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EDUCATOR PROFESSIONAL DEVELOPMENT IN UNIVERSAL DESIGN FOR
LEARNING AND SOCIAL-EMOTIONAL LEARNING: A COLLECTIVE CASE STUDY

A Dissertation by

Sara Morgan

Chapman University

Orange, CA

The Attallah College of Educational Studies

Submitted in partial fulfillment of the requirements for the degree of

Doctor of Philosophy, in Education

May 2023

Committee in charge:

Meghan Cosier, Ph.D., Chair

Dawn Hunter, Ph.D.

Deborah Taub, Ph.D.

The dissertation of Sara Morgan is approved.

Meghan Cosier

Meghan Cosier, PhD, Chair

Dawn L. Hunter

Dawn Hunter, PhD

Deborah Taub

Deborah Taub, PhD

March 2023

Educator Professional Development in Universal Design for Learning and Social-Emotional

Learning: A Collective Case Study

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“Now to Him who is able to do immeasurably more than all we ask or imagine, according to his power that is at work in us, to Him be the glory . . . forever and ever! Amen.” Ephesians 3:20-21(NIV)

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ABSTRACT

Educator Professional Development in Universal Design for Learning and Social-Emotional

Learning: A Collective Case Study

by Sara Morgan

Carefully constructed professional development supports learning. Integration of Universal Design for Learning and Social-Emotional Learning into professional development supports comprehension and encourages generalization. This study sought to understand educators' perceptions following a five-part webinar series on the connections between Universal Design for Learning and Social-Emotional Learning. Using the constructivist paradigm and a theoretical framework of collective case study, various aspects of professional development experiences were explored. Webinar design features, relevant content, significant take aways, and future training were all discussed. Review of post session survey comments and participant interviews were analyzed to reveal the findings. Slide decks from each session were used to support data analysis. This study concluded that educators should be provided opportunities to learn about the connections between Universal Design for Learning and Social-Emotional Learning in an environment that uses their frameworks to model the effective application of guidelines and strategies.

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Chapter 1: Introduction

Knowing how to best serve students' needs has been debated for decades (Murphy-Latta, 2011; Noddings, 2005). Educational professionals have argued over which groups of students to focus on and what needs are most important. These arguments have driven and divided professional development into compartmentalized categories (Noddings, 2005; Zins et al., 2004). Modern foci for educator development have included (a) academic learning, (b) behavioral learning, and (c) Social-Emotional Learning (SEL; Zins et al., 2004). This division has enabled the education community to separate and exclude students in and between groups. Recent efforts have been made toward understanding the importance of an integrated, whole-child approach by identifying the interrelationship of educational best practices associated with each developmental area (Comer & Darling-Hammond, 2019; Learning Policy Institute, 2021; Noddings, 2005). Using the integrated approach, educators are encouraged to recognize the connections among initiatives and subsequent frameworks, competencies, and strategies to provide engaging and supportive inclusive learning environments for ALL students (Armstrong, 2011; hooks, 1994; Zins et al., 2004).

Through this study, I sought to understand how a series of strategically designed virtual professional learning opportunities embedded with modeling and coaching impacted the perception of educational leaders as they worked to identify, organize, and apply an intentionally integrated approach to their practice. The webinar series targeted the connections found between the Center for Applied Special Technology's (CAST) Universal Design for Learning (UDL) framework and the Collaborative for Academic and Social Emotional Learning's (CASEL) SEL competencies. The intended outcome of this work was to provide a clear description of a

qualitative research study aimed at understanding how professional development can prepare education leaders to understand and integrate strategies that optimize learning.

Chapter 1 introduces background information, the purpose of the study, a statement of the problem, and the significance this study can bring to the field of education. Chapter 2 outlines previous research conducted on the topic, identifies themes that have emerged from the previous studies and identifies gaps in the research. Chapter 3 outlines the methods for this study, including the theoretical framework, a description of the participants, and the techniques that were used to collect and analyze data. Chapter 4 elaborates on the data analysis, and Chapter 5 presents the findings.

Background

Attention to curricular access has been a focus in education (Gilmour, 2019; Rose, 2001). CAST is influential in the recent history of this pursuit. For nearly 40 years, developers for UDL have striven to promote academic, behavioral, and social-emotional inclusion by removing barriers from the learning environment (Bosio, 2020; CAST, 2021a). The UDL framework is uniquely designed to activate three brain networks, addressing the what, why, and how of learning (Hitchcock et al., 2002; Ralabate, 2011). Each network has guidelines and checkpoints that allow educators to design learning opportunities for students to access, build, and internalize content (CAST, 2021b).

Through nine guidelines and 32 checkpoints, educators are prompted to enter the planning process proactively and with a social model mindset. Recognizing and planning from the outset enables educators to see barriers as design flaws in the environment, goals, teaching methods, resources, and assessment, not in the students (Hitchcock et al., 2002; Martin et al., 2019; Ralabate, 2011; Wilson, 2017). Pursuing access to content for all students requires

flexibility in the presentation of content, allowances for variation in processing information, and individual choice in the products used to determine mastery (Al-Azawei et al., 2016). Flexibly approaching classroom structures, materials, and activities reduces perceived threats and allows students to remain emotionally available for cognitive engagement (Hammond & Jackson, 2015; Immordino-Yang et al., 2019).

Research has regarded the interdependency of interventions that support academic, behavioral, and social-emotional success (Elias, 2009; Feshbach & Feshbach, 1987; Mercado, 2018; Sailor et al., 2021; Zins et al., 2004, 2007). In the fall of 2018, McGraw-Hill Education and Morning Consult published the Social Emotional Learning Report, which surveyed 1,140 teachers, administrators, and parents about the need for SEL in school settings. The report concluded all three groups of participants overwhelmingly agreed SEL is just as important as academic learning. Additionally, results from this study confirmed previous research, which indicated SEL interventions increased academic performance, positive classroom behavior, and students' ability to cope with stress (Domitrovich et al., 2017; Durlak et al., 2011).

In a follow-up survey conducted in 2021, Hanover Research collected survey data from 700 educators, administrators, and parents. McGraw-Hill Education published the results in the 2021 Social Emotional Learning Report. The 3 years between the reports revealed there had been a noticeable increase in the need for SEL due to recent global events. Additionally, it was noted awareness and implementation of SEL programs in schools had increased significantly.

Although these recent reports demonstrated a building interest in SEL and its companionship with other educational initiatives, the integration of SEL strategies has been of interest to many U.S. educational researchers since the late 1980s (CASEL, 2021a; Character Counts, 2021; Feshbach & Feshbach, 1987; Lickona, 1993; Spelling & Price, 2021; Wentzel,

1991a, 1991b, 1993). For 2-plus decades, CASEL has sharpened the definition and focus of SEL. Currently, CASEL illustrates a set of five interpersonal and intrapersonal interrelated competencies that reflect the cognitive, affective, and behavioral domains: (a) self-awareness, (b) self-management, (c) social awareness, (d) relationship skills, and (e) responsible decision making (CASEL, 2021b; Elias et al., 1997; Mahoney et al., 2021; Zins et al., 2007). Supporting the competencies across settings (e.g., homes, communities, schools, classrooms) promotes a foundation for academic achievement, prosocial behaviors, reduced conduct issues, and decreased emotional distress (Durlak et al., 2011; Greenberg et al., 2003).

Engagement in SEL and applying the skills and strategies allows students to have agency over their emotional state and responses to provoking stimuli. The goal of SEL is to provide access for students to act in accordance with internalized beliefs and take responsibility for their choices and behaviors (Bear & Watkins, 2006; Durlak et al., 2011; Sklad et al., 2012). Intentionally planned lessons that are developmentally, contextually, and culturally appropriate support cognition and knowledge transfer to diverse circumstances (Durlak et al., 2011; Immordino-Yang & Damasio, 2007). Lessons that consider individual students' needs promote inclusion and enhance community, belonging, and motivation (Durlak et al., 2011).

Researchers have agreed that diverse students in inclusive environments benefit from an integrated educational approach that promotes cognitive, social, and behavioral learning (Haft et al., 2016; Immordino-Yang et al., 2019; Katz, 2012; Raizada & Kishiyama, 2010). Leading researchers on the integrated approach have included Katz, University of British Columbia, and Novak, an internationally renowned education consultant. Katz (2012) developed a three-block model (TBM) that marries UDL with SEL. This model promotes inclusive teaching practices and trains educators in school settings. In collaboration with schools, Katz and colleagues have

published multiple quantitative studies demonstrating a positive impact on student outcomes (Katz, 2012, 2016; Katz & Sokal, 2016; Katz et al., 2019). Katz and colleagues' research studies explored how purposefully designed professional development can support educators' understanding of the connections between SEL and UDL. However, less is known about the relationships between teachers' professional learning and the implementation of SEL and UDL. Novak (2021) is the author of multiple books on UDL. Recently, this author introduced an online platform for professional development. One such course synthesizes and organizes the UDL framework and SEL competencies.

Understanding the connections and complementary aspects of UDL and SEL can reduce the cognitive load that educators carry, increasing the ability to engage students in meaningful learning experiences effectively (Greenberg et al., 2003; Sweller, 2011; Yoder, 2014). Preparing teachers to integrate initiatives requires intentional training (Phillips, 2008; Zins et al., 2007). Such training must embody the components of sustainable, high-quality professional learning (Bondie, 2020; Fredrick, 2011; Gschwandtner, 2016; Hersh, 2020; Lieser et al., 2018; Yates, 2014).

Statement of the Problem

Despite positive teacher perceptions of SEL and UDL and research suggesting both SEL and UDL support all student learning, few studies have combined the two approaches to explore the impact on teachers and their teaching practice. During a review of literature, 10 empirical studies were found. Six of the studies were authored by Katz and Sokal (2015, 2016, 2019) or Katz and Porath (2011). Five of these studies were quantitative, with a collective 1,834 study participants (Katz, 2013; Katz & Porath, 2011; Katz & Sokal, 2015; Katz et al., 2019). The sixth study was a qualitative collective case study with a sample size of 101 (Katz & Sokal, 2016).

The other studies (Cousik & Maconochie, 2017; Eichhorn et al., 2019; Grenier et al., 2017; Hashey et al., 2020) were qualitative studies with a combined number of participants of 32.

Recognition of students' individual needs, removal of barriers, and intentional planning ready the environment for active learning and engagement. However, these actions are not enough to ensure the highest return on instructional investment (Elias et al., 2003; Zins et al., 2004). Awareness of how UDL framed lessons support SEL begins with identifying points of connection (Novak, 2021). How an educator nurtures the nature of the social environment influences the emotional constancy of students, which in turn increases or decreases learning capacity (Immordino-Yang et al., 2019). Searches for studies on developing the skills of educators on the integrated approach to UDL and SEL resulted in a paucity of information. One book and one empirical study were found, both findings authored by Katz.

Significance

This study explored the interconnectedness of SEL and UDL and demonstrated how educators, with training, modeling, and coaching, could apply the competencies and principles together to accelerate learning for students. This exploration was accomplished through five systematically developed virtual professional learning opportunities developed in partnership between a local county office of education and a policy institute. The first two sessions in the series laid the foundation for the integration and application of UDL and SEL. The third, fourth, and fifth sessions addressed the SEL competencies and made connections to the UDL guidelines and resources that best support student success. Beginning with the third session, coaching by the professional development team was offered to participants. This study adds to a limited body of research that measures educator perceptions of the impact on knowledge and application of the combined approach.

Purpose

The purpose of the study was to discover the impact of a series of virtual professional learning opportunities on participant perceptions of knowledge and information sharing related to the integrated approach of UDL and SEL practices.

Research Questions

The study explored three primary research questions. Each of the three questions also have additional subquestions. These research questions and subquestions are now delineated.

