might be solo watching this, and so we're going to give you a few things to help you prepare for the next 90 or so minutes of learning about inclusive education. So Julie, let's go ahead and share our slides and the welcome screen so that they know how to get ready for today's gathering. Okay, sounds great.

So how to get ready is really think about your own comfort. We're going to be with you for 90 minutes. Get really comfortable, get a snack, get a pillow, get paper, and think in your head about something for which you are grateful today.

So just pause for a minute and think about something that you're grateful for that will help you get in the right mind space for this important work. Yeah, it might be something that happened this last week, something that you're looking forward to, and again, if you're with others, feel free to pause the recording and do a quick turn and talk. If you're on your own, again, just pause the recording for just a moment and maybe even make a note of a thing or two you're feeling grateful for.

And then we have a few other things to help you think about this learning adventure today. We have eight things in particular. And Julie, let's go ahead and explain what's in these colorful words and then maybe you pick one that you're focusing on.

Okay, so what we've done is really put together some guidelines to help us learn together in this space. So thinking about how you engage and participate in your own preferred ways, thinking about the energy you bring to the space and being really present for this work. And I'm going to pick the sixth, number six, have grace for yourself and others.

So no matter how you're learning, think about opening your mind to new ideas and having grace for yourself as you learn something new today. Okay. And we have an invitation for you today to really guide your thinking.

And so we'll start off with this quote from Amanda Gorman. It will help sort of situate the work. It'll help also some of the analogies that we use throughout the recording.

And Amanda says, for there is always light, if only we're brave enough to see it, if only we're brave enough to be it. So Julie, that leads to our invitation. And what we hope folks will kind of embrace today.

Yes, we really hope that you expand your thinking about inclusivity. Today, we're going to talk about inclusive education. And we want to expand your notions, you're thinking about that.

We're asking people to see the beauty and creativity in all of our learners, and in all of our educators and in all of our families. And the invitation is to create wider and wider circles, which will become much more clear when we show you a video called the circle makers later today. So this is the two of us.

What we do in life is work with school systems around the globe to help them become more and more inclusive. And we're going to share a little bit more about ourselves by way of backgrounds. So you understand where we've been and where we're headed.

So I'm Julie. And this is my family. This is my wife, Ellen.

Oh, I'll use my cursor. So you can see this is my wife, Ellen. And these are my kids, Ella and Sam. I have spent my entire life focused on inclusive education. I was an elementary school teacher, I was a middle school teacher, and I was a high school teacher. And then I was a professor at Syracuse University for 14 years, helping, well, creating the inclusive elementary program for future teachers.

And then I've written lots of books about inclusive education, you can see them here. And I've even written some children's books about what it's like to be too much, and not enough, all at the same time. And so I'm someone who has ADHD as an attribute.

And I really identify with this unicorn named Eunice, who's too much all the time. And I have been so, so, so lucky to team up with my colleague, Dr. Kristie Pretti-Frontczak. And she'll introduce herself now.

Welcome, again, I'm Kristie. And much like Julie, I have spent the last several decades really thinking about, talking about, and researching how do we create inclusive early childhood experiences. And so I was an early interventionist and a preschool teacher.

And then I was faculty at Kent State University for 16 years. And then after that, I continued this work all over the globe, really thinking about how do we support early care and education providers in doing what we often call blended practices and authentic assessment. So it's still all about inclusion.

And it's really about what are the recommended practices and how do we show up and ensure that all children thrive in our care. I have a little bit smaller of a family, but maybe equally as cute. I have Wizzy, who is, I don't know, now two years old or so, and my husband, Mike.

And then the pictures of the cute kids are kids that I was an early interventionist and a preschool teacher with in Oregon and in Idaho many, many years ago. And so that's a little bit about me. And we're just excited to be on this journey together, really thinking about how we can create more inclusive educational opportunities from the start.

So our agenda today is we've really done the opening and we're going to move into the What, Why and How of Inclusion. And then Kristie, explain more about the how of inclusion that we're going to talk about. So, you know, Julie and I, as we mentioned, we've been spending decades thinking about how do people actually make something more inclusive.

And so while we have a short amount of time together today, we wanted to give you some key things that will work no matter what your role is, no matter what the age of the student is, no matter what your setting looks like, no matter how close or far away you are from your dreams of inclusion. So we're going to talk about changing the lens, the way that we think about, write about, and talk about disability. And we're going to talk about this idea of creating access points.

How do we ensure that all students have access, can participate, and make progress in daily activities and the general curriculum? So we're just going to give you some powerful tips and ideas to get things moving wherever you are, but moving forward towards more inclusive education. Yeah, and then we have an example of inclusion in action and we'll kind of show you what happens when school systems become more inclusive. And then we have our closing reflection.

Okay, let's get grounded. What is inclusive education? We've said the word inclusion, we've said inclusive education multiple times today, and Kristie and I have a definition that we love, and here's how we want you to interact with it today. As I read these words, your job is to simply think about which of these words really strikes you or feels important to your heart today.

Okay. And just know that on your dashboard, you have a download of this handout. So if you would rather read it in a different format or on your own, feel free to pause the recording, go to your dashboard, grab the definition of inclusion.

You can look at it on your screen, print it out, look on your phone, whatever you'd like. But we're going to just do a quick read aloud. So sometimes folks like to sit back and just listen.

Sometimes people have seen this before and then we invite them to go, okay, who else needs to hear this? Is part of the reason that there is little movement or maybe your movement toward inclusive education is stalled is because there's some confusion about what is it, what is it that we are trying to accomplish? So be thinking about not only what strikes you, but how you might use this definition to continue the work. Okay. So here we go.

Julie's going to read to us and you can look at your handout. You can doodle, you can take notes, and then you can, of course, do a turn and talk after she's done reading. Okay.

Inclusive education means we no longer accept that separate classrooms, separate schools, and separate lives are in the best interest of any student. Separating people by ability disadvantages everyone. Belonging is a human need.

Our educational system, practices, and spaces need to be reimagined. Inclusive education means every student is valued because of their strengths, gifts, and even challenges. As disability is simply diversity.

Everyone benefits from meaningful participation and opportunities to learn grade level content with diverse peers. We must trust that all students come to us as incredible whole people who do not need to be fixed. So this is the first part of our definition and we again have invited you to share or to think about words that strike you.

Today for me, Kristie, the word reimagined struck me. I was just thinking about how much reimagining is necessary to move away from the old-fashioned ways of thinking about special education. So we're going to unpack this a little bit further.

