

## **Changing Perspectives Professional Development: Evaluation Report 2024-2025**

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## Introduction

Changing Perspectives ([www.ChangingPerspectivesNow.org](http://www.ChangingPerspectivesNow.org)) is a nonprofit organization that promotes social-emotional learning (SEL) to cultivate inclusive and equitable learning communities. This is accomplished by engaging all members in a school community to advance their thinking and practice around SEL and inclusion.

Changing Perspectives partners with public, private, charter and international schools to offer a suite of programming supports and resources. With each school customizing their selections based on the needs of their learning community, Changing Perspectives makes available the following five key services:

- **PreK-High School Curricula:** Resources focused on social-emotional learning aligned to SEL competencies and disability awareness aligned to specific disability categories and the Common Core Standards.
- **Professional Development Training:** Professional development (PD) opportunities offered in-person and online, with topics ensuring the greatest amount of relevancy to each particular audience, from paraprofessionals to classroom educators, school counselors, interventionists, and others.
- **Virtual Coaching Hours:** Hourly technical assistance to individual educators or small teams.
- **Family Workshops:** Educating parents and caregivers through in-person and virtual family workshops about the importance of social-emotional learning and inclusion.
- **Site Visits:** On-site school visits allowing Changing Perspectives to learn about the school building, meet educators, ask questions, observe work in progress, and provide student presentations.

The 2024–2025 academic year indicated another significant step forward in Changing Perspectives’ mission to support educators in fostering inclusive, student-centered learning. This year the work of Changing Perspectives reached more than 7,300 educators. This marks the highest number of educators ever reached in a single year since the start of Changing Perspectives 11 years ago. During a time when schools face increasing pressure and scrutiny around social-emotional learning (SEL) and equity-based practices, our professional development workshops have provided educators with practical tools, shared language, and a renewed commitment to meeting the diverse needs of all learners.

Professional development opportunities equip educators with the knowledge, skills, and shared vision needed to address evolving student and community needs. By building collective capacity that is both immediate and sustainable, schools are better positioned to implement systemic changes that foster equity, inclusion, and academic success. These efforts benefit students today and for years to come.



During the 2024–2025 school year, Changing Perspectives began collecting feedback from educators participating in professional development workshops on social-emotional learning and inclusive practices. In both in-person and virtual settings, a survey link was distributed to participants during the closing minutes of the workshop.

This report presents the impact professional development trainings delivered by Changing Perspectives had on the participating educators in both the areas of SEL and inclusive practices.

Findings indicate that Changing Perspectives workshops resulted in positive impacts on educators in the following three key areas:

- Establishing the Use of Common Language – building a shared vocabulary to promote understanding and collaboration.
- Changing Mindsets, Values, and Attitudes – fostering shifts in perspective that support inclusive practices.
- Practical Strategies/Improving Classroom Practices – equipping educators with actionable techniques to enhance instruction.

In the pages that follow, we share detailed survey findings and insights into how our trainings are shaping school cultures. These results reaffirm our belief that when educators are given the language, mindset, and tools to create affirming environments, all students benefit.

### **Program Evaluation**

**Purpose:** Dr. Cynthia Char of Char Associates, an independent evaluation firm based in Montpelier, Vermont, collaborated with Changing Perspectives’ Executive Director, Sam Drazin, on the study. The evaluation’s primary objective was two-fold: (1) to gather formative feedback about the organization’s professional development workshops to inform and improve design and use, and (2) to assess the educational benefits of Changing Perspectives professional development on building staff capacity in schools and districts to better support inclusion and social-emotional learning.

**Program Implementation and Survey Methodology:** Changing Perspectives administered a Professional Development Survey to partner schools and districts across the 2024–2025 academic year. The survey invited participants to rate the value and impact of their professional development workshops.

All educators who attended a Changing Perspectives Professional Development session, whether in person or virtual, were asked to complete the online survey. In the final ten minutes of each workshop, participants received a QR code linking directly to the brief questionnaire.

During the 2024-25 school year, 32 Changing Perspectives Professional Development workshops were delivered across 25 sites, that included schools, districts, county offices of education, and partner



organizations. A total of 1,692 participants – ranging from district administrators to classroom educators, specialists, and school support staff – were invited to complete a post-session survey capturing their experiences and feedback.

There were two versions of the survey, depending on whether participants had received a professional development workshop focusing on inclusion or on social-emotional learning (SEL). Each survey instrument was comprised of 21 items. The main body of the survey had three main sections, each devoted to one of three primary foci of Changing Perspective professional development:

- Establishing the Use of Common Language
- Changing Mindsets, Values and Attitudes; and
- Practical Strategies/Improving Classroom Practices.