1. What are educators' perceptions of the impact of a professional learning series on their knowledge and understanding of SEL?
 - 1.1. How do educators describe the impact of a professional learning opportunity on the future training potential of SEL for preservice and in-service educators equipping them for effective teaching in an inclusive educational setting?
2. What are educators' perceptions of the impact of a professional learning opportunity on their knowledge and understanding of UDL?
 - 2.1. How do educators describe the impact of a professional learning opportunity on the application of UDL for preservice and in-service educators equipping them for effective teaching in an inclusive educational setting?
3. What are educator perceptions of implementing integrated SEL and UDL education practices?
 - 3.1. How do educators describe integrating SEL and UDL in learning environments?
 - 3.2. How do educators describe integrating SEL and UDL across content areas?

3.3. How do educators describe the application of integrating SEL and UDL in inclusive settings?

Definitions of Terms

The following terms are used throughout this dissertation. The definitions and explanations are provided to support a common understanding of the concepts.

Diverse Populations

Social justice and multicultural education advocates are leading discussions across educational platforms with a critical focus on educational inequities and the intersection of ability, race, language, gender, and class differences (Waitoller & Thorius, 2016). Baglieri et al. (2011) noted that recognition of all groups should be included in social justice and multicultural education. According to a 2017–2018 Civil Rights Data Collection report posted on the U.S. Department of Education website, enrollment in K–12 public schools includes approximately 59 million students. Of those students, 52.7% identified as nonwhite. Across all race and ethnicity groups, 15.9% of students were categorized as students with disabilities, and English language learners totaled 10.4%. In a separate report published by the Digest of Education Statistics (Institute of Education Sciences, 2019), 50.1% of all students across the nation attended schools considered to fit in the mid-high to high poverty range based on eligibility for free and reduced lunch. Students' academic, behavior, and social-emotional needs vary across these and other diverse groups and subgroups; however, there is no group for whom the need does not exist. Therefore, this research placed broad boundaries on the term diversity to include race, ethnicity, gender, ability, and socioeconomic status.

Inclusion

Inclusion, as a term, is used in education to represent different groups of students who, for a variety of discriminating factors, have been excluded from age-grade appropriate general education. These students may be placed in schools outside their neighborhood, or have limited access to high-quality instruction, interventions, and supports that enable access to the curriculum (Alquraini & Gut, 2012). Academic researchers who critically study groups of students (e.g., race, gender, disability) hone the issues related to their identified field of study. For this research, inclusive classroom settings represented the students described previously, accessing high-quality instruction, interventions, and support alongside their general education peers at their local public school in the same classes, activities, and routines.

Professional Development / Professional Learning

For this study, the terms professional learning and professional development will be used interchangeably. Professional development refers to a myriad of ways teachers can engage in ongoing opportunities for career growth. Engagement can be facilitated independently or by schools and districts through in-person or online seminars, conferences, 1-day workshops, professional learning communities, education publications, books, book clubs, webinars, job embedded coaching, and more (Phillips, 2008). This study focused on developing professionals through a series of virtual seminars. Researchers have agreed, learning does not seamlessly transfer from in-person settings to the virtual world (Andersen, 2010; Hersh, 2020). The structural characteristics of web-based seminars, commonly known as webinars, must be carefully constructed to ensure active engagement, collaboration, and learning retention (Bondie, 2020; Fredrick, 2011; Garet et.al., 2001; Gschwandtner, 2016; Hersh, 2020; Lieser et al., 2018; Yates, 2014).

Social-Emotional Learning

Social-Emotional Learning (SEL) is a term used to address skills, attitudes, and behaviors that impact student success both in and out of school. Social emotional skills are traditionally unquantifiable including critical thinking, emotion management, conflict resolution, decision making, and teamwork (Wallace, 2021). Various organizations have crafted a definition for SEL. This research used the CASEL's (2020) definition of SEL:

SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. (p. 1)

Universal Design for Learning

Providing universal access to buildings, products, and educational settings originated with Ronald L. Mace in the 1970s (The RL Mace Universal Design Institute, 2019). A group of researchers expanded on the concept by challenging accessibility beyond structures to teaching methods and materials. This team founded CAST, an organization that explores the cognitive aspects of how students learn. Out of the organization came Universal Design for Learning (UDL), a scientifically designed approach to learning that optimizes access allowing diverse learners equal opportunities to succeed. Three neural networks—(a) engagement, (b) representation, and (c) action and expression—are identified. Each network is respectively characterized by the why, the what, or the how of learning (CAST, 2021b, 2021c).

Whole Child Learning

The whole child learning approach advocates for healthy, safe, engaging, supportive, and challenging educational environments (Centers for Disease Control and Prevention, 2021). When

these factors are considered in educational decisions, school systems generate a holistic approach to the collective needs of children (Centers for Disease Control and Prevention, 2021; Lewallen et al., 2015). This research focused on teacher recognition of the coherence between academic, behavior, and social-emotional skills to combat the burden of implementing multiple initiatives simultaneously (Lewallen et al., 2015; Noddings, 2005; Yoder, 2014).

Assumptions

All research contains philosophical assumptions. Each worldview frames research with both broad and specific ontological, epistemological, axiological, and methodological ideals (Creswell & Creswell, 2018). This research came from a constructivist, qualitative, collective case study perspective. Assumptions for the study included:

- Ontology: What is the nature of reality?
 - Reality is subjective.
 - Understanding requires an evaluation from multiple perspectives, including historical, social, and personal.
- Epistemology: What is the relationship between the researcher and the researched?
 - The researcher interacted with the participants.
 - The researcher minimized the distance between them and the participants.
 - The researcher and participants were truthful and forthcoming about their perceptions of the professional learning series and the application of knowledge.
- Axiology: What is the role of values?
 - The realities and perspectives of the researcher and the participants influenced the value placed on questions and responses, ultimately influencing the data collected and the interpretation of results.

- Methodology: What is the process of research?
 - Data gathered were context-bound and analyzed using inductive forms of logic.
 - Coding of data resulted in the emergence of categories and patterns that were used to frame understanding.
 - Multiple sources of information were triangulated to develop comprehensive trustworthy results.

Limitations

This study's primary limitation is generalizability. Several factors are at play when considering the future impact of the results. The first factor is that the participants for this study were generated from convenience sampling. The pool of possible participants was limited to those who engaged in the professional development series and were willing to volunteer to be a part of the research. This limitation resulted in a second limitation—small sample size. The sample size for this collective case study included three teams of educators, each team comprised one to five participants. The final factor that limited the generalizability of this study was that all the participants worked in a narrow geographic region and had similar demographic characteristics.

Conclusion

This chapter introduced the focus of the study. Background information was provided on UDL and SEL. The problem, significance, and purpose of the research were explored, and the research questions were stated. Terms were defined to support a common understanding of the concepts that were under investigation. Assumptions and limitations were shared. The following chapter presents a review of literature on the interdisciplinary work that has been conducted on UDL, SEL, and professional development. Chapter 3 discusses the methods for this study,

including the theoretical framework, a description of the participants, and the techniques that were used to collect and analyze data. Chapter 4 elaborates on the data analysis, and Chapter 5 presents the findings.

Chapter 2: Review of Literature

This chapter reviews current empirical research on the learning and application of Social-Emotional Learning (SEL) and Universal Design for Learning (UDL) in inclusive classroom settings. Studies have indicated that when UDL and SEL are systematically and strategically implemented, educators support a foundation for academic achievement, prosocial behaviors, reduced conduct issues, and decreased emotional distress (Durlak et al., 2011; Greenberg et al., 2003). Additionally, these frameworks teach students the skill of agency, which allows them to process provoking stimuli rationally and supports responsible decision making (Bear & Watkins, 2006; Durlak et al., 2011; Sklad et al., 2012). Next, studies reviewed revealed that educators who implemented the guidelines of UDL and competencies of SEL increased students' peer and curricular access for diverse students (Grenier et al., 2017; Katz et al., 2019; Katz & Sokal, 2016); social, academic, and intellectual engagement (Eichhorn et al., 2019; Grenier et al., 2017; Hashey et al., 2020; Katz et al., 2019; Sokal & Katz, 2015); and self-regulated social and academic behavior (Cousik & Maconochie, 2017; Eichhorn et al., 2019; Hashey et al., 2020). Finally, the literature on educator professional development showed systematic training, grounded in adult learning theory, is necessary to support teachers' ability to implement current teaching practices (French, 1997; Guskey, 2003; Patton et al., 2015; Terehoff, 2002; Qablan, 2018) and high-quality professional development leads to high-quality instruction which supports student achievement (Bayar, 2014; Burner & Svendsen, 2020; Darling-Hammond et al., 2017; Garet et al., 2001; Phillips, 2008).

SEL and UDL

Awareness of students' individual needs, removal of barriers, and intentional planning ready the environment for active learning and engagement (Gleason, 2011). However, these

actions are insufficient to ensure the highest return on instructional investment. Montessori and contemporaries identified the importance of the educator–student relationship, and the role emotions play in cognition (Bruner, 1990; Montessori, 1914; Vygotsky, 1978). How an educator nurtures the climate of the social environment influences the emotional constancy of students, which in turn increases or decreases the learning capacity (Immordino-Yang et al., 2019). Neuroscientific research has shown the human brain is wired to connect (Lieberman, 2013) and motivated by social interaction (Goleman, 2006). When students are in classrooms where individual social-emotional needs are acknowledged, access to learning and prosocial development is possible (Neville et al., 2013). Juvonen et al. (2019) exposed social exclusion’s negative effect on academic performance. Educators can implicitly and explicitly model discrimination or favoritism toward learning styles, behaviors, and social tendencies (Hymel & Katz, 2019). Therefore, an educator’s role in constructing the physical and social environment impacts the trajectory for engagement and learning. Educators do not just construct environments and lessons; they create spaces that encourage engagement and exploration (Gleason, 2011). Willms et al. (2009) found the determining factor in levels of student engagement weighed more heavily on which educator the student was assigned rather than the school they attended. According to Reis et al. (2000), educators who value autonomy, competence, and relatedness net higher levels of engagement from their students. Fashioning an environment that maintains academic rigor and supports whole child development requires an awareness of the interrelatedness of cognitive and social-emotional development.

Two renowned organizations, The Center for Applied Special Technology (CAST) and The Collaborative for Academic and Social Emotional Learning (CASEL), provide extensive research, tools, and resources on their focus areas. CAST, cofounded in 1984 by Anne Meyer,

David Rose, Grace Meo, Skip Sthal, and Linda Mensing, is the educational research and development organization that created the UDL framework and guidelines. UDL uses scientific insights about how students learn (CAST, 2021a). This approach is centralized around three networks of the brain (Rose & Meyer, 2008) and uses a proactive approach to structuring inclusive settings and developing accessible lessons (CAST, 2021a). Not explicitly proclaimed, CAST, through UDL, employs a social teaching model focusing on the barriers that might be present in an environment or curriculum (CAST, 2021b). CASEL was cofounded in 1994 by Daniel Goleman, Mark T. Greenberg, Eileen R. Growald, Linda Lantieri, Timothy P. Shriver, and David J. Sluyter. It emerged as an organization from a meeting hosted by the Fetzer Institute. Quickly, this group published a book that became the foundation for the SEL framework (CASEL, 2021a). The framework posits five cognitive competencies that support the healthy development of knowledge, skills, attitude, and identities. The competencies are (a) self-awareness, (b) self-regulation, (c) social-awareness, (d) peer relationships, and (e) decision making (CASEL, 2020).

This review explores current empirical research on applying SEL and UDL in inclusive classroom settings. Additionally, a review of effective professional development for educators is presented. A scarcity of literature is available on the interrelatedness of UDL and SEL. Even less is known about training educators on the connectedness of the two and the impact on students when implemented together. The limited resources indicated that two leading researchers, Katz, University of British Columbia, and Novak, an internationally renowned education consultant, have written empirically and nonempirically on the interrelationship. Katz (2012) developed a three-block model (TBM) for UDL in which Block 1 addresses the social-emotional needs of students. Additionally, consistently across Katz's research is implementing teacher training on

the TBM. Novak (2021) has published nonempirical work synthesizing and organizing the UDL and SEL frameworks. In partnership with colleagues, Novak has developed professional learning modules that make evident effective inclusive practices for schools and educators.

