"For you created my inmost being; you knit me together in my mother’s womb. I will praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.” Psalm 139:13-14 (NIV)
# Table of Contents

Welcome Letter .................................................................................................................. 2
PD by Design Speakers ........................................................................................................ 4

**Session 1**

Elizabeth Dombrowski, “All Belong” ................................................................. 7
Elizabeth Dombrowski, “Our Response” ............................................................... 9

**Session 2**

Pam Maat, “Knowing Kids Excellently” ......................................................... 10-11
Pam Maat, “Teaching the Whole Child” ............................................................. 12
Pam Maat, “Neurodevelopmental Framework Overview” .................................. 12
Elizabeth Dombrowski, “Social Emotional Framework” .................................... 13

**Session 3**

Pam Maat, “Planning for Doing” ........................................................................ 14
Elizabeth Dombrowski, “FAQs” ........................................................................ 15
Pam Maat, “Application” ...................................................................................... 16-20
Elizabeth Dombrowski and Pam Maat, “Conclusion” ..................................... 21
Welcome to PD by Design – Belonging Together!

As I write this letter, I pray you are well and excited to focus on YOU today. We hope you are prepared for a wonderful experience focused on equipping your teachers to reach every child in your community. All of us at ACSI are continually grateful that God has called you to teach children with divergent needs and helping each one of them understand their strengths and important contributions to your community. You are not going through this professional development by accident; God has placed you in this time and place for a purpose as you lead kids toward Him.

In order for you to continue providing this guidance, you need to invest in yourself as both a person (one of God’s children) and a professional. That is what PD by Design is all about this year. We want you to flourish in every way. The biblical concept of flourishing is the foundation for all ACSI professional development and is connected to the Flourishing School Culture research. Flourishing is made possible when your teachers work together to serve students with special needs, aided by processes and resources for identifying and responding to those needs. When YOU flourish, your students will flourish.

We sincerely hope that you will enjoy each session, that you will grow, and that you will connect with others in meaningful ways throughout your professional development experience. Please know that I am praying this scripture blessing over you and I am committed to doing that throughout the year… “May the Lord cause you to flourish, both you and your children” Psalm 115:14 (NIV).

Be well in the Lord,

Cindy Dodds, M.Ed.
ACSI Vice President of Flourishing Initiatives
Cultivating Transformation Through Educational Resources

purposefuldesign.com

Measure Growth Through The Student Assessment Program

ACSI
STRONGER TOGETHER
Elizabeth Dombrowski _Executive Director of All Belong_

Elizabeth Lucas Dombrowski serves as a champion for ability inclusion in schools and churches. Her training is in fundraising and nonprofit administration, serving at the Adler Planetarium in Chicago for nine years, and at All Belong since 2012. Her calling to All Belong and advocacy for places of belonging are the backbone to her thoughtful and creative leadership of an organization that is transforming communities nationwide. Elizabeth has a bachelor’s degree from Valparaiso University and is currently studying for her Master’s degree at Grand Valley State University.

Pam Maat, _Teaching Consultant and facilitator at All Belong_

Pam has been a teaching consultant for All Belong for more than 20 years. She loves mentoring and supporting teachers. “I’ve been blessed to have had a variety of experiences within the educational system which I draw on when problem solving student concerns.” She is also a facilitator for Schools Attuned/Teaching All Kinds of Minds.
Today’s Objectives:

- I am committed to inclusively reaching and teaching every student in my classroom.
- I am able to recognize student’s learning profiles.
- I can utilize strategies to effectively teach every student in my class.
Session 1

Elizabeth Dombrowski, “All Belong”

“For you created my inmost being; you knit me together in my mother’s womb. I will praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.” —Psalm 139:13-14 (NIV)

Do you personally desire to be more inclusive? Does your school desire to be an inclusive community? As part of our Flourishing School Culture Model, Responsiveness to Special Needs is has been identified as a construct under the Expertise & Resources Domain and an indicator of a flourishing school. Elizabeth Dombrowski, Executive Director of All Belong, walks through the history of inclusion and what it means to be an inclusive school for students of all abilities.

As you consider receiving the gifts of persons with disabilities and implementing universal design concepts, we encourage you to reflect on the statement that persons of all abilities belong within community. All Belong Center for Inclusive Education is the leading catalyst for creating and maintaining inclusive communities for persons of all abilities. We envision a world where communities are marked by belonging for persons with varied abilities.

Inclusion Continuum

Used with permission from Erik W. Carter, PhD
Definition of Inclusion

A sense of ownership and a sense of friendship

Ten Dimensions of Belonging

Used with permission from Erik W. Carter, PhD

Pink and Green Puzzle Piece
Elizabeth Dombrowksi, “Our Response”

Five Pieces to Inclusive Education

1. Language
2. Providing Hope
3. Tours and Interviews
4. Parent-Teacher Conferences
5. Planning for Green Time

Identity first Language

Behavior is Communication

Personal Application Questions:

- What resonated with you the most about the history and importance of inclusiveness in the classroom?
- How did the puzzle piece impact your view of inclusiveness?