Participants were asked to indicate which area(s) they felt they had acquired greater knowledge on through the workshop and to answer survey items pertaining to that area.

**Survey Sample:** A total of 811 educators from 22 schools/districts who participated in professional development workshops with Changing Perspectives responded to the survey (48% response rate). Schools were located in six states: California, Indiana, Missouri, Pennsylvania, South Carolina, and Vermont.

**Table 1: Survey Sample Sites**

County Office of Education	City & State	Designation
Santa Clara County Office of Education	San Jose, CA	County Office of Education
Districts	City & State	Designation
Brisbane School District	Brisbane, CA	District
Folsom Cordova Unified School District	Rancho Cordova, CA	District
Frontier School District	Kansas City, MO	District
Hartford School District	White River Junction, VT	District
Reed Union School District	Tiburon, CA	District
Robla School District	Sacramento, CA	District
Saratoga Union School District	Saratoga, CA	District
Sausalito Marin City School District	Marin City, CA	District
South Bend School District	South Bend, IN	District
Twin Rivers Unified School District	McClellan Park, CA	District
Waugh School District	Petaluma, CA	District
Schools	City & State	Designation
Argonaut Elementary School	Saratoga, CA	Elementary
Avon Grove High School	West Grove, PA	High
Foothill Elementary School	Saratoga, CA	Elementary
George Hall Elementary School	San Mateo, CA	Elementary



Glenwood Elementary School	Rafael, CA	Elementary
Harrisburg Elementary School	Indian Land, SC	Elementary
Saratoga Elementary School	Saratoga, CA	Elementary
Susan B. Anthony Elementary School	Daly City, CA	Elementary
Tracy Learning Center	Tracy, CA	K-12

Collectively, educators worked with the full span of PreK through high school students. The majority of responses indicated work with elementary school students, with 32% of responses indicated working with grades K-2, and 35% with grades 3-5.

All 811 survey respondents identified their roles within their schools. The majority (50%) were Classroom Teachers, while others served as Interventionists, School Administrators, School Counselors, Special Education Staff, Para-Educators, Speech-Language Pathologists, and a variety of additional positions supporting students and school operations. The “Other” category represents a broad range of educators, with the largest groups including Instructional Assistants and Aides, Expanded Learning/After-School Staff, Librarians and Media Specialists, Health and Mental Health Professionals, Elective and Specialist Teachers, and Administrative or Coordinator Roles.

**Table 2: Educator Roles at Schools**

Classroom Teachers	Intervention -ists	School Administrators	School Counselors	Special Education Teachers	Para-educators	Speech Language Pathologists	Others
408 (50.3%)	44 (5.4%)	29 (3.6%)	14 (1.7%)	62 (7.6%)	9 (1.1%)	24 (2.9%)	238 (29.3%)

(n = 827 educators)

Note: Educators could select more than one role, so percentages exceed 100% and represent the percentage of educators in that role completing this survey.

The majority of survey respondents (88%) had participated in workshops focusing on inclusion, compared with those on Social-Emotional Learning (12%). (See Appendix A for list of the 21 workshop topics attended by survey respondents.)

## **Educator Response to Changing Perspectives**

For both inclusion and SEL workshop surveys, respondents were asked whether their recent Changing Perspectives Professional Development workshop had helped them gain knowledge in three different areas: Use of Common Language; Changing Mindsets, Values and Attitudes, and Practical Strategies/Improving Classroom Practice. While educators were free to indicate knowledge gain in all three areas, most educators tended to indicate only one area of knowledge gain.

For those attending Inclusion workshops (n = 711), respondents were most likely to indicate that they had gained knowledge involving Changing Mindsets (n = 498) or Practical Strategies (n = 453), followed by Use of Common Language (n = 404).

For those attending SEL workshops, (n = 100), respondents were most likely to indicate that they had gained knowledge in Practical Strategies (n = 75), and to a lesser extent, Changing Mindsets (n = 55) or Use of Common Language (n = 34).

Educators' views of the workshops' value and impact in each of these three areas are presented separately below.

### Establishing Common Language

For the educators reporting knowledge gains around Use of Common Language (n = 438), 8 out of 10 (86%) stated that they felt that establishing common language concerning inclusion/SEL was very important to supporting the needs of their students and school community.