This section provides an overview of SEL (including the five CASEL competencies), UDL (including affective, recognition, strategic networks, and UDL guidelines for these networks), and professional development. Each section provides an abbreviated history of the topic and how the topic relates to learning.

SEL

The 1990s represented a period of significant awareness for SEL. The establishment of three renowned organizations occurred between 1992 and 1994: (a) Character Counts (Character Counts, 2021), (b) the Character Education Partnership (Lickona, 1993), and (c) the Collaborative to Advance Social Emotional Learning, now known as CASEL (2021a). From 1995–2001 the U.S. Department of Education provided grants to support the development of curriculum and character education programs (Spellings & Price, 2021). Government funding allowed the development of universal school-based social-emotional and behavioral programs. Often, organizations would center curricula on the social cognitive theory of Bandura (1977) and the 1995 book written by Goleman, *Emotional Intelligence: Why It Can Matter More Than IQ* (George Lucas Educational Foundation, 2011; Sklad et al., 2012).

The social cognitive theory asserts that all learning results from direct experience and can occur through observation (Bandura, 1969, 1977). Furthermore, emotional responses can be developed observationally (Bandura, 1977). Emotional intelligence connects a person's capacity to regulate emotions with the ability to solve problems and engage in positive social relationships (Elias et al., 1997; Zins & Elias, 2006). Researchers have purported that educators who use

social cognitive theory and emotional intelligence as a foundation for SEL create safe environments that reduce threats and promote healthy risk taking (Domitrovich et al., 2017; Sklad et al., 2012). Engagement in SEL and applying the skills and strategies allows students to have agency over their emotional state and responses to provoking stimuli. The goal of SEL is to support an individual's actions according to internalized beliefs and take responsibility for choices and behaviors (Bear & Watkins, 2006; Durlak et al., 2011; Sklad et al., 2012). Using social cognitive theory and other emotional, health, and behavior-based theories, CASEL's approach to SEL centers on teaching, modeling, and rehearsing selected skills that promote behavior change (Mahoney et al., 2021; Payton et al., 2000).

For 2-plus decades, CASEL has sharpened the definition and focus of SEL. CASEL illustrates five interpersonal and intrapersonal interrelated competencies that reflect the cognitive, affective, and behavioral domains: (a) self-awareness, (b) self-management, (c) social awareness, (d) relationship skills, and (e) responsible decision making (CASEL, 2021b; Elias et al., 1997; Zins et al., 2007). Like Bronfenbrenner's (2005) ecological model, the CASEL (2021b) five competency model evaluates each competency in four key settings: (a) communities, (b) family and caregivers, (c) schools, and (d) classrooms (i.e., the focus setting of this study). Supporting the competencies across each setting promotes a foundation for academic achievement, prosocial behaviors, reduced conduct issues, and decreased emotional distress (Durlak et al., 2011; Greenberg et al., 2003).

Self-Awareness

The psychological field has a long history of addressing the concept that a person should be able to accurately assess their strengths and weaknesses (Morin, 2011). CASEL (2022c) defined self-awareness as "the ability to understand one's emotions, thoughts, and values and

how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose" (para. 4). Researchers such as DeMink-Carthew et al. (2020) and Sutton (2016) concurred that self-awareness requires one to reflect on thoughts, feelings, experiences, actions, personal development, strengths, and difficulties. The acquisition of self-awareness, elaborated on by Rochat (2003), was defined as a five-level process attained during early developmental years. Upon achieving the fifth level of self-awareness, an individual can perceive themselves and perceive themselves in the minds of others.

Self-Management

CASEL (2022d) defined self-management as "the ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals" (para. 4). The desire to identify emotions and learn how to respond to them is timeless, yet the field of emotion regulation is relatively young (Gross, 1998). In 1998, Gross, at Stanford University, authored an article titled "The Emerging Field of Emotion Regulation: An Integrative Review." In this review, Gross noted various subdivisions (i.e., biological, cognitive, developmental, social, personality, health, and clinical) of the psychological field have focused on emotion regulation and reported findings based on their vantage point.

Biological psychologists concern themselves with the neural pathway of emotion regulation (Gross, 1998). Cognitive psychologists recognize the complex connection between affective processes (i.e., feelings and emotions) and problem solving, learning, and memory (Christianson, 1992; Gross, 1998). Developmental psychologists view temperament and adult

emotion expression as significant considerations in the development of self-regulation and emotion regulation. Social psychologists focus on how individuals respond in and to positive and negative social. Personality psychologists centralize emotion regulation on agency, an individual's role in shaping their behavior, emotion expression, experience, and physiological response. Health psychologists recognize the physical health implications of negative emotions. Clinical psychologists are concerned with how emotion regulation impacts the mental health of individuals. Their attention is drawn to the impact of mental health on the ability to work, interact with others, and find enjoyment in oneself (Gross, 1998). Collectively, each subdivision's narrow focus broadens the overall understanding of how an individual manages emotions, thoughts, and behaviors.

Social-Awareness

CASEL (2022e) defined social awareness as:

The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

(para. 4)

Scholarly article searches for “social awareness,” “teaching + social awareness,” “social awareness + K-12 education,” and “SEL + social awareness + education” proved fruitless. However, like self-management and its connection to emotion regulation, social awareness, and the teaching of social awareness manifests in research and literature on culturally responsive teaching.

The idea education needed to be more culturally minded was birthed out of the mid-20th-century movement of school desegregation (Aronson & Laughter, 2016). Two prominent voices emerged from multicultural conversations, speaking to the posture of education and practice of teaching as it related to cultural relevance. Ladson-Billings and Gay were at the forefront of an educational paradigm shift toward social inclusion in public school classrooms (Dover, 2013).

In 1994, Ladson-Billings wrote her seminal work *The Dreamkeepers: Successful Teaching for African American Students*. Ladson-Billings (1994) defined this pedagogical approach as “a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impact knowledge, skills, and attitudes” (pp. 17–18). Ladson-Billing’s theory encompasses three crucial components: student learning, cultural competencies, and critical consciousness (see Table 1).

Table 1

Three Components of Culturally Relevant Pedagogy

Component	Definition
Student Learning	The student’s intellectual growth and moral development, but also their ability to problem-solve and reason.
Cultural Competence	Skills that support students to affirm and appreciate their culture of origin while developing fluency in at least one other culture.
Critical Consciousness	The ability to identify, analyze, and solve real-world problems, especially those that result in societal inequalities.

Note. Adapted from *Culturally Relevant Pedagogy*, by Teacher and Leader Policy Office, 2022, California Department of Education.

Gay (2013) began conceptualizing the term culturally responsive teaching in the early 1970s. In a book published in 2000, Gay elaborated on dimensions of culturally relevant teaching:

- Culturally responsive teachers are socially and academically empowering by setting high expectations for students with a commitment to every student's success;
- Culturally responsive teachers are multidimensional because they engage cultural knowledge, experiences, contributions, and perspectives;
- Culturally responsive teachers validate every student's culture, bridging gaps between school and home through diversified instructional strategies and multicultural curricula;
- Culturally responsive teachers are socially, emotionally, and politically comprehensive as they seek to educate the whole child; Culturally responsive teachers are transformative of schools and societies by using students' existing strengths to drive instruction, assessment, and curriculum design;
- Culturally responsive teachers are emancipatory and liberating from oppressive educational practices and ideologies as they lift "the veil of presumed absolute authority from conceptions of scholarly truth typically taught in schools. (pp. 29–36)

After decades of development and research, Gay and Banks (2010) reported Gay's more recently definition of culturally responsive teaching as "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them" (p. 31). Over time, researchers have built on the work of Ladson-Billings and Gay, and the contemporary theory is broadly known as asset-based learning. Asset-based learning encompasses terms such as culturally sustaining pedagogy,

culturally responsive teaching, culturally relevant teaching, and culturally relevant education (Aronson & Laughter, 2016; Will & Najarro, 2022).

Relationship Skills

In an article written by Denham and Brown (2006), relationship skills include but are not limited to, “making positive overtures to play with others, initiating and maintaining conversations, cooperating, listening, taking turns, seeking help, and practicing friendship skills” (p. 657). The authors discussed higher-level relationship skills, including assertiveness, conflict resolution, and negotiation. The skills noted by Denham and Brown aligned with CASEL’s (2022a) definition of relationship skills:

The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. (para. 4)

Eisenberg et al. (2005) associated relationship skills with academic success. Furrer and Skinner (2003) agreed, noting a child’s relationships impact motivation and performance. One emphasis within their research was the role peers, teachers, and parents play in a child’s sense of relatedness and how relatedness connects to school performance. McKown et al. (2009) studied 126 children. One significant finding from their study connected the SEL competency of self-management with the positive development of pro-social skills.

Responsible Decision Making

Decision making is one part of a larger skill set called executive functions (Swami, 2013). Executive functions encompass the cognitive processes of working memory, inhibitory control, and cognitive flexibility (Center on the Developing Child at Harvard University, 2014; Swami, 2013; Zelazo et al., 2017). These processes can be seen in a person's ability to create and initiate plans of action, attend to stimuli, resist distractions, problem solve, and monitor actions (Center on the Developing Child at Harvard University, 2014; Swami, 2013; Zelazo et al., 2017). Decision making requires a person to consider possible outcomes and determine which outcome is desired or optimal (Li et al., 2013; Swami, 2013). The decision can be made through multiple perspectives, psychological (Li et al., 2013; Swami, 2013), cognitive (Gonzalez, 2017; Swami, 2013), and normative (Swami, 2013). The psychological perspective regards the needs of the individual as a critical factor in the resulting decision (Li et al., 2013; Swami, 2013). The cognitive perspective insists there is a loop of environmental interactions that shape decision making (Gonzalez, 2017; Swami, 2013). The normative perspective uses logic and reason to lead the decision-making process (Swami, 2013). CASEL's (2022b) definition encompasses these perspectives, stating responsible decision making is:

The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes considering ethical standards and safety concerns and evaluating the benefits and consequences of various actions for personal, social, and collective well-being. (para. 1)

According to The Center on the Developing Child at Harvard University (2014), children are not born with executive function skills; the processes develop through experiences and social interactions. Beginning in infancy and moving through early adulthood a person builds the

capacity to reflect, express, monitor, and evaluate their actions. Through scaffolding, educators play a critical role in supporting the successful development and success of these skills. Zelazo et al. (2017) reported that numerous studies indicate that executive functioning skills predict school readiness, academic learning, and achievement. The authors contended that their exploration of research found evidence that supports students with executive function skills retaining more information. How best to facilitate executive function skills, including responsible decision making is the topic of the Center on the Developing Child at Harvard University's (2014) publication, *Enhancing and Practicing Executive Function Skills With Children from Infancy to Adolescence*. In the 16-page handbook, age-appropriate activities are suggested to challenge and strengthen various components of executive function, including responsible decision making.

UDL

In the 1970s, Ronald Mace used the term universal design to describe “designing all products and environments to be aesthetic and usable to the greatest extent possible by everyone, regardless of their age, ability, or status in life” (The RL Mace Universal Design Institute, 2019, para. 3). In 1984, CAST (2021c) was founded. Over the next decade, the CAST research team expanded their understanding of “how to improve education using flexible methods and materials” (CAST, 2021c, p. 2). This approach to education is called UDL.

According to Gravel (2018), “UDL is situated among several pedagogical approaches that seek to enhance opportunities for diverse learners” (p. 4). There are similarities with differentiated instruction—a structure for teaching that provides students with different paths to learning (Tomlinson, 1999). Another similar approach is adaptive teaching, an educational method where educators frequently employ formative assessment to evaluate student's progress and make real-time adjustments to resources and learning activities (Gravel, 2018; Kara &

Sevim, 2013). To facilitate positive momentum toward inclusive environments; encourage full participation in the curriculum; and support academic, behavioral, and social-emotional growth, educators must examine how they present content, engage students in processing the information, and allow for various products that represent their knowledge (CAST, 2018b; O'Donoghue & Venter, 2018; Rose & Meyer, 2002).