Group Discussion Questions:

- How would you describe your school’s commitment and ability to be inclusive of every student?
- Which of the responses could you apply to your classroom tomorrow?
- What kind of future can you envision for your school if you adopt more and more responses and strategies for inclusion?
The delight and challenge of every classroom is the variety of students and the fact that each student is uniquely designed. While most students will be successful with the excellent instruction that you bring, but in most classes, there will be a few students who will need tailored instruction in order for him or her to be successful.

“All students can learn and succeed, but not on the same day in the same way.” - William G. Spady

**Four Areas of Function.**

1. Academics
2. Behaviors
3. Getting Along
4. Feeling
A Three Step Process

Gorilla Video

How many times was the ball passed by people in white shirts?

Messy Room

What do you see?

Footprints

What do you see?
Pam Maat, “Teaching the Whole Child” and “Neurodevelopmental Framework”

A brief introduction to the neurodevelopmental or brain framework.
Elizabeth Dombrowski, “Social Emotional Framework”

In this video, we learn to combine the head and heart.
Session 3

Pam Maat, “Planning for Doing”

After the first two steps of seeing and thinking, this video addresses the final step of the three step process of doing. For the Do step, we pull the students into a conversation that helps demystifies their challenges and helps them move into their areas of strengths.

Demystification Conversation with a Student:
1. Identify areas of strength
2. Talk about where to start
3. Design a plan with the student
4. Summarize the conversation

Student Success Plan
Bypass or allow accommodation
OR
Leverage a student’s strengths
OR
Intervene and address the area of challenge

Reflection
- What resonated with you the most about the history and importance of inclusiveness in the classroom?
- How did the puzzle piece impact your view of inclusiveness?

Discussion
- How would you describe your school’s commitment and ability to be inclusive of every student?
- Which of the responses could you apply to your classroom tomorrow?
- What kind of future can you envision for your school if you adopt more and more responses and strategies for inclusion?
Elizabeth Dombrowksi and Pam Maat, “FAQs”

Where do I Start?

When is it time to change strategies, begin an intervention, or approach family members?

With the Attention System being foundational, what about the students with more intense challenges in attention?

Is there a risk that inclusive education will adversely affect the rest of the classroom?

What are the goals in making accommodations for students?

I’m trying everything I can, but I feel discouraged. What do I do?
Pam Maat, “Application”

Another aspect of doing is having some great teaching strategies to help create an engaging and diverse learning environment.