**Table 2: How important do you feel establishing common language is to supporting the needs of your students and school community?**

Very Much	Somewhat	A Little	Not at all
366 (85.5%)	59 (13.8%)	3 (.7%)	0

(n = 428)

Three out of four participants (74%) stated that the workshop was very helpful in building common language and agreed that it helped clarify language related to the topic (78%). Workshop attendees felt that establishing common language around inclusion/SEL will make communication easier with colleagues around student needs (84%) and with students (78%) about consistent expectations for positive behaviors.

**Table 3: How helpful was this workshop in building common language?**

Very Much	Somewhat	A Little	Not at all
317 (74.1%)	98 (22.9%)	11 (2.6%)	2 (.5%)

(n = 428)

**Table 4: Establishing Common Language Workshop Outcomes**

Workshop Outcomes	Agree	Somewhat Agree	Neither Agree or Disagree	Somewhat Disagree	Disagree
This helped clarify for me language related to the topic presented.	329 (76.9%)	83 (19.4%)	13 (3%)	1 (0.2%)	1 (0.2%)
Common language will make communicating with my colleagues about student needs easier.	356 (83.2%)	61 (14.3%)	11 (2.6%)	0	0
This helped build a common language to talk with students about consistent expectations for positive behaviors throughout school.	326 (76.2%)	79 (18.5%)	18 (4.2%)	2 (0.5%)	1 (0.2%)

(n = 428)

*New information about common language and examples about being inclusive and ableism... It's helpful to learn about inclusion, using common language that we can identify and make changes in our school and outside of school. (California School Psychologist)*

*The language of inclusion helped me to reflect on what I am doing in my classroom and what I might adjust in the future. (California Music Teacher)*

*Language to describe impressions—this is something I think about a lot but didn't have a good way to describe. (Vermont Speech Therapist)*

*More language to use to better communicate my intended sentiments! (California School Psychologist)*

*The language I use matters. This workshop is helpful to remind everyone about language usage in everyday situations. (California Classroom Teacher)*

*A common vocabulary to talk with teachers about the needs and support of their students. (California Para-educator)*

*New vocabulary to help our school site create a better learning environment & experience for our students. (California Interventionist)*

*As an individual working in special education services, introducing the language we can use as a whole staff will be so helpful! (California Speech Language Pathologist)*

## Changing Mindsets, Values and Attitudes

For the educators reporting knowledge gains about Changing Mindsets (n = 553), 9 out of 10 (89%) reported that they felt that changing mindsets, values and attitudes around inclusion/SEL was very important to supporting the needs of their school community.

**Table 5: How important do you think changing mindsets, values and attitudes around (inclusion/SEL) are in supporting the needs of your school community?**

Very Much	Somewhat	A Little	Not at all
477 (89.5%)	48 (9.0%)	8 (1.5%)	0

(n = 533)

A little over half of the participants (52%) stated that the workshop had very much made them re-evaluate their own mindset, values and attitudes around inclusion/SEL. Many attendees (88%) reported feeling comfortable reflecting on their own mindsets, values and attitudes during the workshop.

As a result of attending the workshop, roughly two-thirds of the educators believed that they and their colleagues now had a shared, more well-aligned set of mindsets, attitudes and values (65%), as well as a set of tools and resources to continue to reflect on their attitudes and mindsets moving forward (65%). Most attendees (78%) anticipated that re-evaluating their attitudes, mindsets and values will change their daily practices as educators.

**Table 6: How much did this workshop make you re-evaluate your own mindset, values, and attitudes?**

Very Much	Somewhat	A Little	Not at all
276 (51.8%)	213 (40.0%)	42 (7.9%)	2 (.4%)

(n = 533)

**Table 7: Changing Mindsets, Values and Attitudes Workshop Outcomes**

Workshop Outcomes	Agree	Somewhat Agree	Neither Agree or Disagree	Somewhat Disagree	Disagree
During the workshop, I felt comfortable reflecting on my own mindsets, values and/or attitudes.	469 (88.2%)	54 (10.2%)	8 (1.5%)	0%	1 (.2%)
As a result of this training, I believe that my colleagues and I have a shared, more well-aligned set of mindsets, attitudes and values.	348 (65.5%)	143 (26.9%)	32 (6%)	6 (1.1%)	2 (.4%)
This workshop provided me with tools, prompts and resources to continue to reflect on my own attitudes/values and mindsets moving forward.	347 (65.1%)	144 (27%)	33 (6.2%)	7 (1.3%)	2 (.4%)
Reevaluating my attitudes/ mindsets/values will change my daily practices as an educator.	415 (78%)	100 (18.8%)	14 (2.6%)	2 (.4%)	1 (2%)