UDL offers educators a framework for supporting the changing composition of today's classrooms. The principles of UDL urges educators to offer variations of:

- perception,
- clarification in language and symbols,
- mental maps for retrieval,
- bridges for transfer,
- recruitment of interests,
- endurance for sustaining effort and persistence,
- promotion of self-regulation,
- opportunities for physical actions,
- variety in expression and communication, and
- training in executive functions (CAST, 2021b).

This framework is grounded in neuroscientific research (Balta, 2021; CAST, 2018a). Broken into three networks, UDL focuses on the purposeful activation of the whole brain during teaching and learning opportunities (CAST, 2018b; Meyer et al., 2014; Shi, 2020). Using flexible environments, materials, and activities stimulates the networks (Rao & Meo, 2016). Meyer et al. (2014) and CAST (2018b) labeled the networks as follows: (a) the affective network, (b) the recognition network, and (c) the strategic network. Each network reflects the function of a

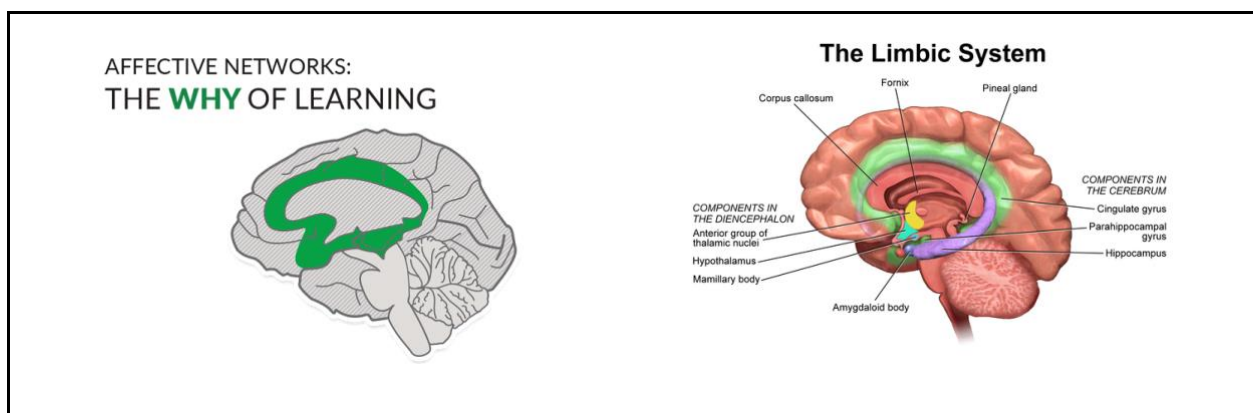
neurological network; when lessons are designed with UDL in mind, educators can stimulate the whole brain (Balta et al., 2021; Brand & Dalton, 2012; Rose & Meyer, 2002; Shi, 2020).

The Affective Network

The CAST's (2018a) rudimentary illustration of the affective network highlights cognitive activation in the limbic system (see Figure 1). The limbic system sits at the center of the brain and is known to be the command center for emotional and behavioral expression (Crumbie, 2022; Joos et al., 2015; Physiopedia, n.d.). RajMohan and Mohandas (2007) elaborated on the prominent regions (i.e., limbic lobe, hippocampal formation, amygdala, septal area, and hypothalamus) in the limbic system. Collectively, the limbic regions function as a processing center for emotional response and memory, motivation, and decision making; olfaction, social cognition; and episodic and spatial memory (RajMohan & Mohandas, 2007; Torrico & Abdijadid, 2022).

Figure 1

UDL Affective Network and the Limbic System



Note. Side-by-side illustrations of the affective network (image on left; CAST, 2018a) and the limbic system (image on the right; Physiopedia, n.d.).

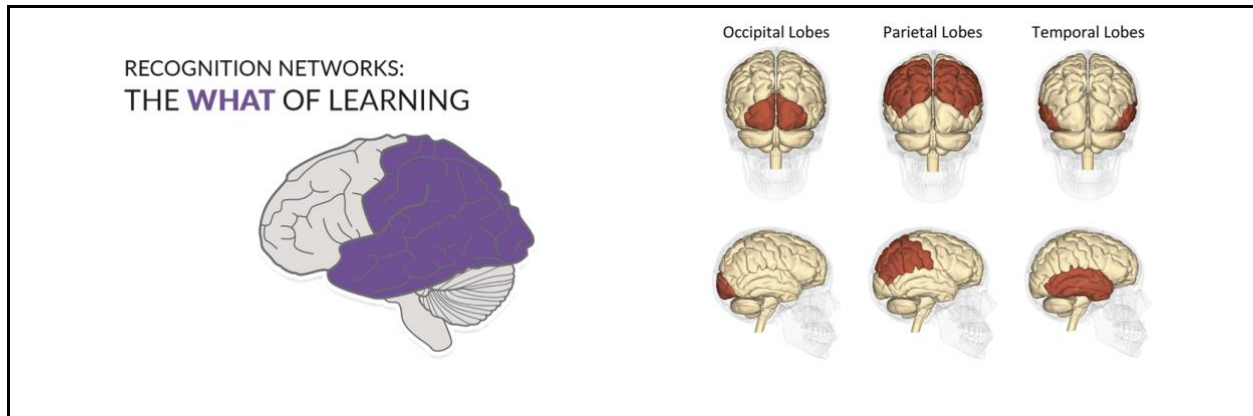
CAST (2021b) described the affective network as the UDL principle of multiple means of engagement. Simplified language assists educators in considering the why of learning (CAST, 2021b). Why is the lesson necessary to the student? What is the relevance? The why encourages educators to consider the personal connection, memory making, and emotional attachment students will have with the lesson. According to Al-Azawei et al. (2016), “Learners naturally have different characteristics, preferences, needs, and abilities” (p. 39). Therefore, multiple means of engagement (CAST, 2021b) allow students to engage in positive, meaningful learning experiences.

The Recognition Network

Figure 2 illustrates the areas of the brain CAST (2018a) has identified as being activated through the recognition network. Based on the illustration, the recognition network includes the occipital, temporal, and parietal lobes. The occipital lobe interprets what we see, and the temporal lobe comprehends what we hear. The parietal lobe brings the two together to help perceive what is seen and heard and provide context to the incoming information (Joos et al., 2015; Seladi-Schulman, 2018).

Figure 2

UDL Recognition Network and the Occipital, Temporal, and Parietal Lobes



Note. Side-by-side illustrations of the recognition network (image on left; CAST, 2018a) and the occipital, temporal, and parietal lobes (image on right; St. Clair Tracy, 2020).

This network is described as the UDL principle of multiple means of representation (CAST, 2021b). CAST simplifies the language to assist educators in considering the what of learning. What is being taught? What formats will allow for the greatest access? When crafting UDL lessons, educators consider the importance of presenting information in various ways (e.g., multimodal channels of information) to support accessibility, promote inclusion, and serve diverse abilities recall for future application (Al-Azawei et al., 2016).

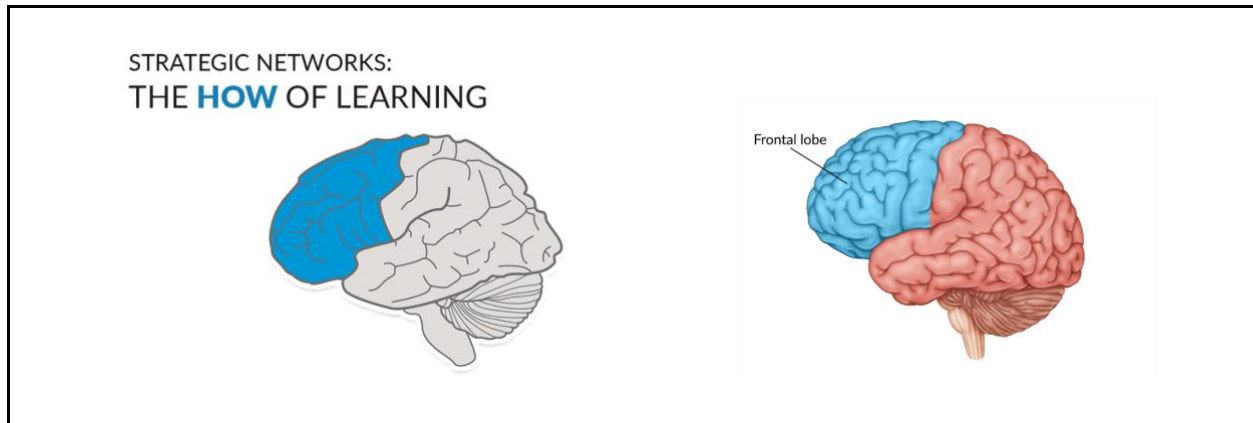
The Strategic Network

Based on the illustration provided by CAST (2018a; see Figure 3), the strategic network, highlighted in blue, is activated in the frontal lobe. The frontal lobe is responsible for many functions, including the development of personality, problem solving, reasoning, and executive function (Joos et al., 2015; Seladi-Schulman, 2018). Executive function allows one to organize

information, strategically plan, initiate action, self-monitor emotions, and control one's responses (Queensland Health, 2013).

Figure 3

UDL Strategic Network and the Frontal Lobe



Note. Side-by-side illustrations of the strategic network (image on left; CAST, 2018a) and the frontal lobe (image on right; Flint Rehab, 2021).

This network is described as the UDL principle of multiple means of action and expression (CAST, 2021b). CAST (2021b) simplified the language to assist educators in considering the how of learning. How will students express what they know? How will students deepen their connection to content by creating a product meaningful to them? The how, associated with the strategic network, develops educators understanding that students' planning, organization, and expression of knowledge is personal (Nave, 2021).

UDL Guidelines

On their website, CAST (2018b) explained the organization of the guidelines. Each principle has guidelines for educators to consider. The first row approaches each network from

the perspective of access. The eight access guidelines offer considerations for broadening options to access the content. The second row strives to provide the opportunity for students to build skills. The 12 build guidelines offer general strategies to support students' ability to use the tools that support learning (i.e., fluency of procedures, clarity of vocabulary, collaboration with the classroom community, and formative feedback). Finally, the third row offers strategic encouragement for internalization (CAST, 2018b). The 11 internalization guidelines promote the systematic release of ownership from the educator to the student (CAST, 2021b).

Researchers have asserted that intentionally planned lessons that are developmentally, contextually, and culturally appropriate support cognition and knowledge transfer (Durlak et al., 2011; Immordino-Yang & Damasio, 2007). Lessons that consider individual students' needs enhance community, belonging, and motivation (Durlak et al., 2011). Interdisciplinary collaboration among neuroscientists and education professionals is critical in creating highly engaging, inclusive classroom environments (Chang et al., 2021).

Professional Development

Professional development is the continued education related to one's work that extends beyond initial training or preparation (French, 1997; Patton et al., 2015). According to Antley (2016), regular engagement in professional development is reported to have these professional benefits:

- Expands knowledge base,
- Boosts confidence and credibility,
- Provides networking opportunities, and
- Keeps professionals current in industry trends.

Research has consistently reported teachers who actively engage in learning beyond formal education can maintain high-quality teaching practices throughout their careers (Rogers et al., 2007; Starkey et al., 2009).

Hill (2013) noted not all professional development initiatives are effective. In a study for The Learning Policy Institute, Darling-Hammond et al. (2017) researched elements of effective professional development. Typical components of high-quality professional learning include:

1. Development of focused content;
2. Encouragement of active learning and use of adult learning theory;
3. Provision of opportunity for collaboration, coaching, and expert support;
4. Allowance of opportunities for feedback and reflection;
5. Modeling of effective practices;
6. Provision for coaching and support; and
7. Is of sustained duration.