So if you're looking at your handout, you'll notice that that definition that Julie just read only is like the very top third of the handout. The rest of it has this list of nine and really this list, while it's very text heavy, could be even expanded further or detailed even further. But what Julie and I like to think of is that yes, there's this mindset and heartset of what we believe and what we see and think about in terms of inclusion.

And then there are the actual practices. So we tried to clump them into maybe nine themes, nine main ingredients, nine critical elements, however you want to think about it. So again, you might need to pause the recording and read at your own pace, but we're going to sort of highlight, and this is a big level overview knowing that each one of these needs and requires further discussion and expanded professional development.

But these are the ingredients or the elements that allow that definition to come to life. So I'm just going to read the bolded words just to give you an overall sense. So the first one is redesigning systems and structures.

Another is prioritizing hiring of inclusive-minded folks. Another one is eliminating barriers to any student's participation. Another is to create welcoming spaces where we see all students' identities.

Another is to co-teach and collaborate effectively. So educators have to do different things together. Another is to partner with families so that families are seen and in action are partners with school systems.

And the seventh one is differentiate to create access points. That one will become more clear later today. The eighth one is to provide additional support right where and when students need it instead of remove and

remediate.

And the last one is utilize challenging behavior. So see challenging behaviors as a reason and a way to create more warm and inclusive schools. And so that should be like, whew, that's a lot.

Yep, that's a lot. And you know, depending on where you are in your journey, some of these things might be stronger, some of them might be in progress, and some of them may need love and attention. So we really do invite you to pause the recording, read through these, and again, on your own, reflect about which ones are our strengths, which ones are we really rocking, and which ones could we give a little love and attention to, or where do we need to understand something.

If you're with others, do a quick turn and talk about what you see as your strengths and emerging areas. You can also keep this list nearby you because as Julie and I move through today's content, you might say, oh, I see that strategy as a way to eliminate barriers. Oh, I see that strategy as a way that I could differentiate.

And so you can start to make a connection between some of the high-level strategies we've talked through today, and even the stories, how that aligns with these critical ingredients. I think most of all, we want to give you hope, and we want you to know that it is very possible to create inclusive schools where all students flourish. In fact, that's what we've been doing for the past 25 years each, is helping schools to do this.

And all we have to do is believe it, take action, and then we get to watch the magic that happens. And so Julie mentioned earlier when we were talking about Amanda Gorman and your invitation today, one of the invitations was to create wider and wider circles, and she said that idea will make more sense when we watch the Circle Makers. So what you're going to need is access to the Circle Makers video, and you'll find a link to that on your dashboard.

Julie, before I give many more directions, maybe give a little background on this whole PBS series, and then we'll return to what they're going to do with this particular part of the series. Yeah, so PBS asked us to do a video explaining what inclusive education is, what it looks like, what it feels like, how we know we've made it. And so we put together this three-part series, and the first one is called the Circle Makers.

And in essence, it's about stopping the practices of drawing lines between students and saying these students have disabilities and belong here, these students are English language learners and belong here, these students, right, where we are always dividing up and separating and remediating students. Instead, to create wider and wider circles where all students are inside the circle. Yeah, go ahead, sorry, Julie.

All I was going to say is what we're going to invite you to do now is stop this recording, head to the Circle Makers video and watch it. It's five minutes in length. And this is just the beginning.

This is just sort of, again, back to that mindset of understanding what Julie's referred to as old-fashioned ways of doing things and thinking about, okay, how do we have a different approach, knowing that you will get many strategies about, well, how do we create wider circles or how do we turn lines into circles? But for now, pause, go to your dashboard, go ahead and play the five or so minute video on the Circle Makers and then do a quick self-reflection or a quick conversation if you're with others and then we'll pick right back up. Okay, we hope you enjoyed the Circle Makers video. And I think that really talks about more about what is inclusive education and a little bit more about how do we think about creating wider and wider circles.

Now we're going to move into why is inclusive education so critical? For several reasons. The first is for every human being on this path, whether you're an administrator, a parent, an educator, a paraprofessional, or someone else who works in schools, you have to be clear about your why and you have to be able to talk about your reasons for becoming even more inclusive. Julie, let's say a little bit more about that.

Because when you said you'd be really clear about your why, I think sometimes people are like passionate, but haven't sat down and understood where did that passion come from? Or why do I feel so strongly? Or why am I

so annoyed that other people don't feel as strongly as me about this? So, and maybe that'll be as you unpack it, but just sort of like sometimes I think we feel it, but we haven't had time to think about why is this so important to me? Why am I ready to like go to battle with the school district or do process over it? Yeah. I think the thing that's hard to understand about it is that your own passion for inclusive education might not match someone else's. And so and I often say that no matter who you are, you have to be prepared to differentiate your why, meaning provide all the different reasons why inclusive education is a much better way to educate students.

And so some people come from, let's just say, I'm a parent and I believe this to be a right. I believe this to be simply an ethical reason around my child deserves the right to attend school with other kids without disabilities. And we wholeheartedly agree with you.

And it's important to know and understand the research so you can really appeal to other people's why. It's important to understand what the law says about inclusive education so that you can communicate differently to others. And so it's really interesting because if you look at these reasons, you might find yourself in more than one place, or you might find yourself really strong in a particular place.

So for a lot of people, it's a personal connection. Either they themselves have a disability label or their child does. For me, Julie, you know it's the ethical and social justice, but I think sometimes it's just this belonging.

It's like, why just because something is harder or not the way I'm used to, or I don't feel maybe confident in doing it, why does that mean someone else can't be here or belong? It's on me, if you will, or on the system rather, to ensure that everyone has a sense of belonging. So Julie and I are going to unpack the law and the research a little bit in this recording, but just know that it's good to take a minute and think about why do I believe in inclusive education? Why am I on this journey? And if I look at my closest colleagues, if they're allies or ones that I'm trying to bring along, what is their why? And do they know what is maybe standing in the way of them moving forward? So we're, Kristie said we're going to talk a little bit about the law, and we're just giving a big high-level overview. IDEA requires that students with disabilities have more than just a seat at the table.

And so these words we love to have at the tip of our tongue, remembering that IDEA actually says that students should have access to the general curriculum, they should be involved in the general curriculum, and they should be able to make progress in the general curriculum. And so that is at their individual access points. It doesn't mean they have to be able to be on level or that they have to be able to compete in any way.