Strategies for Effective Teaching

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>ND System</th>
<th>Including All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whip Around</td>
<td>First, the teacher poses a question or a task. Students then individually respond on a scrap piece of paper listing at least 3 thoughts/responses/statements. When they have done so, students stand up. The teacher then randomly calls on a student to share one of his or her ideas from the paper. Students check off any items that are said by another student and sit down when all of their ideas have been shared with the group, whether or not they were the one to share them. The teacher continues to call on students until they are all seated. As the teacher listens to the ideas or information shared by the students, he or she can determine if there is a general level of understanding or if there are gaps in students’ thinking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-2-1 Exit Ticket</td>
<td>Closing activity: Students write 3 things learned, 2 questions they have, and 1 connection. Variation: 3 similarities between… 2 predictions about and 1 thing you’re curious about</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Ticket Out the Door| Most important thing you learned today  
Main unanswered question you still have  
Muddiest point – what confuses you                                                                                                   |           |               |
| RIVET             | Vocabulary + Spelling  
1. Choose 6 to 8 important words from the reading selection  
2. Draw lines for each letter in the first word. Have students follow along with their own personal white board  
3. Fill in the letters one at a time. Encourage students to guess the word at any point.  
4. When someone guesses the word, have that student help spell it and write the remaining letters.  
5. Repeat the above steps for each vocabulary word. Variation: Divide the class into teams, each taking turns calling out a letter. The teacher fills in all of the blanks corresponding to this letter. Teach team suggests letters until one team can identify the vocabulary word. |           |               |
<table>
<thead>
<tr>
<th>Foldables</th>
<th>Three-dimensional study organizers. Students can generate charts, lists, and graphs as an organizer for content, projects or just about anything. Student created, therefore, student ownership is high. Can be used for compare and contrast, cause and effect, sequencing events or examining past and present. There are many different types of foldables to be made. See foldables.wikispaces.com for directions and many ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flying High</td>
<td>After reading a passage, story or chapter make a paper airplane. Write a question on the airplane. Have students carefully fly their airplane. Each student is to pick up an airplane, read and answer the question. Repeat as many times as desired.</td>
</tr>
<tr>
<td>RAFT</td>
<td>Writing organizer strategy Role, Audience, Format, Topic Students learn to respond to writing prompts with creativity by considering a topic from a different perspective. Students also explore writing for different audiences.</td>
</tr>
<tr>
<td>Quick Writes</td>
<td>Literacy strategy designed to give opportunity to reflect upon one’s learning. Designed to take three to ten minutes that integrate writing fluency and critical thinking.</td>
</tr>
<tr>
<td>Graphic Organizers</td>
<td>Graphic organizers help students construct meaning. Most organizers can be used with most books, content and across ages. The Organizers help students see how ideas fit together. The visual approach is beneficial for many students. There are many different types of graphic organizers. Helpful sites are edHelper.com, scholastic.com, freeology.com/graphicorgs</td>
</tr>
<tr>
<td>Response Cards</td>
<td>Give opportunity for all students to respond to a teacher’s questions. Students have prepared response cards (yes/no, true/false, multiple choice A B C D, Happy Face/Sad Face/Neutral Face…). Students hold the card up when prompted. A low-risk way to gauge student understanding and increase participation.</td>
</tr>
<tr>
<td>OTR – Opportunities to Respond</td>
<td>Goal is for teachers to increase the number of OTR’s during each lesson by actively engaging students. There are various types that can be utilized: verbal, non-verbal (only involves action), individual, and group. Various items can be used for OTR: whiteboards, clickers, thumbs up/down, index cards or voting with one’s feet.</td>
</tr>
<tr>
<td>Scaffolding</td>
<td>Breaking a task into the component parts or steps (task analysis) and then provide a tool or structure for each part/step.</td>
</tr>
<tr>
<td>Think-Pair-Share</td>
<td>After asking an open-ended question give students a time limit to ponder the answer. Have students discuss their answer with their elbow partner. Call on different pairs to share their thinking.</td>
</tr>
<tr>
<td>Wiggle Breaks</td>
<td>When students are having difficulty maintaining their focus, call for a “Wiggle Break.” Name an acceptable activity students can do and set a timer (suggest 1–2 minutes). When the timer rings, students return to the learning activity. Prior to beginning “wiggle breaks” establish your “right to participate guidelines.” Be creative in designing your wiggle break activities. A couple of ideas: 1. Cross-country ski: Give each student a paper plate (the cheapest you can find), students place the plates under their shoes and silently slide around the room or in the hallway for a determined distance. 2. Give each a blown up balloon. Silently keep the balloon in the air by gently bouncing it. 3. Lead students in various cross body movements. Other ideas—Brain Gym or similar movement activity, yoga or <a href="https://www.weareteachers.com/brain-breaks-for-kids/">https://www.weareteachers.com/brain-breaks-for-kids/</a>; <a href="https://minds-in-bloom.com/20-three-minute-brain-breaks/">https://minds-in-bloom.com/20-three-minute-brain-breaks/</a>.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Visual Schedules</td>
<td>Daily post the day’s schedule—most importantly post out-of-the-classroom activities or specials. Highlight any adjustments to the daily or weekly routine giving notice to students—the earlier the better. Select students benefit from having a personal visual schedule. Individuals that are on the autism spectrum find such visual schedules very beneficial. The web has great sites to help you get started.</td>
</tr>
<tr>
<td>DRTA</td>