Additionally, it has been recognized that professional learning has moved past the 1-day workshop model and should be ongoing and sustained (Darling-Hammond et al., 2009; French, 1997; Patton et al., 2015).

Today, there are many options for how educators engage in professional development. One method that has gained momentum is training via a virtual platform (Bryson, 2020; Gschwandtner, 2016; Hanover Research, 2019). However, researchers confer learning does not seamlessly transfer from in-person settings to the virtual world (Andersen, 2010; Hersh, 2020). The structural characteristics of web-based seminars, commonly known as webinars, must be carefully constructed to ensure active engagement, collaboration, and learning retention (Bondie, 2020; Fredrick, 2011; Gschwandtner, 2016; Hanover Research, 2019; Hersh, 2020; Lieser et al.,

2018; Yates, 2014). Burns (2011) remarked to be effective, online professional learning it must be:

Long-term; sequential; differentiated based on teachers' needs and realities; provide opportunities for teachers to view the intended practice and study it; help teachers plan, design for application in the classroom; provide teachers with practice and feedback; and have opportunities for revision. (p. 136)

In the article, "Using Webinars to Support Your Continuing Professional Development," Bryson (2020) described the two main webinar formats: synchronous and asynchronous. Synchronous learning is real-time, where the presenter and participants are simultaneously in the same virtual space. During synchronous learning sessions, the presenter and participants can communicate, collaborate, and provide in-the-moment feedback (The Glossary of Education Reform, 2013a; Hrastinski, 2008). Asynchronous learning is not time-bound. The presenter constructs the learning, and participants engage with the content individually at a time convenient to their schedule (The Glossary of Education Reform, 2013a; Hrastinski, 2008).

In a 2009 research study by McBrien et al., three themes emerged that supported critical elements of distance online learning: (a) dialogue, (b) structure, and (c) autonomy. The dialogue was reported to mostly support student engagement; however, there were a few reports that virtual dialogue did not feel as connected or some people participated less in the online setting. Structure related to the ease of attending the sessions from home, travel cost savings, and ability to attend class even when sick. However, some participants reported the chats got out of control and breakout sessions were unproductive. Autonomy was connected to student involvement and support of student content processing; however, some negative impacts on involvement included

a sense of being overwhelmed by the multiple platforms for communication, being overstimulated, or being under stimulated.

Yates (2014) researched the value of synchronous online webinars for career practitioners. The empirical study found participants were engaged through the relevance and format of the program. It was reported there was a noticeable reduction in participant-to-participant interaction, but the participant-to-tutor interaction was acceptable, and learning was not obstructed. Additional mentions were made regarding unreliable or unfamiliar technology getting in the way of learning; however, overall, participants reported positive outcomes.

In a 1-year project conducted by Gschwandtner (2016), surveys emphasized the positive use of polls, chats, screen sharing, live demos, slide sharing, and surveys during webinars for information skills training. The project sought to add webinars as an additional teaching method alongside onsite formats. The author noted adding webinars as an option addressed the changing student population noting an increased number of distance learners. Survey results revealed the webinar participants liked the presentation, found the presentation to be interactive, and responded positively to the presenter being visible as opposed to a voice behind a set of slides.

Lieser et al. (2018) developed and described “The Webinar Integration Tool: A Framework for Promoting Active Learning in Blended Environments.” This tool was created to “enhance the interaction of teaching and learning in blended environments” (Lieser et al., 2018, p. 1). Comprised in the tool are activities that enhance synchronous learning sessions and functional supports for asynchronous engagement with resources and materials. Activities and functional supports are categorized using the 4Es learning cycle model: (a) engagement (i.e., polling, raise hand, video face time, phone call-in, private and group chat); (b) exploration (i.e., file sharing, desktop and application sharing, links to web resources); (c) explanation (i.e., file

sharing, whiteboard, change presenter role, grant keyboard control); and (d) extension (i.e., file sharing, take keyboard control, breakout rooms; Lieser et al., 2018).

In 2019, Hanover Research published *Best Practices in Online Professional Learning*. The report outlined best practices for online learning. The group notes four benefits of online professional learning: flexibility, community, accountability, and agency. To get the most out the benefits, developers should focus on three tactics: (a) motivating and sustaining participant engagement, (b) creating opportunities for collaboration, and (c) supporting reflection on content and practice. Referenced in the report is Darling-Hammond et al.'s (2017) *Characteristics of Effective Professional Learning*.

Two periodical publications, Andersen (2010) and Fredrick (2011), provided tips for effective webinars. Andersen (2010) highlighted the importance of the presentation design, audience engagement, integration of hyperlinks, use of video clips, providing clear directions, and following up with the participants post session. Fredrick (2011) focused on platforms that provide access to video discussion, file sharing, group chats, collaboration, and recording features. The article emphasized the importance of using platforms that enhance collaboration and interactivity. Concluding the article Fredrick (2011) noted, “webinars in particular – will continue to be the new face of professional development” (p. 40).

Teacher resistance is a factor in the success of professional development (Carless, 2004; Phillips, 2008). Carless (2004) discussed international school reform, emphasizing the importance of recognizing teachers’ past achievements, experiences, and challenges to get buy-in when proposing new initiatives. Additionally, the author noted resistance often develops in anticipation of new ideas or required changes. Interviews revealed teachers going into professional development bring with them the stress of heavy workloads. According to Phillips

(2008), teachers who desire to engage in professional development face external factors such as limited time, job stress, and family commitments. However, learning is essential to the teaching profession both for teacher and student success (Darling-Hammond et al., 2017; Garet, 2001; Phillips, 2008; Terehoff, 2002). In a 2013 periodical publication, Murray (2013) posed six questions leaders can ask to better understand educator resistance:

- How have teachers experienced past professional development?
- Are teachers needs and preferences being considered?
- Are teachers treated with respect?
- Are teachers accustomed to being asked to collaborate, think, and innovate?
- Do school leaders make the new strategies easy to implement?
- Are professional development activities linked to a compelling purpose (pp. 45-46)?

This list of questions can be tied to the philosophy of andragogy, adult learning theories. Modern popularization of andragogy is credited to Knowles (Carless, 2004; Elmore, 2002; Ingalls, 1972; Literacy Information Center, 2011; Terehoff, 2002). In the 1970 book, *The Modern Practice of Adult Education: From Pedagogy to Andragogy*, Knowles posited four assumptions about adult learners:

- As a person matures, they move from dependency to increased self-directedness.
- Adult learners draw from an accumulated reservoir of experiences to support learning.
- An adult's readiness to learn is related to the developmental tasks of their social or life roles.
- As adults mature, they shift from subject-centered (future application) to problem-centered learning (immediate application) (p. 39).

In the same text, Knowles (1970) elaborates on superior learning conditions for adults. Here, the author lists the conditions that promote growth and development:

- The learner feels the need to learn.
- The environment is comfortable and there is a sense of mutual trust and respect.
- The learner perceives the goals of a learning experience.
- The learner accepts a share of the responsibility for planning.
- The learning process is related to and makes use of the experience of the learners.
- The learners have a sense of progress toward their goals.
- The learner participates actively (pp. 52-53)

Following the 1970 publication, Knowles (1984) published *Andragogy in Action: Applying Modern Principles of Adult Learning* in which the author laid out implications for practice:

- Set a cooperative climate for learning.
- Facilitate self-directed needs assessment.
- Design sequential activities to achieve goals and objectives.
- Work collaboratively with the learner to design the learning experience.
- Involving adult learners in the program's evaluation (pp. 14-18).

In a NASSP bulletin, Terehoff (2002) used the Knowles's andragogy principles to inquire about the elements missing from professional development that keep teachers from being interested and engaged. The author recognized the importance of professional development facilitators' attitudes toward the participants as critical, conveying when teachers are credited with competence in self-directed professional growth (Knowles, 1984), they can positively contribute to the learning environment. Terehoff advocated that input from teachers is used to develop the learning session, then participants are more likely to buy into the training. Reflecting

on Knowles's principle of attending to adult learners' needs and interests, Terehoff remarked that teachers want to know the investment in time will support their growth in knowledge, understanding, skills, attitude, and interest. The author was clear that conducting a needs assessment, albeit time-consuming, is a step in the design process that must not be skipped. The needs assessment can support the development of the program goals and objectives. Elmore (2002) recommended program objectives explicitly state what new knowledge and skills will be acquired. Terehoff asserted learning sessions should support opportunities for self-direction. Post session and post series evaluations are critical to assess learning outcomes and planning for future sessions and learning opportunities. Ingalls (1972) offered three components of comprehensive evaluations:

- Discovery of what change and learning has taken place;
- Exploration of how such discoveries are applicable to other settings and circumstances; and
- Reassessment of one's own needs, interests, and values in light of such learning circumstances (p. 193).

Merriam et al., (2007) offered insight into adult learning in their book *Learning in Adulthood: A Comprehensive Guide*. Here the reader is introduced to a convergence of adult learning concepts, including andragogy, self-directed learning, transformative learning, and experiential learning. Self-directed learning allows the participant to select the pathway of learning that best suits their preferences. For example, to learn something new, the student could select reading an article, taking a class, or seeking to learn from a mentor. Transformative learning focuses on making meaning of life experiences. The theory views learning as more than adding information rather it is about making sense of the newly acquired knowledge and

analyzing how it changes beliefs, attitudes, and perspectives. Learning experientially requires four key abilities:

- Openness and willingness to involve oneself in new experiences.
- Observational and reflective skills so that new experiences can be viewed from different perspectives.
- Analytical abilities so integrative ideas and concepts can be created from their observation.
- Decision-making and problem-solving skills so new ideas can be used in actual practice (p. 164).

The authors also explored newer approaches to adult learning, including embodied, spiritual, narrative, and nonwestern perspectives. Additionally, the authors shared information about adult development, cognitive development in adulthood, and intelligence and aging.

Following the publication of the book, Merriam (2017) published an article, “Adult Learning Theory: Evolution and Future Directions.” Merriam (2017) elaborated on the mind–body connection emphasizing the importance of understanding “how the brain, body, and emotions are interconnected” (p. 30). This connection contributes to how learning occurs. Using adult learning theories and understanding the differences between the way adults and children learn can help developers be more effective in their practice and more in tune with the readiness, knowledge levels, needs of their audience (Literacy Information Center, 2011; Merriam, 2017).

Method

A three-phase article search was conducted to review the relevant literature for this study. The first phase searched for empirical research that addressed both UDL and SEL. The second phase focused on finding empirical research that connected UDL with key terms related to SEL.

The third phase addressed the search for articles related to professional development that combined training on UDL and SEL. Each search used the EBSCO and Google Scholar databases. EBSCO search limiters included full text, scholarly, peer reviewed, academic journal, and English. Exclusions included articles unrelated to K–12 educational settings, articles that focused explicitly on the implementation or professional development of UDL, SEL, or a combination of both in noninclusive classroom settings, and articles relating to online or virtual school settings. For all three phases, one additional exclusion criterion—the article needed to be empirical—was applied. After the three-phase search and application of all exclusion criteria, 10 articles were identified. Five articles were qualitative and five were quantitative.

Phase 1

Phase 1 searches included words and phrases, Universal Design for Learning and Social-Emotional Learning; UDL and SEL, UDL to support SEL, connecting UDL and SEL, and the UDL and SEL connection in teaching and learning. After applying the initial exclusion criteria, the first round of searches resulted in six publications, two empirical studies, three systematic reviews/meta-analyses, and one book chapter. Three of the six publications listed the same author/coauthor. Subsequent searches in Phase 1 included using that author’s name resulting in three additional empirical publications.

Phase 2

A second search with expanded search parameters included UDL paired with the CASEL competencies and key terms: UDL and self-awareness, UDL and self-efficacy, UDL and self-management, UDL and social-awareness, UDL and culturally responsive pedagogy, UDL and peer relationships, UDL and responsible decision making, and UDL and executive functioning.

After applying the initial exclusion criteria, the second phase of searches resulted in six additional publications, five empirical studies, and two systematic reviews/meta-analyses.