It's really simply to say we've got to make sure and guarantee that all students with disabilities have access, they're involved, and they can make progress in the general ed curriculum. And so a couple of things, if this is a little bit new to you, on your dashboard you'll find some bonus resources where our good colleague and friend Pat Radel, who's a special education lawyer, goes deeper into some of the myths. So if this is kind of new to you, go to your dashboard and check out those bonus resources.

Second, if IDEA is a new acronym to you, that's the Individuals with Disabilities Education, and it's actually Improvement Act, I-D-E-I-A, but we all refer to it as I-D-E-A, and at the time of this recording it had not been reauthorized since 2004. So we call it I-D-E-A 2004. It's a federal law in the United States.

And the last piece I'll just say is the general curriculum. You see that three times on this slide. Access, we often say access, participation, and progress in the general curriculum.

Two quick things. The general curriculum is not defined in that federal law, but Julie's going to explain a little bit more about what the law does say about spaces and places. But general education is a broader term to mean anything that a student without a label has access to, anything a student without a label gets to participate or be involved in, and anything that a student without a disability or a disability label is expected to make progress towards, that is what any student with an educational label should also have access, participation,

and progress towards.

So that's probably opening more questions than closing, but know there are additional resources on your dashboard, but we wanted you to get that quick big look at why do we pick the law as one of our biggest whys. And unpacking in I-D-E-A where inclusive education falls or shows up is in the least restrictive environment, okay? And so we just want to get really clear with a couple things. The first is in I-D-E-A there's a clause that's about the least restrictive environment, and I'm just going to read a little part.

I'm going to read the blue part down at the bottom so that you have a sense of what that's talking about. Special education services should be delivered in regular education classes, not special classes, separate schooling, or other removal from regular ed environment. Then there's this part that's a little bit tricky, only if the nature or severity of the disability of the child is such that education in a regular class with the use of supplemental aids and services cannot be achieved satisfactorily.

So I'm just going to pause for a second. What they're saying is students with or without disabilities should be educated together, students with disabilities should not be removed, and there's only one justification, and that is if you've tried all these supplemental aids and services and you still can't be successful, you can temporarily remove if needed. Now what we want you to know is we've got an incredibly long list of supplemental aids and services, and what that list tells us without question is, oh, we can really support all kids in the general education environment with all of these different supports.

So it's on us as educators, it's on us as administrators, to say we've got to try all of this creative, interesting, different supplemental aid supports and services to give kids access participation so they can make progress in the general education environment. So that's a lot to process, but we're going to walk you through it so you see kind of what the handout looks like, what do we mean by supplementary aids and services, and again this is a handout that's on your dashboard. You can also look at your bonus materials with Pat Radel to understand more about the myths, because many of you might be like, I knew it, I knew it, but somebody says we can't because, and so it can get very challenging to say the least, but let's go ahead and look at what the handout looks like and how you might use it at an individualized education plan meeting, at a parent-teacher conference, at a transition meeting, or at any kind of discussion around even multi-tiered systems of support, or just a lesson planning for a student that has significant support needs.

So here's the handout, Julie. It's four pages long. I want to start by just giving a high-level overview.

So if you don't mind scrolling, what we want you to see here is there are environmental changes that can be made. You can even change the pacing of instruction. You can even change how subject matter is presented.

You can even change the materials that students are provided. You can change, of course, the equipment or the procedures that students need. You can change or modify assignments.

You can change or modify or support how a student is managed or that they self-manage. You can change the assessments or testing. You can change the supports given so students can actually have social interactions that are life-giving.

You can change the level of staff support. And so all of those are big categories, and as you can see, there's a checkbox under each one of them. We're not going to review all of them, but just know that this four-page document is just the beginning, just the tip of the iceberg to say, before even considering removing a student from a general education setting, we have to try all of this.

And in our experience, which is deep and wide in elementary, preschool, elementary, middle, and high school, what we want you to know and hear very clearly is when educators get trained to support all students effectively using supplemental aid supports and services, what we see is magical opportunities for all kids. Yeah, so I alluded to, Julie, that they could use that handout at an IEP meeting or lesson planning, but as you just said, that might be how you guide your professional development. If you're like, well, we're struggling with

including this group of students or this particular student or at this grade level, you might look at that list and say, oh, we're not using all of these things.

We're not even sure what all of these things are, and our staff doesn't have the confidence. So that could also be a way to use it. Yeah, and we just want to tie that back into the law.

So just know that what the law requires is that you try and exhaust these supplemental aid supports and services before even considering removal, okay? And then we also have this slide just to give you a big, big overview on inclusion. Kristie, do you want to talk about this? Okay, so the idea as we think about our why, remember we said there's lots of different whys and you'll have to differentiate your why. Another humongous why that has a lot of backing to it, a lot of, you know, strength to it, is the research.

Julie often tells folks that when she was a professor at Syracuse, that at some point she would not have gotten tenure if she would have continued to ask a generic question like, does inclusion work? Is inclusion effective? Do kids really benefit from inclusion? If we asked any of those kind of questions that are sometimes still tossed around in our day-to-day conversations, because we'll hear people say, this kid wouldn't benefit from an inclusive environment. This kid is not ready for an inclusive environment. The other kids won't be able to succeed if we include those other students.

So we're still hearing these wonderings and or counter arguments. However, it's probably more than 50 now, Julie, right? 55, 56, 57 years. And I like to say both quantitative and qualitative.

So if you're a research kind of guru, this means research that had large end sizes with treatment and control, as well as qualitative studies where we did in-depth analysis of individual cases. And I would even argue single subject studies show that education outcomes for students with and without educational labels is a plus, is a go, is a benefit, is a success story. So I always say to Julie, Julie, does the research say that kids will make progress in reading and math and science and social studies? Yes.

What about art and music and physical education? Yes. What about students with autism or cerebral palsy or Down syndrome or intellectual disabilities? Yes. Even children who are deaf and blind? Yes.

What about preschoolers or 14 year olds? All ages. Yes. And then, but what about kids that are already doing really well? Sometimes we call those gifted and talented or kids who are twice exceptional.

Won't being with kids who can't yet do it kind of be a negative outcome? It won't be a negative outcome. It's a positive outcome. So what does that all mean then, Julie? So if we put this all together and we want to remind you that we've even put a link on your dashboard.

If you're someone who says, I need to see this research, no problem. If you go to the Swift Center, they are really the clearinghouse, the hub of really good research, qualitative and quantitative about inclusive education. So it's all really right there for you if you're someone who wants to see it, but all to be said, really any way you look at inclusive education, any way you look at it, what the research has showed is that it's beneficial for students with and without disabilities.