<td>Comprehension strategy—Directed Reading Thinking Activity. Guides students in asking questions about a text, primarily focusing on making predictions, reading to confirm or refute their predictions and making needed adjustments. DRTA encourages students to be actively thinking and interacting with the text.</td>
</tr>
<tr>
<td>Flying High</td>
<td>1. Make a paper airplane 2. Write a question on your airplane 3. When instructed, fly your plane 4. Select a plane near you, read the question and answer it. 5. Repeat #4 if desired Can partner up and share an airplane. To make an airplane: 1. Hotdog fold. 2. Open. 3. Fold upper corners in. 4. Fold to top to center. 5. Fold at center fold, making a triangle. 6. Fold long diagonal side to long bottom—the short side in half.</td>
</tr>
<tr>
<td>Choice Boards</td>
<td>A choice board is a graphic organizer that allows students to choose different ways to learn about a particular concept. Choice boards are set up in a grid, generally with 9 squares. You can include more or fewer activities. Excellent strategy for differentiation. <a href="https://k12teacherstaffdevelopment.com/tlb/how-to-use-choice-boards-in-the-classroom">https://k12teacherstaffdevelopment.com/tlb/how-to-use-choice-boards-in-the-classroom</a></td>
</tr>
<tr>
<td>Method</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tiered Instruction</td>
<td>Tiered instruction is a form of differentiation which allows each student to excel at their own level of complexity while focusing on the same essential understandings. It allows students to work in their own Zones of Proximal Development.</td>
</tr>
<tr>
<td>Brain Breaks</td>
<td>Students should have a kinesthetic brain break every 25–30 minutes. Brain break activities do take about 1–3 minutes of class time to complete; however, the efficiency of our students goes up when brain breaks are incorporated. Brain breaks are refreshing for both students and teachers. You should participate too!</td>
</tr>
<tr>
<td>Class Meeting</td>
<td>Class meetings are a well-researched approach to creating healthy and successful students, connected classrooms, and positive schoolwide climates.</td>
</tr>
<tr>
<td>Circle of Friends</td>
<td>A network of student volunteers (sometimes an entire classroom) who make a commitment to surround and support a child with a disability or a child who is lacking in social skills. Such circles can be organized differently. Support and friendship are given in the classroom, playground and throughout the school and beyond.</td>
</tr>
<tr>
<td>Essential Questions</td>
<td>Begin Class with student “essential questions” or general questions born out of confusion from the previous day or from homework the night before. Students, upon entering the room, write their question on the board or place a check mark next to a question written by a peer. Begin with the question with the most check marks. Can poll the students as to which question to address next. This strategy can clear up misunderstandings, encourage engagement, and increase enthusiasm and collaborative skills</td>
</tr>
<tr>
<td>Pass the Q &amp; A</td>
<td>Prepare review questions and answers on index cards. Present a question to a student. Student answers and asks question to next student. This student answers and asks question to next student. Patten continues. Students can “phone a friend” if they are stumped.</td>
</tr>
<tr>
<td>Outcome Sentences</td>
<td>After a learning experience, have students reflect upon their learning and complete sentence starters: I learned… I was surprised… I rediscovered… I’m beginning to wonder… I’m getting clearer about… I promise I will… I feel…</td>
</tr>
<tr>
<td>Question, All Write</td>
<td>Ask a question, and before calling on anyone, have all students write down an answer.</td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td></td>
</tr>
</tbody>
</table>
| Kahoot     | Requires a device—Free  
Uses: introduce new topic, review, formative assessment, ice-breaker, rewards the class, and more |
| Socrative  | Requires a device—free for students  
Your classroom app for fun, effective engagement for on-the-fly assessments  
[https://www.socrative.com](https://www.socrative.com) |
| Seesaw     | Requires a device—free option  
Seesaw is a simple way for teachers and students to record and share what’s happening in the classroom. Seesaw gives students a place to document their learning, be creative and learn how to use technology. Each student gets their own journal and will add things to it, like photos, videos, drawings, or notes. [https://web.seesaw.me/](https://web.seesaw.me/) |
| Class Dojo | Requires a device—free  
Use to build classroom communities with students and parents  
[https://www.classdojo.com/](https://www.classdojo.com/) |
| Quizizz    | Quizizz allows you to conduct student-paced formative assessments in a fun and engaging way for students of all ages. Free, works on any device.  
[https://quizizz.com/](https://quizizz.com/) |
| Quizlet    | Help every student confidently learn anything, not matter what they’re striving to achieve. Using Quizlet’s free study sets, study modes and in-class game, you can instantly create a more engaged classroom.  
[https://quizlet.com/](https://quizlet.com/)  
[https://quizlet.com/live](https://quizlet.com/live) |
| Peardeck   | Imagine if you could engage every student in your class, every day. What if you could instantly see who’s confused and who’s ready for more? That’s the power of Pear Deck. And now, with the Pear Deck for Google Slides Add-on, you can add the magic of formative assessments and interactive questions to your presentations right from Google Slides.  
[https://www.peardeck.com/googleslides](https://www.peardeck.com/googleslides) |
| EdPuzzle   | Choose a video, give it your magic touch and track your students’ comprehension.  
[https://edpuzzle.com](https://edpuzzle.com) |
Elizabeth Dombrowski, “Conclusion”

Reflection

• What are the benefits to all students for making steps toward better inclusive strategies?

• What step in the three-step process is the most challenging for you?

Discussion

• What is the number one challenge we need to address as a school in order to create an inclusive learning environment?

• What steps can we as a school agree on taking toward a more inclusive learning environment?

• How can we creatively work together to support each other as teachers and meet the needs of all students?

I Praise you for I am fearfully and wonderfully made; wonderful are your works, my soul know it very well.
—Psalm 139:14
ACSI STRATEGIC PARTNERS

Platinum Partners

ACTS

city on a hill health

BROTHERHOOD MUTUAL

Staples.

FACTS

PROTECTING THE GREATER GOOD

Church Mutual

Platinum Event Sponsors

BOB JONES UNIVERSITY

WORLD

Gold Event Sponsors

ACTS

Word of Life Bible Institute

Cairn University