Phase 3

A third search was conducted using words and phrases, including Universal Design for Learning and Social-Emotional Learning professional development for educators, professional development for educators connecting multiple initiatives, and connecting UDL and SEL in professional development. The initial search yielded seven articles related to professional development in education that combine multiple initiatives. Of the seven articles, five articles listed the same first author, and four articles matched articles found for UDL and SEL. The other two articles discussed combining initiatives in the field of education but unrelated to UDL and SEL. Expanding the search beyond full text, scholarly, peer reviewed articles, one professional development website offered a training series on connecting UDL and SEL.

Results

This review of literature sought to identify what research showed about how educators can learn and apply the interrelated knowledge of UDL and SEL in inclusive classroom settings. Table 2 illustrates the 10 empirical studies supporting the connections between UDL and SEL and encouraging an interdisciplinary approach to instruction. Four of the nine articles addressed the inclusion of PD for educators. From these articles, four major themes emerged. First, integrating SEL into an inclusive UDL classroom setting provided more significant opportunities for social and academic access for diverse students. Second, interdisciplinary efforts increased social, academic, and intellectual engagement. Third, the UDL and SEL frameworks support self-regulated social and academic behavior. Fourth, educators' self-efficacy and job satisfaction

increased while teacher workload decreased with training and implementing a teaching model that integrates SEL with UDL.

Table 2*Empirical Research on the Combined Application of UDL and SEL*

Title	Author(s)/ year	Method	Participants	Data source	Themes
Increasing Engagements of English Learners Through Universal Design for Learning	Eichhorn Lowry Burke 2019	Qualitative Case Study	(<i>n</i> = 2) ELL Students	Observations	Social and Academic Connection Self-Regulation Peer Collaboration Choice Professional Collaboration Professional Knowledge
“Hey the Tomatoes Didn’t Grow but Something Else Did!”: Contesting Containment, Cultivating Competence in Children Labeled with Disability	Cousik Maconochie 2017	Qualitative Ethnographic	(<i>n</i> = 28) 3 Educators 25 Students	Narrative Observations Fieldwork Notes Children’s Drawings Staff Journal Entries Semistructured Interviews Construction and Analysis of Learning Stories	Inclusion Agency Self-Regulation

Applying Universal Design for Learning and the Inclusion Spectrum for Students with Severe Disabilities in General Physical Education	Grenier Miller Black 2017	Qualitative Case Study	(<i>n</i> = 1) Student with multiple and severe disabilities	Observations	Inclusion Engagement Social-Awareness
Combining Universal Design for Learning and Self-Regulated Strategy Development to Bolster Writing Instruction	Hashey Miller Foxworth 2020	Qualitative Case Study	(<i>n</i> = 1) Student with SLD and was an ELL	Observations	Interdisciplinary Engagement Self-Regulation Access Motivation
The Three Block Model of Universal Design for Learning (UDL): Engaging Students in Inclusive Education	Katz 2013	Quantitative Quasi- Experimental	(<i>n</i> = 631) Students in Grades 1–12 across 10 schools	Observations Self-Reported Surveys	Academic Inclusion and Engagement Social Inclusion and Engagement Professional Development
Implementing the Three-Block Model of UDL: Effects on Teacher Self-Efficacy	Katz 2015	Quantitative Quasi- Experimental	(<i>n</i> = 58) 1st -12th grade teachers across 10 schools	Interviews Self-Reported Surveys	Self-Efficacy Self-Esteem Job Satisfaction Reduced Workload Professional Development
Universal Design for Learning as a Bridge to Inclusion: A Qualitative Report of Student Voices	Katz Sokal 2016	Qualitative Collective Case Study	(<i>n</i> = 101) Students from 51 classrooms	Interviews	Inclusion Access Academic Rigor Self-Awareness Engagement Voice

Teaching to Diversity: Creating Compassionate Learning Communities for Diverse Elementary Students	Katz Porath 2011	Quantitative Quasi- Experimental	(<i>n</i> = 227) 218 students Grades 4–7 9 educators in 5 schools	Thematic Content Analysis Repeated Measures MANCOVAs	Inclusion Multiple Intelligences Dialogue Self-Awareness Social-Awareness Professional Development
Academic Achievement of Diverse K-12 Students in Inclusive Three-Block Model Classrooms	Katz Sokal Wu 2019	Quantitative Quasi- Experimental	(<i>n</i> = 735) 635 students 51 educators	Pretest/Post Test	Inclusion Critical Thinking Academic Achievement Professional Development
Effects of the Three-Block Model of Universal Design for Learning on Early and Late Middle School Students' Engagement	Sokal Katz 2015	Quantitative Quasi- Experimental	(<i>n</i> = 183) Students across 10 schools	Pre/Post Intervention	Social, Academic, and Intellectual Engagement Professional Development

Social and Academic Access

When curricula are developed without addressing implicit bias, educators make deficit assumptions limiting access to academic and social involvement in inclusive classrooms (Palmer & Witanapatirana, 2020). In one study, Grenier et al. (2017) applied the inclusion spectrum model, developed by Ken Black, inclusion advisor and founding director of Youth Sport Trust International, to a single case study. Using his model required educators to learn the needs of the students while planning and organizing instruction and to evaluate lessons to determine if the activity were naturally open to all. If the lesson necessitated revision, the educator was to determine if modification allowed for parallel engagement or if substitute options were needed. Grenier et al. found flexible alternatives in a general physical education class reduced nonverbal signals of ability, dis/ability, and difference breaking the cycle of separation and exclusion.

Research has supported the positive effects of inclusion on cooperative learning, collaboration, social awareness, and peer relationships (Grenier et al., 2017; Katz & Porath, 2011; Katz & Sokal, 2016; Katz et al., 2019). In their qualitative collective case study, Katz and Sokal (2016) found 82% of students ($n = 101$) preferred to work in diverse group settings and felt a greater sense of community after engaging in a UDL classroom incorporated SEL. Grenier et al. (2017) and Katz et al. (2019) agreed variability in student grouping provides the opportunity for social engagement and peer relationship development.

Eichhorn's (2019) research stressed the importance of learning environments that minimize the threat of negative experiences. Safe learning spaces allow all students to engage and take social and academic risks. Grenier et al. (2017), Katz and Sokal (2016), and Katz et al. (2019) iterated strategic outset planning enables identifying threats and barriers that may hinder

learning goal attainment. Through creative and innovative lesson options, inclusive efforts and SEL can prosper without compromising academic content fidelity.

Grenier et al. (2017) noted considering the principles of UDL and applying the inclusion spectrum model allows educational team members to include students with severe disabilities in general physical education classes and link class outcomes to IEP goals. In their 2016 study, Katz and Sokal concluded universally designed instructional practices provide educators with the means to create academically rigorous lessons for diverse students. In a study 3 years later, Katz et al. (2019) emphasized the importance of maintaining academic rigor in inclusive environments. Their research found general education educators were less likely to employ an instructional method supporting students with disabilities if it compromised the learning impact for others. Through a MANCOVA comparing classroom observation data, Katz et al. (2019) recognized educators using the TBM of instruction employed higher rates of differentiated instruction and small group activities. Additionally, the authors reported significant mean differences between the treatment and control groups. They indicated “students in the Three-Block Model classes demonstrated significantly higher levels of critical thinking and academic achievement” (Katz et al., 2019, p. 14).

Social, Academic, and Intellectual Engagement

Seven of the 10 studies noticed increased levels of engagement across whole child development in classrooms applied an interdisciplinary approach (Cousik & Maconochie, 2017; Eichhorn et al., 2019; Grenier et al., 2017; Hashey et al., 2020; Katz, 2013; Katz et al., 2019; Sokal & Katz, 2015). Studies of diverse students, Katz and colleagues found students introduced to UDL and SEL through the TBM demonstrated increased critical thinking and academic achievement (Katz, 2013; Katz et al., 2019). Grenier et al. (2017) found integrated physical

education classes optimized social engagement for students with dis/abilities and their nondisabled peers. Eichhorn et al. (2019) and Cousik and Maconochie (2017) asserted educators who shift from deficit thinking to consideration of strengths and are open to differences in ways of thinking create safe environments that encourage cross-disciplinary engagement.

Social and Academic Self-Regulation

Self-regulation is critical for sustaining effort and persistence (Eichhorn et al., 2019). Hashey et al. (2020) studied one 15-year-old female identified as an English language learner and as having dysgraphia. Through their research, they found the practice of self-regulation during the writing process produced meaningful performance improvements. Studies found explicit instruction and practice in self-regulatory techniques (e.g., goal setting, self-monitoring, self-reinforcement, self-instruction) increased motivation and improved positive self-talk (Eichhorn et al., 2019; Hashey et al., 2020). Eichhorn et al. (2019) characterized two English language learners at risk of being identified as having a learning disability based on their response rate to instruction. The authors noted educators who fostered peer collaboration and offered alternative strategies to manage stress created environments that promoted engagement and persistence. The authors highlighted UDL guidelines that specifically address self-regulation, sustained effort, and safe learning environments. Eichhorn et al. (2009) concluded minimizing threats led to safe learning spaces that allowed students to engage and take social and academic risks. The authors contended increased engagement of English language learners through UDL would decrease special education referrals and reduce negative outward expressions of frustration and anxiety.

Inclusive classrooms that use UDL strategies and provide explicit SEL instruction promote self-regulation, foster independence and agency, and encourage motivation (Cousik &

Maconochie, 2017; Eichhorn et al., 2019; Hashey et al., 2020). Research conducted by Cousik and Maconochie (2017) maintained behaviorism is incompatible with SEL. They contended containment of internal states through external control methods (e.g., weighted vest or medication) perpetuated a hegemonic deficit model restricting agency and the development of self-regulatory skills. Their qualitative ethnographic study of 25 students and three educators argued external behavior control methods, typically employed in self-contained special education classroom settings, invoked passivity rather than active self-awareness of emotional state.

Teacher Self-Efficacy, Job Satisfaction, and Reduced Workload

Professional development and collaboration enhance educator self-efficacy, job satisfaction, and perceived workload (Eichhorn et al., 2019; Katz, 2015). Eichhorn et al. (2019) reported collaborating educators increased access to resources and support. Eichhorn (2019) noted, “collaboration can be enhanced when everyone has the UDL principles in mind to plan instruction, activities, and assessment” (p. 7).

Block 2 of the TBM of universal design is professional development (Katz, 2015; Katz & Porath, 2011; Katz et al., 2019; Sokal & Katz, 2015). According to Katz et al. (2019), this block “weaves together evidence-based inclusive instructional practices” (p. 4). Katz’s (2015) study provided a 1-day overview and three half-day follow-up sessions. The final session included on-site observation and coaching. Katz and Porath’s (2011) study reported educators were provided with a 3-hour training that included a manual for implementing the TBM. Educators received weekly consultations and participated in individual observation meetings. Some on-site meetings occurred in which educators received feedback and coaching. In the Katz et al. (2019) study, educators were given the *Book Teach to Diversity*, written by Katz in 2012. Additionally, they received 4 days of training on the TBM of UDL. The 4 days were split into 2 initial days and 2

more days 2 weeks later. There was a fifth meeting day after the study was complete to share impressions, brainstorm, and network. Sokal and Katz's (2015) study provided 2 days of large-group PD and 1 day of small-group planning. The researchers were available to the educators as a resource, and two observations were completed throughout the study.

Two studies by Katz et al. (2019) and Katz (2014) reported on educator perceptions. Katz et al. (2019) reported after training and implementation, educators perceived an increased use of inclusive teaching practices. Katz's (2014) study focused on educator perceptions of self-efficacy, stress, and job satisfaction. The author found after training and implementation educators supported the TBM of UDL philosophy, had increased self-efficacy, engaged in reflective practice, improved assessment practices, felt organized, believed their workload had decreased, and were more satisfied with their job.