So many of you are here going, okay, okay, okay, but how? Yeah. How? I get it. I understand it.

I love it. I want to do more of it. I want to pause for a second and say this.

If that's you, all of our discussion prior to this is useful in your how, meaning leverage those ideas, leverage the research, leverage the law, leverage all the pieces and parts, even the definition that we talked about to help people understand where we're headed and why we're headed there. And then now we'll talk a lot more about how. So a quick note, as of the time of this recording, we have a not yet published book from ASCD called *The Way to Inclusive Schools*.

And it's written by myself, by Kristie, by Kate McLeod, Jenna Ruffo, and Paul Gordon. And it's all about how school systems do it. And this picture is my favorite because really that's what happens is it is a unique journey for every school system, but it's also possible.

And what we've done in this book, and even today is talk about specific milestones that are markers or indicators that you're on the right path. You're headed to point B, which is really much more inclusive school systems. And so you'll notice in this graphic that there are these little tiny dots.

And so there's a red, an orange, a yellow, a green, and all the way through the colors of the rainbow, knowing again, I love it. They said it was unique, Julie. Everyone's journey is going to be different.

Some of you might start at the blue and then need to go back to the red. Some of you might be already almost to the purple, but now you have a new set of leadership or a student has just entered your pre-K program that you are like, woo, we don't, we're not, well, I don't know. So just know that this journey is a continuous one.

And Julie's going to show you the seven milestones that the book walks you through. And then today we're going to highlight two of the milestones. So this is still under the umbrella of how, and it's kind of like the definition.

It had those nine ingredients. This is another way to look at, well, how do we actually become more inclusive? And so we have a little milestone or a pit stop along the way where you ask yourself a big question, like, do we even understand why inclusive education is the way? And you might need to go back to that as a place to unpack, get on the same page. And today we're going to talk about milestone number two and number six, looking at an equity lens and then using powerful inclusive classroom practices.

Okay. So do we see our system through an equity lens? This is the big, I'll go back just so you can see again where it fits. It's right here.

The second, the orange milestone, which is really, we have to look at all of our practices and all of our structures and all of our procedures to say, hey, in our school system, do all kids really, really, really, really truly have access to all general education settings? And when we do this, we actually think about the way we see our system. And we use the analogy of a new set of lenses. Meaning we used to use an old fashioned set of lenses.

And now we're asking people to change their lenses to really see disability in a brand new way. Because how we see, think about, write about and or understand disability impacts deeply how we support, teach and give access to all students. So take a second and ask yourself, do I agree with that statement? Do I agree that how we think about humans really impacts how we support, teach and give access to students? And I strongly believe this statement.

So let's talk about the lens we use and how we might have to rethink our lens. So this is our first lens. Imagine that you're at a doctor's office and they're putting one of those lenses in front and you're like, whew, this is one lens to look at and see these characters on the left.

And this lens is really looking at the positives, the strength, the gifts, the talents of these Winnie the Pooh characters. So Kristie, which one of these do you like to look at? Which one do you think is interesting? Yeah, so it's an interesting thing because I always think about like, how do I see myself? How do other people see me? And then how would I like to see myself? So I'm taking that lens analogy a little bit further, but it's like, how do I see myself? How do others see me? And then how would I like to be seen? How would I like to show up? So I would say if I start with how do I myself? Probably mostly rabbit. If I say, how do people see me? It's probably a little bit of a mixture, but maybe a little bit of Eeyore and Piglet.

And then if I think about who I want to be, it's probably Pooh. Yeah, that's really fascinating because you're kind of all over the place. People probably see you as rabbit.

You would like to be seen as Pooh. Or you see yourself as rabbit. You'd like to be seen as Pooh.

And people often probably see you somewhere else, Eeyore and Piglet. Okay. So take a minute yourself, everyone who's watching, and think about these.

What do you notice about these descriptors? Which one of these do you identify with? And of course, essentially, we're talking about the lens that we look through to see our students. Now I'm going to change the lens to a different lens from positive lens to a negative lens. Same characters.

And now, all of a sudden, I'm like, but wait, wait, I am bossy and inflexible. I'm not. I'm not, but I am.

And I would say people probably could see me as neurotic and a bit of an energy drain when I bring negative, like all the worry of the world. And then I go, wait, I want to be gluttonous and dull. No, I don't want to be that anymore.

So it's interesting because sometimes it's like you still accept that other side of you. We sometimes talk about this, especially in our leadership training as showing up with more light than dark, but I do show up with sometimes my shadow side or my darkness, but it's not my aspiration. And I certainly don't want others to view me with these words, even when I'm not showing up as my best self.

So we're going to talk about special education for a second, because really special education is designed to figure out just how many standard deviations below the norm is this child on this subtest? And do they qualify for being deviant, deficit enough to have a label? And it is a simply, it's a medical model. What's wrong with this individual and how do we fix it? And Kristie and I believe that if you change your lens from the negative focus to the positive one, you're definitely on the right track to look for the light in our students, look for their strengths, their gifts, their talents, their abilities. And we're not going to say that there are not negatives.

We don't ignore the fact that some students really struggle, really need different kinds of supports. But when we focus on the positives, we do far more to help them. And I'm going to take it one more lens further to give a real good sense of the medical model of disability where we think, okay, how many standard deviations are you below the norm? And we medicalize difference.

We say, okay, that's attention deficit hyperactivity disorder. That's obsessive compulsive disorder. That's a major depressive disorder, right? And then there's Christopher Robin down here who has schizophrenia because he's dreamed up all these characters.

And you know, Julie, people might look at this and say, well, we don't give out most of those, you know, that's, that's not the, keep in mind, we're assigning medical labels to the Winnie the Pooh characters, but in our field of special education, we are still using words that are deficit delay disorder oriented speech and language impairment. We even have conversations around autism or person first or identity first language. And I think Julie, quite honestly, part of that conversation stems from a negative view of having the label of autism.

So we put the person first, meaning the person is more than the label is better, greater than the sum of the parts. Or some folks have said, no, I'm autistic. It is an attribute or characteristic because I see that and value that in me as part of my identity.

And I don't see it as something that you need to fix or remediate. So just know that you can see trace elements of the medical model everywhere we turn, especially as Julie mentioned at eligibility, at qualification for special education services and the labels that come along with them, whether we're using person first or identity first language. Yes.