(n = 531-533)

*Great overview of the inclusive mindset and why inclusion matters.  
(California Coordinator of Educational Services)*

*Inspiring shift in thinking and understanding ableism thinking and how the school structure is based upon that. (California Classroom Teacher)*



*Empathy vs. sympathy.... It helped me realize that as a teacher I wasn't being inclusive enough with all my students. It opened my eyes to a different perspective in understanding the needs of specific students.*  
(California Classroom Teacher)

*A pause to reflect on ways in which I might be slipping into a less inclusive mindset, rather than remembering to empathize.* (Vermont Interventionist)

*Growth mindset vs fixed mindset as an educator and looking at taking barriers down vs equity.*  
(California Classroom Teacher)

*A shift in thinking from "trauma informed practice" to "healing centered work".*  
(Vermont Program Coordinator)

*Thinking about medical model vs social model is helpful to keep in mind.* (California Classroom Teacher)

*Thinking in terms of physical, social and academic approaches to think about how inclusive we are and being holistic about changes we may need to make.* (California District Administrator)

*A much better understanding of how to best support my neurodiverse students.*  
(California Classroom Teacher)

*Ways to help me define inclusion and move forward toward inclusion. Also the mindset shift of there is no finish line for inclusion.* (California Classroom Teacher)

*New lenses to start seeing things in a different way... Because mindsets need to change to better support students.* (California Coordinator of Expanded Learning)

## Practical Strategies/Improving Classroom Practices

For the educators reporting knowledge gains in Practical Strategies/Improving Classroom Practices (n = 528), 9 out of 10 (90%) reported that they felt that improving classroom practices around inclusion/SEL was very important to supporting the needs of their school community.

**Table 8: How important do you think improving classroom practices around inclusion/SEL is in supporting the needs of your school community?**

Very Much	Somewhat	A Little	Not at all
441 (89.6%)	49 (10%)	2 (.4%)	0

(n = 492)

Results showed that 2 out of 3 participants (61%) stated that the workshop was very helpful in providing new strategies they could use with their students, and many (85%) agreed that the strategies shared in the workshop were relevant to their educator role.

Participants expressed strong enthusiasm, with 79% excited to begin implementing new strategies from the workshop in their daily practice. About two-thirds (65%) agreed the strategies would be easy to implement, while most of the remaining third (30%) somewhat agreed.

**Table 9: How helpful was this workshop in providing you with new strategies you can use with your students?**

Very Much	Somewhat	A Little	Not at all
298 (60.6%)	160 (32.5%)	34 (6.9%)	0

(n = 492)

**Table 10: Practical Strategies/Improving Classroom Practices Workshop Outcomes**

Workshop Outcomes	Agree	Somewhat Agree	Neither Agree or Disagree	Somewhat Disagree	Disagree
The strategies shared in this workshop are relevant to my role as an educator.	420 (85%)	64 (13%)	9 (1.8%)	1 (.2%)	0
I am excited to begin implementing new strategies from this workshop into my daily practice.	391 (78.8%)	81 (16.3%)	23 (4.6%)	1 (.2%)	0
The strategies shared in this workshop will be easy to implement into my daily practice.	324 (65.3%)	147 (29.6%)	18 (3.6%)	5 (1%)	2 (.4%)

(n = 494-496)

*Reminding me not just to jump in and help but observe first. (California Speech Language Pathologist)*

*Be very clear, specific, and thorough when setting up collaborative activities. Inclusion, active listening, supportive and empathetic. (California Classroom Teacher)*

*SEL can be embedded into classes and content without being something separate. (Missouri Interventionist)*

*New strategies for inclusion- loved the hands on heart for think time. (California Classroom Teacher)*

*Reminders for ways to monitor engagement and understanding. (California Classroom Teacher)*

*Different strategies for inclusion and understanding about unintentional ableism.  
(California Expanded Learning Assistant)*

The vast majority of educators (98%) reported that they could see themselves beginning to implement the workshop strategies in their schools in the future. When asked how soon they envisioned implementing these strategies in their schools, over half (58%) stated that they could see beginning tomorrow, while an additional third (31%) envisioned beginning the next week. Many respondents (93%) also felt they could take a strategy they had learned from the workshop and teach it to a colleague.