The impact of professional development, collaboration, and implementation extended to students. Unanimously, the authors agreed student engagement increased (Eichhorn, et al., 2019; Katz, 2015; Katz & Porath, 2011; Katz et al., 2019; Sokal & Katz, 2015). Eichhorn (2019) reported collaboration among educators and specialists supported the creation of safe spaces and sustained student engagement. Sokal and Katz (2015) found increased self-reporting of students' social, academic, and intellectual engagement. Katz et al. (2019) noticed significantly higher levels of critical thinking and academic achievement. Katz (2014) and Katz and Porath (2011) reported on teacher perception of student outcomes. Both studies concurred there was a substantial decrease in challenging behavior and increased student self-esteem. Katz (2014) found additional benefits of improved student-to-student interactions, increased risk taking, and demonstration of leadership.

Discussion

This literature review explored empirical research that evaluated how educators have applied UDL to support SEL in inclusive classroom settings. Data suggested integrating educational frameworks in inclusive environments positively affects social and academic access and engagement (Eichhorn et al., 2019; Grenier et al., 2017; Hashey et al., 2020; Katz, 2013; Katz et al., 2019; Sokal & Katz, 2015); reduces barriers and encourage safe learning environments (Grenier et al., 2017; Katz & Porath, 2011; Katz & Sokal, 2016; Katz et al., 2019); promotes collaboration, social awareness, relationship development, and responsible decision making (Grenier et al., 2017; Katz & Sokal, 2016; Katz et al., 2019); supports the development of self-regulation; fosters independence and agency; and encourages motivation (Cousik & Maconochie, 2017; Eichhorn et al., 2019; Hashey et al., 2020). Additionally, this review revealed teachers who learn about the connections between UDL and SEL and apply them to their teaching practice experience increased self-efficacy, job satisfaction, and a feeling of decreased workload (Katz, 2013).

Strengths and Weaknesses

This review revealed evidence that comprehension of the connections and application of the UDL and SEL frameworks, guidelines, and competencies provide students with more significant opportunities to access academic content and build social and emotional skills (Eichhorn et al., 2019; Grenier et al., 2017; Hashey et al., 2020; Katz, 2013; Katz et al., 2019; Sokal & Katz, 2015). Providing access to content in an inclusive setting promotes cooperation and collaboration, community, and power support (Grenier et al., 2017; Katz & Sokal, 2016; Katz et al., 2019). UDL and SEL have overlapping strategies that support social awareness, relationship development, and responsible decision making (Grenier et al., 2017; Katz & Sokal,

2016; Katz et al., 2019). Safe learning environments allow students to take social and intellectual risks (Grenier et al., 2017; Katz & Sokal, 2016; Katz et al., 2019).

Extensive information is available on each framework, but little empirical and nonempirical work exists on the benefits of integrating the UDL and SEL educational frameworks. The exclusion criteria may have inadvertently eliminated empirical research that could have supported the claims made or exposed a new finding. The review relied on a primary author for most of the literature evaluated. Research conducted by Katz and Sokal (2016) acknowledged their participant's self-selected participation may have created an optimal outcome in the data.

Gaps in Research

As evidenced by the limited number of articles reviewed in this study, there needs to be more empirical research on the effectiveness of integrating SEL into a UDL classroom. The empirical research was primarily from one or two authors who have found positive results implementing a specific UDL model that includes SEL as a primary tenant. No literature reviews, meta-analyses, or longitudinal studies were found to inform positive systemic change. More research is needed across various school settings and demographics to validate generalizability.

Conclusion

Meeting individual students' social-emotional and academic needs takes careful attention from educators. Understanding the UDL and SEL frameworks is a step in serving the whole child. Knowing the neurological relationship between academic, behavior, and social-emotional skills opens the door for creating lessons that break down barriers and provide access for diverse learners. Recognizing interdisciplinary strategies enhance efficiency and support a value-added

environment allows educators to be flexible in the classroom with learning materials and develop reciprocal relationships that foster self and social awareness, self-regulation, peer relationships, and responsible decision making.

The background information and research questions presented in Chapter 1 and the literature review presented in Chapter 2 provided a foundation for the study and method design. Chapter 3 contains a discussion of the qualitative method used for the study. Included in Chapter 3 is also the theoretical framework, a description of the participants, and techniques that were used to collect and analyze data.

Chapter 3: Research Methods

This chapter outlines the methods used for this study, including the theoretical framework, a description of the participants, and the techniques used to collect and analyze data. Using a constructivist paradigm, this chapter outlines how the qualitative research method of collective case study, a subtype of case study research, was an effective course of action to answer the research questions. Yin (2014) and Merriam (2017) described case studies as investigations of real-life phenomena bound by time and space. Participants in case study research are considered to be single entities. This allows one person, group, community, etc. to be studied as a case. Stake (1995), Creswell (2013), and McMillan (2012) agreed a collective case study allows for the comparison between multiple entities. Data for any type of case study are collected using multiple sources and analyzed using triangulation to ensure credibility.

Qualitative Paradigm

Since the 1960s, social scientists have used qualitative research methods to present interpretations of socially constructed realities. This type of research can manifest in various forms. Grounded theory, ethnography, narrative, historical, phenomenology, and case study are six of the most frequently used types of qualitative research (McMillan, 2012). Each type has unique characteristics, but they all focus on acquiring knowledge about the participants' perspectives. This chapter explores how using collective case study methodology supported the analysis of educator perspectives on knowledge acquisition of the Universal Design for Learning (UDL) and Social-Emotional Learning (SEL) frameworks through a five-part professional development series.

Research Design

Stake (1995), Creswell (2013), and McMillan (2012) explicitly referenced collective case studies as a subtype of case study research. Each author offered a similar definition of the method, which expresses the researcher's intent to simultaneously engage in multiple case studies to understand similarities and differences across settings or groups. Similarly, the U.S. Government Accountability Office (1990) used the term cumulative, which, when defined, is a form of collective case study that aggregates cases over time. Yin (2014) used the term multiple case study and regarded them as allowing researchers to “predict similar results (a literal replication) or predict contrasting results but for predictable reasons (a theoretical replication)” (p. 47). Through a collective case study, the researcher sought to understand the perspectives of three different groups of educators on their knowledge acquisition of the interconnectedness of the UDL and Social-Emotional Learning (SEL) frameworks.

In 2019, Rashid et al. developed a “checklist with four phases to conduct a case study” (p. 2; see Table 3). The authors synthesized the protocol descriptions of Yin (2014), Merriam (2017), and Stake (1995). This study followed Rashid et al.'s. (2019) checklist.

Table 3

Rashid et al. 's (2019) Qualitative Case Study Checklist With Current Study Comparison

Rashid et al. (2019) checklist	This study
Foundational phase	The philosophical paradigm for this study, constructivism, emerged from an understanding of ontology, epistemology, and axiology. The process of determining the philosophical stance was completed prior to beginning the study during the qualifying exam and dissertation proposal stages of the PhD program.

Rashid et al. (2019) checklist	This study
Philosophical consideration	Qualitative research was determined prior to the beginning of the study. The process of determining the inquiry technique was completed prior to beginning the study during the qualifying exam and dissertation proposal stages of the PhD program. Elaboration on this form of inquiry is found in this Chapter, Chapter 3.
Inquiry techniques consideration	Inductive research logic was used for this study. Inductive research is commonly used when subjective accounts or lived experiences are used to build theory.
Research logic considerations	
Prefield phase	Collective case study was determined prior to the beginning of the study. Elaboration on the selection of this methodology is found in Chapter 3.
Decide	The case study protocol including research questions, research method, permission seeking, ethical considerations, interpretation process, and criteria for assessment are detailed in Chapters 1, 3, and 4.
Case study protocol	
Field phase	Chapter 4 describes the pre- and post-consent contact made with the participants.
Contact	Chapter 4 elaborates on the interactions with the participants who consented to being a part of the study.
Interact	
Reporting phase	The case study reporting including case descriptions, participant descriptions, and analysis can be found in Chapters 3, 4, and 5.
Case study reporting	

Participants and Sampling

COVID-19 impacted participant registration for the 5-part webinar series. The original intent of the design team was to present the integrated UDL and SEL approach to educators in classroom settings. However, upon returning to on-campus instruction in the fall of 2021, school districts experienced teacher and substitute teacher shortages. As a result, there was a shift in the anticipated participants. This shift allowed for a unique group of educators to come together to both learn and prepare professional development materials that would be passed along to pre-service and in-service teachers.

The sample was both a convenience and purposeful sample. Convenience sampling in qualitative research includes participant selection based on availability (McMillan, 2012). For this study, convenience sampling was selected based on registration and participation in a five-part webinar series. Purposeful sampling in qualitative research is used to select participants who can provide an understanding of a phenomenon while also effectively using limited resources (Patton, 2002). For this study, purposeful sampling was selected based on the participants' diverse and rich backgrounds in K–12 education and their ability to understand and apply their knowledge of UDL and SEL to their educational practice.

A total of 54 educators (i.e., paraprofessionals, teachers, Teachers On Special Assignment, school psychologists, school counselors, inclusion specialists, behavior specialists, administrators, Local Education Agency partners, Institution of Higher Education [IHE] faculty, and IHE administration) were invited to participate in this study. The participants were invited based on their registration and participation in the five-part webinar series. The researcher announced the study at the end of the third and fifth webinars. Prospective participants were informed of the voluntary nature of involvement. Following each announcement, an email (see Appendix A) was sent to all participants with information related to the study, including informed consent (see Appendix B). Three follow-up emails were sent over the course of the 6 weeks that followed the final webinar. Registrants who informed the researcher of their willingness to participate were sent an email including the informed consent, which included the purpose and reason of the study; the participant's role and rights, the collection method, and use of the data; the benefits and risks of participation; and the voluntary nature of their involvement. The sample in the study included eight educators. The participants in the sample met the following criteria: (a) attend four of the five webinar sessions, (b) willing to complete post

session surveys, and (c) volunteer to engage in up to three interviews. Each participant signed the informed consent (see Appendix C).

The sample consisted of eight participants representing two members of the webinar design team, five members of a local school district, and one member of an IHE. The participation rate of eight educators represented approximately 14% of the webinar population. All eight participants have served in various roles across the field of education and have a breadth and depth of professional knowledge in education initiatives and reforms. Currently, each participant holds a leadership position charged, in one way or another, with the task of curating, facilitating, dispersing the content acquired from the webinar series. The demographic data represented in tables in each case section includes participants' gender, years in education, ethnicity, position category, and role in the webinar series. Additional demographic data collected included position title and number of sessions attended. The participants were separated into cases based on their roles in the webinar series. The following sections illustrate the participants' demographic information separated by case.

Case 1

This case consisted of two participants (see Table 4). The webinar series was collaboratively designed between a local county office of education and a local policy institute. Both Case 1 participants were part of the design team that communicated and collaborated on coordinating, curating, and creating the content for the webinar series. Both participants were females, worked in the field of education, and provided education-related services to a broad spectrum of audiences. One participant represented the county office of education, and one participant represented the policy institute. The county office of education participant was also

one of three webinar presenters. DT1 participated in all five webinar sessions and DT2 participated in four sessions.

Table 4

Case 1 Participant Demographics

Participant pseudonym	Role in webinar series	Position category	Years in Education	Race/Ethnicity	Gender
DT1	Design team presenter	Independent contractor	No Response	No Response	Female
DT2	Design team member	Policy institute staff	30+	White/Caucasian	Female

Case 2

This case consisted of five webinar participants (see Table 5). All five participants were females with valid education credentials and held administrative positions in a local school district. Three participants represented the special education department. One participant had the position of director, and the other two had the position of coordinator. One participant represented the health and wellness department in the district and had the position of coordinator. One participant represented the early learning department and had the position of coordinator. The participants in this case had the unique opportunity to learn together in one location while participating online. SD1, SD2, SD3, and SD5 participated in all five webinar sessions. SD3 participated in four sessions.