And Kristie, you started to say that these specific labels aren't the exact labels that we use in school systems, but we have 14 federal categories of disability that we do use on the regular. And so today we're going to talk about, we switch our lens to see disability as part of the individual and not the sum of their parts and an identity. And we're going to show you what that means, because I'm going to go all the way back to the idea that if we look at individuals differently, we teach them and support them differently.

So on your dashboard, you're also going to have a handout of this, which is called a transition to an equity lens of disability. So we're asking people to change the way they think about disability, to change the way they see disability from a medical lens to an equity lens. And Kristie, I'm just going to share how to do that, how to read this.

Okay, good. So we're going to ask you to go from the, or not use any longer the medical lens, to the equity lens. So for example, the fourth one down says disability labels are seen as deficits.

And we say, nope, disability is just a natural difference. So you change from our job is to fix the student, remediate them, get them as normal as possible, right? To our job is to provide just right supports when and where students need them. And then people will often push back on that one and say, but wait, it's not that we want to give out these labels.

It's the rules and the policies and the form that makes us, our state requires, our district requires us to assign a label to show that the student qualifies by having a big enough deficit. We say, totally get it, totally understand. But in a medical lens, we would ignore that systemic inequity, that systems level problem, that idea that is perpetuating pathology and impairment.

And instead say, you know what, we have to name this inequity and now we have to focus on what we can do differently. Even if I don't have the power to change the eligibility rules yet, I can understand that that label is doing harm to the student and I can aim to change the way I think about, write about and talk about that student. So this is a big ask of a system, but it's really what's underneath inclusive education is to change the way we see disability all together.

That's one of the hows of creating inclusive education. And Julie, I think we can invite them to take a break. You of course can take a break at any time, but if we show them some break slide options and then just know that this might give you a chance to like read that handout, talk to one another, think about where could you really take action on one of these systemic level issues.

And then when we come back, Julie will tell a story about her son in the second grade that will sort of bring all these ideas together and show you how it looks in practice. So Julie, let's show them a couple of options for the taking a break. You can of course pause us, but we'd love to give you a take a rest, step outside and feel some fresh air, write a gratitude note.

What we ask you to do is kind of switch gears from learning to something else because we know that learners in order to sustain this level of learning, we have to pause and take a little break. So take your break, enjoy one of your choices and we'll see you after. Welcome back.

We hope you had a good break and took a little rest. As Kristie mentioned, I'm going to jump into a story all about my son, Sam. And as I tell this story, we want you to think back to the definition of inclusion. We want you to think back to the medical model versus the equity model and all the why's around inclusion too. So this is my kid, Sam. In second grade, he told me, mom, I can't find my friends on the playground.

Now I should tell you, Sam is legally blind. And what he is telling me is I can't scan the playground and find the people that are my friends. So I'm stuck hanging out with a paraprofessional.

And he says, she's really nice, but she never wants to do what I want to do. And so I said, okay, so this is an issue. What should we do? How can we help? What can we do? And he said, you know what, mom, I'm going to handle this myself.

And so I was kind of surprised at second grade that he was ready to handle this himself, but I let him do it. Well, I got a call from his teacher the next day. And his teacher says, Julie, you won't believe what Sam did today.

And I said, what? Well, apparently he walked in the class and said, Mrs. Procopio, I would like to do some problem solving with our class during our morning meeting. So Kristie, what do you already notice about Mrs. Procopio in this story? You know, I knew you were going to say that, and I was thinking what I really noticed was about Sam and how just so early on the self-advocacy and the ability to know that he has this trusting relationship and this community that he can go to in his classroom. So we didn't really even highlight that it was an inclusive second grade, but it speaks volumes for whatever his teacher has done or the second grade teachers as a whole, or as the district to allow Sam to even know in the second grade that he had some sense of agency, there was relational trust, and that he had a community that he could come to, which are like things that many of us are still searching for.

So it's kind of answers your question, but kind of bigger too. Yeah, absolutely. And I would just add to that, Kristie, that there's a problem solving time in their day during the morning meeting that I would just add, Mrs. Procopio has carved that out, and all kids feel comfortable coming and saying, let's solve a problem.

So I'll go back into the story. That was really good. So back into the story, what happened that day is Sam said, I can't find my friends on the playground because he's legally blind.

He struggles to see, and they right away, all the second graders apparently had their hands up with a solution to this problem. So Mrs. Procopio, she scribed the ideas, and Sam called on students, and apparently these were some of the ideas. The first idea was all of our class needs to wear these day glow hats was the first idea.

So Tracy wrote down day glow hats. Second idea was we need those pennies from gym class. They could go over our jackets, and then you could always find out, you could see who's in our class.

Okay, pennies from gym class. Third idea was we need walkie-talkies. Tracy was like, okay, walkie-talkies.

Then they had a vote, and it was a landslide victory for walkie-talkies. So I didn't really understand what, how it was going to play out, but what happened is I was visiting the school about two weeks later, and I saw this all come to be, and it was so remarkable for so many reasons. So I see Sam standing at the playground, and he's by himself, and I'm like, oh, it's not working, you know, and then all of a sudden, I see him take out his walkie talkie and go, I'm looking for Baden over and out, and I hear someone reply back, Baden's been located.

He's on the slide, good buddy, and then Sam could easily go to the slide, find Baden, and they played, and I was like, oh my gosh, kids use an equity lens, not a deficit-based lens to see Sam. The students looked for his strengths. They were like, right away, the solution to this problem is a walkie-talkie because he's really good at hearing, and we can communicate to him that way.

What else really strikes you or connects you to what we've done already, Kristie? Well, as you were saying, Julie, using that equity lens, because this is our first look at how we create more inclusive schools, it's just removing the barriers. The problem-solving allowed for Sam to have equity in terms of access, participation, and progress, and people think, oh, general curriculum means reading, math, science, social studies, and it's like, no, it means being able to play with your friends on the playground, and so it's just there's so many layers to this, as you said, from the definition to the why we do inclusion all the way through explicit ways that we can see an equity lens at play. Yeah, and I'm just going to add one more layer.

We talked about supplemental aid supports and services, and walkie-talkies aren't listed, but like we said, that long list is just the beginning of all the things we have to try to make sure that a student like Sam or a student with more significant support needs even gets access to their peers and to do the things they want to do at recess. All right, so if you remember, we were talking through the milestones, and we said we were going to highlight a couple of the milestones, and we're highlighting this one right now, which is do our educators use powerful classroom practices? And so this is another opportunity to pause the main recording, head over to your dashboard, and now you're going to watch the second part in that PBS series that we mentioned earlier. So when you watch the Circle Makers, that was part one.