**Table 11: Can you see yourself beginning to implement these strategies in your school in the future?**

Yes	No
483 (97.6%)	12 (2.4%)

(n = 495)

**Table 12: When can you see yourself beginning to implement these strategies in your school in the future?**

Tomorrow	Next week	Next month	Next year	Not Applicable
285 (57.6%)	152 (30.7%)	36 (7.3%)	7 (1.4%)	14 (2.8%)

(n = 495)

**Table 13: Could you take a strategy you learned in this workshop and teach it to a colleague?**

Yes	No
459 (93.3%)	33 (6.7%)

(n = 492)

*Ideas to support SEL in my everyday routines that are quick and simple to implement.  
(California Classroom Teacher)*

*I really enjoyed learning about the emotional needs matrix. I can see myself immediately implementing the use of that. (Vermont Special Educator)*

*Love the idea about adding in a group salute and making our Friday community circle time "Friendly Fridays." (think of specific way someone helped or was kind this week) (California Classroom Teacher)*

*I liked the sticky note option to answer a question rather than answering aloud.  
(California Classroom Teacher)*

*A reminder of the importance of connecting with students on a personal level and some tools that are easy to implement to build those connections. (California Classroom Teacher)*

*[The workshop was] affirming that I'm doing some useful differentiation already, and in providing some more easy strategies I can use. (California Classroom Teacher)*

About a third (36%) of respondents felt that they would need additional support and/or resources to implement the workshop strategies.

**Table 14: Do you feel like you will need additional support and/or resources in order to implement the strategies presented in today's workshop?**

Yes	No
178 (36.2%)	307 (62.4%)

(n = 485)



When asked what type of support and resources they would need, some educators cited additional materials and educational strategies they would find helpful (e.g., PowerPoint slides, specific learning activities, resources).

*A summary of sections of the presentation and/or a review of the concepts and strategies in the future would be helpful. (Vermont Speech Language Pathologist)*

*Resources, games, circle strategies. (California Classroom Teacher)*

*Examples of accommodations and modifications for specific tasks and subjects. (California Classroom Teacher)*

*Strategies in finding success with low motivated students. (California Classroom Teacher)*

*Idea bank of what topics these push-in supports can be/look like. (California School Administrator)*

*Playground behavior ideas including for kids who aren't easy to get along with. New language. New ideas. (California Instructional Aide)*

Others spoke about needing greater support from within their schools, regarding space, time, funding and support from administration, and further professional development opportunities.

*More support on space for reflections, building awareness and language, and strategies. (California Classroom Teacher)*

*Administrative/peer support. Time and space to plan and implement. (California Classroom Teacher)*

*Meeting with my grade-alike colleagues to talk about strategies & practices that are working or not working for us. (California Classroom Teacher)*

*More professional development and opportunities to reflect, engage and grow as staff to better support our school community. (California School Counselor)*

*Funding, resources and district-aligned expectations. (California School Administrator)*

*The majority of changes we want to implement will either require money, additional adult support, and/or our principal being willing to make changes to previous practices. (California Classroom Teacher)*

*Just taking the discussion to the next level, discuss policies, resources, variances like chronic illnesses and injury, social norms, administrative buy in, how to change the system down up. (Vermont Special Education Teacher)*

*Administrative support to reassure students and teachers that they are safe from the systematic dismantling and erasure of DEI initiatives in schools. Protection from ICE and other fear mongering. Upholding of anti-bullying policies and appreciation for teachers who are developing empathetic and inclusive places for students to grow and learn. (Pennsylvania Classroom Teacher)*

## Recommendation of Changing Perspectives to Others

Indicative of the perceived value of the trainings, 9 out of 10 respondents (92%) stated they would recommend Changing Perspectives Professional Development training to another educator.

**Table 15: Recommend Changing Perspectives to Another Educator**

Would Recommend	Would Not Recommend
670 (92.0%)	58 (8.0%)

(n = 728)

Those who did not recommend the training to another educator tended to comment that they already had some background in the area and that the district workshop they attended was more basic than they felt they needed.

In their explanations of why they recommended the training to others, educators expressed their conviction of the importance of SEL/Inclusion in schools, and the crucial nature of such school- and district-wide professional development initiatives.