Now this is because of Oliver, and we're just going to set it up a little bit. The idea is that you're going to watch the video, and you can do it in real time by keeping track of access points, which we'll define shortly, or you can wait till the end of the video and then brainstorm, kind of just do a big brain dump of all the access points that you saw in the story, and if you have anyone near you, you can do a turn and talk and see if you can come up with even more. So we've used the word access several times so far, especially when we talked about federal law in the United States, and we said all students have equal access, have a right to have access, and we said to what? Access to what? We said, well, the general curriculum, which means, you know, spaces, places, peers, content, everything that a student without a disability would have access to.

Well, Julie and I also use this idea that a huge part of our work is to use classroom practices that create access points. So Julie, give us a couple synonyms or just your favorite way of thinking about an access point so they know what to look for in the video. Okay, so an access point is anything that is a student's best way of learning.

So strange as it seems, the walkie-talkie was an access point for Sam to access Baden, his friend, okay? It can be a piece of technology. It could be a decision made. It could be a change in the rules.

It could be lots of different things, but it's whatever gives kids access to their best way of learning. And when you see this video, like Kristie said, it's the second video, and it's really supposed to be, well, what does it look like in an inclusive classroom to redesign a lesson when you're thinking about a student with more significant support needs? And so it's like taking that list of supplemental aids and supports while you're doing your lesson planning and thinking what of these supports and services can be embedded into the lesson to ensure greater access. And I'll just, without a spoiler alert, really notice the name of the series, this part of the series that says Because of Oliver.

And so just sort of notice the irony or even all the way back to what we said about how everyone benefits from inclusion. All the research is really clear because of Oliver. All right, so pause us, head on over, watch Because of Oliver, take notes about access points, and when you come back, we're going to talk through some of our favorite ways of creating access points.

Okay, welcome back. We hope you loved watching Because of Oliver and seeing all the different access points. So if you watched really closely, there were access points around positioning, where he was seated or not seated, the rules around seating, the rules around discussion points, meaning we had to change all the ways that humans talked about things or communicated about things.

There were changes in the way that people created things. There were changes to what was created. It's just kind of many, many, many, many layers all around access points and changing the lesson all because of Oliver, which ends up making everything better for everyone.

And if you want to use a differentiation lens, Julie gave you a lot of examples, but you could, if you're familiar with differentiation, you'll see where the co-teachers differentiated the content, the process, the product, the way that they taught, the way that students processed the learning, and the way that they demonstrated what they knew and could do. So that might be another way to go back through the video and look for even more access points. Julie and I land on one big strategy that doesn't have a fancy home, like it's not universal design for learning per se, it's not differentiation, it doesn't even have an acronym.

It just has a fact that choice is the friend of inclusion. And so when we allow for choice, and if you go back to that video, because of Oliver, you'll see where all the choices were from where they put their bodies, the students in space to listen to the story, to the materials that they used to draw things from the story to how, like Julie said, how they communicated what their thoughts and ideas were. There was choice every step of the way.

So if access points are still a little inaccessible in your mind, maybe this idea of choice is the friend of inclusion might be a way to jump start your journey towards inclusion. Yeah, so we've got here some types of choices. So these are big headings, big categories of types of choices.

You can change the process by which students learn, you can change the location, you can change the product. So the product in this example of Because of Oliver was the monster that they created, right? That was one of the products that were in the video. And so they changed it up to say you can make your own monster.

Choice of topic, you can change up the choice of topic, you can change up the choice of time. And a very simple explanation of that is even let's just say you're teaching, and there are centers, and there are five centers. And typically, you've planned for everybody to be at a center and rotate at a certain time.

Well, you can just allow students to choose the number of centers they go to. And now I can stay at a center longer, change it up that way. Choice of format and choice of grouping.

And Kristie, explain your favorite choice of grouping. Well, it's only my favorite because of yours. But maybe I'll start, maybe I'll say three things quickly.

We have a handout on your dashboard with 45 different ways to help group students into pairs or into small groups. So if you're really excited about this one, you can go there. I love thinking about student choice of grouping.

So that would be my favorite way to have choice within choice. And then I would say what I learned from you, Julie, is the acronym PIG, which builds upon student choice. Do you want to work with a partner? Do you want to work individually? Or do you want to work in a group? So sometimes we hear that students have trouble making a choice.

They don't have friends. There might be like popularity about grouping. Well, go all the way back to our handout with 45 ways to group.

Think about students getting to choose. And students will choose to meet with and work with in ways that maybe aren't your favorite. So you're like, oh, don't pick that friend because you guys are going to talk the whole time.

But they're excited to be together. And we know that neurons that fire together, wire together. So saying to students, you can work in a partner or as an individual by yourself or in a small group gives you so many options.

And Julie, what does it do like for your nervous system? If I said, you know, partner, individual or group? Yeah, I would like to extend that same question to everybody listening, which is this. If someone says find a partner right now and you're going to do a group, you're going to do a partner, some partner work. Some of us are thrilled.

Some of us are like, oh, no, how can I use the restroom? Right. And so we've got a range of responses to that. So Kristie asked about my nervous system.

And I want you to know that just knowing that, oh, good today, I can choose if I want to work by myself. And many of us would some days sometimes choose to work by ourselves. So it calms the nervous system.

Anytime you put choices in, there's only one thing that we recommend never doing. And that is grouping by ability. So for some of you, you're like, wait a minute, our whole reading curriculum is grouped by ability.

And we mean, yes, not grouping by ability, but instead heterogeneous grouping and grouping by kid choice. So that is a big can of worms that I recognize I'm opening, but I'm just laying it out there so people can understand that is what we mean is heterogeneous groups all the time to be inclusive. And then if that just to make your nervous system settle for a little bit, just know that we know that it's not always a choice to do things or not yet a choice, I should say.

Up until now, we've struggled with doing heterogeneous grouping. Fine. That's okay.

So the learning ways you might say, okay, at least when they're in their groups, Julie's okay for the next slide. Okay, sure. That there is a choice within a non-choice, I guess I'll say.

So you still need to do the activity or you still need to be with this group. But guess what? You can work standing. You can work on the floor.

You can work on a couch. So it's really thinking about a choice within a non-choice. Yeah, that's great.

So these are learning ways. And they probably remind you of body positioning ways. We've got output choice as another big category.

And you saw that I think, and because of Oliver really clearly, you can use a pen or a marker. I think one of the most my favorite and most subtle parts of that video is the fact that Stanley is the only one who chose to use a number two pencil. My point in that story is that we think that standardization or the sameness makes people comfortable.

But in reality, not very many people want to write with that particular pencil, right? It's funny you say that, Julie, because my favorite part is not only that some kids get to type to communicate, they get to choose their favorite font. And it's so funny, because when you and I are working, oftentimes you're like, could you please just change that font so I can read it? You know, either the font size or the font type. And it's just so interesting how we have very particular ways of writing and communicating.

But yet in school, sometimes we're like, this is the way. That's right. We're going to use Times New Roman 12 point font, double space.

But in reality, let's allow for options. And then everyone's nervous system relaxes a little bit. So pen or marker, friends are alone, choice of material, choice of using a word window, the size of paper, a timer.

I'm down here with support, which I love choice of support. You can use a friend to support you or an adult, or you can work by yourself. And even when we're doing over Zoom or other ways, cameras on or cameras off, just allowing people to have that option or choice, and even out loud or in the chat. Those are examples of virtual ways of providing choice. So we're still under the how of inclusion, we're still under choice is the friend of inclusion. And this is our last big way of thinking about choice.

And what I'll do is, and Julie can give you a couple of examples, what you'll notice is there's a bulleted list of movements. Okay, we have a dance party, we, you know, play virtual high fives, or we go on a walk and talk. But what's brilliant about this slide, if you just take a minute and look at it, is in parentheses, after the movement example, is a connection back to the content.

So we're not showing just brain breaks, or just movement breaks, just to break, which are also important. We're pairing movement with the learning with the content. So Julie, give us an example of to what it means to pair the movement with the content.

Yeah, so let's imagine that you're learning the 50 states. And that's, that's what's the social studies content curriculum standard idea. And you use balloon games to do so.

So picture a balloon, every time it comes down, the students have to think of another state and they could challenge themselves to do it in alphabetical order. So they're going Alabama, Alaska, Arizona, Arkansas, and they're just doing each time the balloon hits a state or some of them are just thinking of a state or they're matching capitals. So again, it's movement.

And a practice like memorization. My other favorite, no matter the age or stage of the student is walk and talks. So no matter what you're asking to think about, like, hey, what just happened in chapter four, I want you to discuss it with someone else.

And I want you to predict what happens in chapter five, let's just say, they do that together as they walk around outside the school and return. It puts movement into learning. And we know that it's useful for all things related to the nervous system, which of course helps with cognitive functioning.

And Julia, I'll say two things about walk and talk. First, if you think about heterogeneous pairs or small groups walking, then you have to layer another choice onto that. So maybe some students will talk, some students might write, some students might use some sort of communication device that translates typing to voice output, but they can still go on a walk and talk.

So when we say walk and talk, that's just because it rhymes. And the idea is that you get to do these, but it doesn't mean that you have to use verbal output to be able to do a walk and talk. So let's practice it.

We're going to shift gears to the last chunk of our content, which is what does it look like when there's an inclusive school? What would it look like for a student or what would look like for outcomes? And you might want to pause before we go there and go for a walk and talk. You might want to say, okay, I'm going to find a friend, or maybe you're going to call a friend that's even in a different location than you and say, okay, there's this idea that choice is the friend of inclusion. You might ask them, when have you seen me offer choices, if you've ever observed me teaching? Or you might talk to a family and say, when do you offer choices for your child? And when does that really work out for you? And you can start to have this conversation through a walk and talk about how choice is the friend of inclusion.

Kristie said is we're going to take you on a pretty quick walk and talk now, meaning we're going to walk you through quickly while we talk. What does inclusive education look like in action? So what does it look like? And we're going to talk about the things that we often see by using a school system that we've worked with in the past and showing you their maps. Now, this is a map of a classroom, an elementary classroom.

It's third grade, if you're interested. And what we want you to know here is that these circles are students and that they're labeled by race. And up here, all of these shapes are professionals that work with the teacher and the students in that classroom.

So you've got special ed teachers and speech and language and OT and PT and reading specialists and ESL specialists or ELL specialists, however your state defines English as a second language or learning a second language. And so what we find is in this particular map, we drew every time kids left the classroom to get a special service, we drew an arrow to the service that they received. And what do you notice, Kristie, when you look at this map and all these arrows, like what comes to your mind? Well, it's a little bit of chaos to me.

I think of it like almost like air traffic controller and how stressful it must be to coordinate that level of activity

of in and out of the door, in and out of the classroom, just for that classroom teacher, because you know, all the lines are almost going across them. That's what it made me think of is just a little bit of chaos and a little bit about how do I manage this traffic? Yeah. And so what we want you to know is it doesn't have to be this way.

It doesn't have to be where kids leave to learn. And we hope you're noticing the racial patterns around exclusion and or pull out or pull over or pull aside. We've got African American students that are more likely to be pulled out than white students.

We have Asian students pulled out for ESL. We have Latina students pulled out for special ed and ESL. And what we want you to notice is there are racial patterns to this structure of pull out.

So all the way back to the beginning, when we talked about looking at your school through an equity lens, we actually want you to do this level of work to see, OK, who has access to what and who has to leave to learn and what are the implications of those things? I'm going to just point your attention to this little guy here. He has to go to four services, four different specialized services throughout the week. And that causes inequities in the fact that he misses the general education content curriculum and peers for many, many hours a day.

So we're going to give you another look at a map or an equity lens by having you learn about this Derek. So in this school system, we're going to tell you that on his IEP, he was a fourth grade student and there were lots of statements on the IEP that I'm going to go ahead all the way back to the Winnie the Pooh conversation and say this was a negative lens. Truancy issues, low self esteem, outbreaks in class, often crying, easy to anger, is a runner, throws desks, unmotivated.

And literally on the IEP, it states that he cannot benefit from instruction in a general education environment. I wish this wasn't a common story. Now, this is a story of Derek in one state in one school, but it's also a very common story that we see when we read the IEPs of kids with more significant support needs.

We often see the rationale for why they can't be included with a long list of negative statements to support that decision. Derek goes to a school called Front Elementary School, and I'm just sharing this so you get a sense that it's a K-5 school with 500 students that's fairly diverse racially, that was very diverse in terms of language. Fifty percent of the students received free and reduced lunch, and 14 percent of their kids were labeled as students who have a special education label.

This last bullet is really important. All categories of disability are in homeschool, which means in this school, because they've done a lot of inclusion work, no kids are sent out to different places like CESAs or BOCES or special education places. All kids are in their homeschool, meaning there are kids with pretty significant support needs right in this school.