*I would recommend this training because it allows individuals to really dig deep into the perspective of how a day to day can be for our students. It's specific for the IEP and 504 students who really struggle with feeling like they belong or can make sense of the curriculum. Learning the ways of how to implement these accommodations and modifications into the classroom can be a really big game changer into the school dynamic that we can establish. (California Classroom Aid)*

*It was helpful for the common language, mindset shifts, and implementation strategies to be shared by someone who has assessed our school and staff practices and personalities to advise on next steps. (California School Administrator)*

*Great overview of the inclusive mindset and why inclusion matters. Staff members are having great conversations about what we are doing well and where there are opportunities for growth...The group dialogues were really powerful. (California Coordinator of Educational Services)*

*It's great to see a general education teacher get excited about getting professional development training on inclusion and being part of 10 % changes. (California Paraeducator-Aide)*

*Thinking about next steps around accommodations.... Sam has been personable and the school wide focus has made positive improvements in how we see access for each student. (California Librarian)*

*I would definitely, and already have, recommended this to other educators! I hope to see more action items as the year progresses. We've gone far too long with warm, fuzzy buzz words and not enough push for follow through. The admin and staff need to be held accountable to be inclusive. (California Behavior Analyst)*



*This workshop should be part of our whole district PD. Once we as an ENTIRE school community begin to speak with common, inclusive language, the sooner our actions will reflect that on a micro and macro scale.  
(California School Psychologist)*

## **Concluding Remarks**

Educators overwhelmingly found Changing Perspectives' professional development workshops on inclusion and SEL to be impactful, relevant, and actionable. Participants reported gains in shared language, mindset shifts, and practical strategies — often with plans to implement changes immediately. With 92% recommending a Changing Perspectives trainings to colleagues, the results affirm that the way in which Changing Perspectives engages educators in professional development learning opportunities is effective.

The results of this year's professional development evaluation reflect a strong and consistent endorsement of Changing Perspectives' impact on educators' knowledge, attitudes, and practice. Across both inclusion and SEL workshops, participants reported meaningful gains in at least one of the three targeted areas—shared language, mindset shifts, and practical strategies. Educators valued the opportunity to establish a common vocabulary for discussing inclusion and SEL, recognizing that consistent language not only improves communication among colleagues but also strengthens clarity and expectations with students.

Mindset change emerged as another powerful outcome of the trainings. Nine out of ten respondents affirmed the importance of shifting educator perspectives to better meet the needs of all learners, with many indicating that the workshops prompted them to re-examine their own beliefs and approaches. Comments reflected deeper reflection on ableism, equity, and inclusive education frameworks, alongside a renewed commitment to applying these concepts in daily practice. The trainings also provided actionable, research-based strategies that educators could implement immediately — over half indicated they were ready to begin the very next day.

In summary, Changing Perspectives regards professional development opportunities for educators working across the PreK-12th grade span as a powerful tool in enhancing inclusive practices and strengthening social-emotional learning in schools. Changing Perspectives' approach to professional development is well received by educators that attend. As the political landscape surrounding education continues to evolve, Changing Perspectives is proud to stand with educators — providing steady, thoughtful, and impactful support to foster inclusive school cultures that benefit all students.



## Acknowledgments

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Our deep appreciation to all of the Changing Perspectives educators who took part in professional development this past year and responded to our surveys.

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## Appendix A: Changing Perspectives Workshops Attended by Survey Respondents

### Appendix A: Survey Sample Workshops

Professional Development Workshops	Topic Designation
Accommodations vs Modifications	Inclusion
Behavior Management	Inclusion
Building Inclusive Communities	Inclusion
Connecting the Dots of UDL (Universal Design for Learning)	Inclusion
Differentiation, Accommodations & Modifications: What's the Difference	Inclusion
Disability As Diversity	Inclusion
Effective Push-In Models and Inclusion	Inclusion
Empathy Interviews: A Strategy for Inclusion	Inclusion
Empowering Students through Proactive Behavior Management	Inclusion
Inclusion & UDL (Universal Design for Learning)	Inclusion
Inclusive Education: A Deep Dive into Academic Inclusion	Inclusion
Our Inclusion Journey	Inclusion
Perspectives on Inclusion	Inclusion
Putting Inclusive Practice Into Action	Inclusion
SEL for Beginning School Year	Social-Emotional Learning
Starting Our Inclusion Journey	Inclusion
Supporting Our Students: Relationships, Behavior, Emotions, SEL	Social-Emotional Learning
The Value of Acknowledging: Relationships, Behavior and Emotions	Social-Emotional Learning
The What and Why of Inclusive Communities	Inclusion
Understanding ALL Learners	Inclusion
What is SEL: SEL Embedded as Curriculum	Social-Emotional Learning
Where Do I Begin? Conversations Around Sensitive Topics	Inclusion