So I'm going to give you a quick overview of the before picture. This is what I need you to see. Before.

It means before they made their school more inclusive. This is the K-5 school starting here in kindergarten all the way up to fifth grade. We see general education classrooms, and then we see their special ed teachers mostly pull kids out into resource rooms, or there's a self-contained classroom.

Derek, who I was telling you about, goes to the self-contained classroom. This class over here is called inclusion class, and it has 20 students without disabilities and eight students with disability labels. Okay, this is the before picture.

So when we say view your school through an equity lens, we want you to do this level to see, huh, what does it look like to provide services in our school? Now watch this magic. I'm going to switch it now to after. Kristie, do you want to explain what happens in the after? I think the key thing that you want to notice is, way back to making connections, the supplemental aids, supports, and services, whether they be materials, content, or humans, are now moving to the students.

Before, the students were being pulled out, pulled over, pulled aside, and brought to the supplemental aids, services, and supports, and now those same human, or conceptual, or theoretical, or educational supplemental aids and supports are gone out. We also did not change the number of staff. We did not change the number of bubbles, or educators, or related service folks, or paraprofessionals.

They were the same group, and in the after, they're now out and about. So children are distributed across the classrooms, those dark blue squares, rectangles, in what we call natural proportions, as best you can, and then services and supports are organized and scheduled to then bring the services and supports to those students. So this is what we mean by structural changes.

It means you have to change the way services are delivered if you're going to be inclusive. In this school, there was also pull-out ESL instruction, and it became fully inclusive, meaning these two, well, one and a half teachers, now co-taught in these specific classrooms where students who had English as a second language were identified on their learning profiles. So what we love to think about is, okay, cool, so I get it, you move teachers into general education classrooms, but this is the stuff where we talk about the research that's like, oh my gosh, it is better, and this is just a little snippet of the statewide reading test data, and I'll just look at two things.

If you look at all students, before 50 percent of students were considered proficient or advanced before meeting in the before picture, three years later, 86 percent were considered proficient or advanced on statewide reading test data, and we've got it all broken down by demographics, and I'm just going to highlight special education students going from 13 percent proficient advanced in their reading, statewide reading test data, to 60 percent proficient or advanced. Okay, so what we see is achievement changes when we give kids access to the general education content and curriculum and peers. The last thing I want you to know is not just reading, that whole last slide was just about reading, it also was in their language arts test, their math test, their science test, their social studies test.

Now, Kristie and I are not huge proponents of statewide testing. This doesn't excite us on some levels, and it fully excites us on another level. The level that it excites us at is a lot of people say we would do inclusion, but it's going to bring down our test scores, and that's not true.

If you really do very carefully thought through professional development around how to do inclusive education, you can see huge improvements for kids with disabilities and students without. The last part of this story is the part that I think is really exciting, is if you look at Derek's IEP in fifth grade, this is what it says on his IEP. He often sits in the car early for school, doesn't want to be late.

Now, he used to be in a segregated classroom, and now he's in a fifth grade general education classroom. He hasn't missed a day of fifth grade. Look at these descriptors.

He's delightful, eager, insightful, participatory, funny. He's made many friends. He's a leader, and I think it's really important in this case to note that in February of his fifth grade year, he was exited from special education, which means he no longer qualified as being a student who needed special education. So, in this case, I would say we were wrong about Derek, and I want you to know that it doesn't mean that students won't still qualify for special education. It just means that we have different ways to support them. Derek was an honor roll student in middle school.

He graduated from high school and currently is in college and doing beautifully, and so that tells you that it can be just as simple as a change in structure for a student. So, as we wrap this up, that actually does bring us to the third part in the PBS series, so you might want to watch the third part about the mistakes that we might be making and how to rectify those. So, that's one thing.

The other is just to take a minute before the real world sets in or before you start getting into a larger

conversation with your colleagues and families and leadership and think about what has this PD done for you. Okay, so we have four big questions. You can go in any order because Joyce is the friend of inclusion.

You could do one, do them all four, but we want you to take a minute and reflect. So, I'm going to read the first two, Julia read the second two, and just be thinking which ones would I like to spend a little time reflecting on? Who do I need to talk to about them? What action will I take? Okay, so the first one is how will you use our definition of inclusion to ground your own work? Will you use it at a school board meeting? Will you use it as an inclusion committee as you're writing your vision statement? Will you use it at an IEP meeting? So, think about that. How will you differentiate your why? Remember, it could be social justice, a desire for belonging, clear research, the legal precedent, and so forth, but how will you make sure that you are clear about your own why, and then differentiate or change it or explain all the why's for different stakeholders? Yeah, and then you have an option to look at this question, which is how will you change your lens? Meaning, what language are you using? What ways are you talking about or thinking about students? What changes need to be made personally, and if not personally, what changes need to be made in our school system or district, and how do we help do that for folks? And the last one is how will you create more and more access points for all students? So, today we've been thinking a lot about students with labels, educational labels, but we want you to be thinking about how do we remove barriers for any student and create more and more access points so all students have access to high level instruction with grade level peers and experience of the diversity and the beauty among all students.

So, we wanted to just remind you of our invitation at the start. Amanda Gorman says, for there is always light if only we're brave enough to see it, if only we're brave enough to be it. When Kristie asked you to think about those questions and think about which actions you're going to take, in my head I thought those actions are really being the light in a school system for students.

And so, we asked you earlier to expand your thinking, to see the beauty and creativity in all students, and keep creating wider and wider circles. We are right here to help. If your district is taking on more inclusive practices, let us know and we can support all of your educators and families to do so.

So, as we wrap this up, again if you're on your own, you're just going to say this or feel it or write it or draw it. If you're with someone, you might go around the table and each person share, but this is just a tradition that Julie and I have, that at the end of any gathering where we've done the hard work of talking about, thinking about, and changing how we show up in the world, we want to just kind of end it within a word. So, Julie, if you had a word today, what would yours be? Ripples.

I'm thinking about the ripples of people who are watching this and listening to this and the changes that they're going to make, and I guess it's wider and wider circles now that I say it. What's your word, Kristie? I was going to say, I'm going to pick, you always say I can use a phrase, so I'm going to say, it is achievable. So, even though we looked at achievement outcomes, I would like to think about the achievement of creating inclusive education opportunities for all.

So, thanks everyone, and we hope that you find the resources on your dashboard to serve you well going on into the future and as your journey towards inclusion continues.