Table 5*Case 2 Participant Demographic*

Participant pseudonym	Role in webinar series	Position category	Years in Education	Race/Ethnicity	Gender
SD1	School district participant	Administrator	16–20	White/Caucasian	Female
SD2	School district participant	Administrator	26–30	White/Caucasian	Female
SD3	School district participant	Administrator	16–20	White/Caucasian	Female
SD4	School district participant	Administrator	No Response	No Response	Female
SD5	School district participant	Administrator	30+	White/Caucasian	Female

Case 3

This case consisted of one webinar participant (see Table 6). This participant was a female with valid education credentials who worked for an Institution of Higher Education in the state where this research was conducted. The Case 3 participant attended all five webinar sessions.

Table 6*Case 3 Participant Demographics*

Participant pseudonym	Role in webinar series	Position category	Years in Education	Race/Ethnicity	Gender
IHE1	IHE participant	Faculty	30+	White/Caucasian	Female

Instruments

Researchers (Merriam, 1998; Stake, 1995; Yin, 2014) have agreed qualitative research methods require using multiple data sources. The use of multiple data sources allows one source's strength to complement another's weakness. Tellis (1997b) recommended researchers employ as many collection tools as are relevant to the case study. This study's primary data source was semistructured interviews (see Appendix C). Interviews can confirm other data collections and provide insight into perceived causality. Interview reliability is subject to the researcher's clarity of question design and the respondent's ability to recall events accurately.

Tellis (1997a) noted written forms of evidence (e.g., letters, agendas, diaries, maps, charts and survey data) substantiate the research questions. Documents allow a case to be established across a timeline and support a historical context of names, dates, locations, and previous intervention attempts. Baxter and Jack (2008) interjected, unlike other qualitative research methods, case studies could use quantitative survey data to assist in a universal understanding of the phenomenon. This study collected the results from five post session surveys (see Appendix D). Tellis also included physical artifacts as useful data supports cultural and technical context. This study used the webinar slide decks, participant guide, toolkit template, and Padlet to support the context of the responses of the participants.

Research Procedures

Pre- and post-Institutional Review Board (IRB) procedures were followed. Before the study began, it was necessary to collaborate with the webinar design team to review the objectives for each session and review the post session surveys the local county office of education developed. Along with the literature review, the session objectives and surveys supported the development of the semistructured interview questions (see Appendix C). A study

proposal was submitted to the dissertation committee. Once approved, the study was submitted to the university's IRB. IRB approval was received (see Appendix E), and the researcher began recruiting participants.

Registrants who informed the researcher of their willingness to participate were sent an email including the informed consent, which included the purpose and reason of the study; the participant's role and rights, the collection method, and use of the data; the benefits and risks of participation; and the voluntary nature of their involvement. Participant interviews were not initiated until after all five webinar sessions were complete. The webinar series was conducted from 12/2/21–4/28/22. The researcher participated in all five webinars. The webinar designers established four desired outcomes for the series (see Table 7) and three to four objectives for each session related back to the desired outcomes (see Table 8).

Table 7

Five-Part Webinar Series Desired Outcomes

Desired outcome	Title	Description
1	SEL and UDL	Learn about the SEL competencies and UDL principles in the context of supporting teacher and student mental health upon returning from distance learning.
2	Tools and strategies	Develop tools and strategies to support family and student engagement, agency, and belonging using research-based practices.
3	Integration	Explore ways to integrate SEL and UDL to accelerate learning across content areas and foster equitable learning environments.
4	Reflection	Self-reflect on current practice and explore tools for deeper self-reflection.

Table 8*Five-Part Webinar Series Session Objectives*

Session number, date, and agenda	Session objectives	Connection to desired outcome
Session 1: 12/2/21 <ul style="list-style-type: none"> • Emotions, Learning and the Brain: The Why • Social Emotional Learning (SEL) Overview • Universal Design for Learning (UDL) Overview • Integration of UDL and SEL • Self-Reflection • Team Time 	1. Develop an understanding of the SEL competencies and explore signature practices that can be used in the classroom. 2. Learn about the UDL principles and how they can support SEL development. 3. Explore how learning is affected by our emotions and how UDL connects to the neuroscience of learning. 4. Self-Reflect on current practice and explore tools for deeper self-reflection.	SEL & UDL Tools & Strategies SEL & UDL Integration SEL & UDL Integration Tools & Strategies Reflection
Session 2: 12/9/21 <ul style="list-style-type: none"> • Relationships, Learning and the Brain • UDL and Relationships • Fostering Student-Teacher Relationships • Tools and Strategies • Self-Reflection • Team Time 	1. Develop an awareness of the SEL competency of relationship skills and its connection to the UDL guidelines of sustaining effort and persistence, expression and communication. 2. Explore tools and strategies for developing and maintaining supportive, trusting relationships receiving and giving feedback in the classroom and school community. 3. Self-reflect on current practice and explore tools for deeper self-reflection.	SEL & UDL Integration Tools & Strategies Tools & Strategies Reflection
Session 3: 1/27/22 <ul style="list-style-type: none"> • Social Awareness, Self-Management, and Learning Environments • Regulation Strategies • Elevating Student Voice with Shared Power • Self-Reflection • Team Time 	1. Learning About the competencies of social awareness and self-management for students and adults as it connects to the UDL guidelines of engagements, self-regulation, and action and expression. 2. Explore resources to support a supportive learning environment, sense of belonging, and regulation strategies. 3. Develop an understanding of ways in which teachers can cultivate ownership and a shared sense of power among their community of learnings. 4. Self-reflect on current practice and explore tools for deeper self-reflection.	SEL & UDL Integration Tools & Strategies Integration Tools & Strategies Reflection

Session number, date, and agenda	Session objectives	Connection to desired outcome
Session 4: 2/10/22 <ul style="list-style-type: none"> • Developing Student Self-Efficacy • Self-Awareness in a Growth Mindset • Identifying and Removing Barriers to Self-Awareness and Engagement • Self-Reflection • Team Time 	1. Identify ways to help students have authentic, meaningful learning experiences that create opportunities to develop self-efficacy. 2. Explore resources and tools that identify and remove barriers to support the development of the SEL competency of self-awareness and its connection to the UDL principle of engagement. 3. Learn about the role of self-awareness in setting goals and developing students' mindset to become expert learners. 4. Self-reflect on current practice and explore tools for deeper self-reflection.	SEL & UDL Integration Tools & Strategies Integration SEL & UDL Integration Tools & Strategies Reflection
Session 5: 4/28/22 <ul style="list-style-type: none"> • Social-Emotional Learning and Executive Functions • Responsible Decision Making and the UDL Guidelines • The Self-Direction Toolkit • Series Reflection • Team Time 	1. Learning strategies to support listening, problem solving and both giving and receiving feedback and goal setting, planning, and following through of instructional expectations. 2. Explore the competencies of responsible decision making and its connection to the UDL guidelines on executive functioning and recruiting interest. Explore tools to help guide student decision making and goal setting and reflection. 3. Learn about the connection between executive functioning and academic success. 4. Self-reflect on current practice and explore tools for deeper self-reflection.	UDL & SEL Tools & Strategies UDL & SEL Tools & Strategies Integration UDL & SEL Integration Tools and Strategies Reflection

After the fifth webinar, the semistructured interview began. Each participant had agreed to participate in up to three 1-hour interviews. The first two interviews were purposefully planned to be conducted in May and June to ensure the first two interviews, which included webinar impressions and content, occurred before the end of the traditional school calendar. The third interview, which was about plans for future professional development, was scheduled in October after the educators had returned from their summer break and had a chance to acclimate to the new school year and solidify plans for the professional development. The researcher provided a calendar of options for the participants to self-select convenient dates and times for

the interview sessions. Once selected, the researcher sent a confirmation email with the date and time; a Zoom link for the meeting; and the semistructured interview questions (see Appendix C). The researcher maintained participant confidentiality by using pseudonyms for the educators' names. All interview audio recordings, consent documents, transcription records, and artifacts were stored on the university IRB-approved platform. Member checking was conducted through question-answer validity. Lincoln and Guba (1985) described this in-the-moment technique as an opportunity to strengthen the validity of the data in the data-gathering environment. Question-answer member checks allowed the researcher to confirm interpretations of participant responses and afforded the participant the opportunity to provide feedback, clarification, correction, and additional information.

Data Analysis

Data analysis is considered one of the least developed aspects of the case study methodology (Tellis, 1997b; Yin, 2014). This is partly because there are no formulas for which qualitative data can be input (Ebneyamini & Sadeghi Moghadam, 2018). Qualitative data are subject to the researcher's examination and organization (Yin, 2014).

In his book, *The Coding Manual for Qualitative Researchers*, Saldaña (2016) presented the controversy in the qualitative field of how much data should or needs to be coded, stating:

Some (e.g., Lofland et al., 2006; Strauss, 1987; cf. Wolcott, 1999) feel that every recorded fieldwork detail is worthy of consideration, for it is from the patterned minutiae of daily, mundane life that we might generate significant social insight. Others (e.g., Guest, MacQueen, & Namey, 2012; Morse, 2007; Seidman, 2013), if not most, feel that only the most salient portions of the corpus related to the research questions merit

examination and that even up to one-half to two-thirds of the total record can be summarized or “deleted,” leaving the remainder for intensive data analysis. (p. 18)

For this study, before analysis, the collection of data, in its entirety, was examined. Examining all the data helped to organize and develop early predictions of first-level codes. Precoding techniques (e.g., underlining, highlighting, bolding) were employed during the examination. Precoding supports first-level coding by drawing the researcher’s attention to content-rich sections of the data (Saldaña, 2016). Following McMillan’s (2012) suggestion to find a systematic process to generate the codes, the precodes were organized using the interview questions and subsequently connected to the research questions. After loading the data into the computer-assisted tool, Dedoose, three levels of coding (i.e., open, axial, selective; Neuman, 2014) were used to draw out categories and themes across each case (Creswell, 1998).

Examination

First-level coding, “open coding” (Neuman, 2014, p. 481), is a researcher’s interpretation of the data, which will later be used to detect patterns, categorize, assert, develop propositions, and build theories (Saldaña, 2016). For this study, concept coding was used to assign meaning to the data. According to Saldaña (2016), “A concept is a word or short phrase that symbolically represents a suggested meaning broader than a single item or action – a “bigger picture” beyond the tangible and apparent” (p. 120).

Organization

Second-level coding, “axial coding” (Neuman, 2014, p. 482), is a researcher’s opportunity to cycle through the coded data to reorganize and reanalyze to find patterns and themes (Saldaña, 2016). For the second round of analysis, pattern coding was used. Coding data for patterns requires the researcher to seek repetitive, more than twice, occurrences of actions,

phrases, or words. Patterns reveal habits in participants' daily routines and highlight what participants consider prominent (Saldaña, 2016). In collective case study research, collecting and matching codes across cases is an indicator of a consistent pattern in a phenomenon (Saldaña, 2016; U.S. General Accountability Office, 1990).

Cross-Case Analysis

Third-level coding, "selective coding" (Neuman, 2014, p. 484), allows a researcher to make comparisons. The researcher used cross-case analysis to look at the data for the third time. According to Creswell (1998), cross-case analysis looks for themes, assertions, and interpretations of meaning across cases. Identified themes were connected to the interview question it best answered; each interview question was connected back to the research question(s). For this study, the researcher conducted a cross-case analysis based on the participant's role in the webinar series. During this process, the researcher reviewed the responses between the webinar designers, school district participants, and the IHE faculty participant comparatively to determine whether common themes were present. Common themes were identified across cases. Identified themes were connected to the interview question it best answered; each interview question was connected back to the research question(s).

After each source is analyzed and interpreted, the validity and reliability of the results need to be demonstrated. One way to present the trustworthiness of the research is through triangulation (McMillan, 2012)

Triangulation

Qualitative research is considered valid and trustworthy when data are triangulated (Baškarada, 2014; Ebneyamini & Sadeghi Moghadam, 2018; Tellis, 1997a). Triangulation is the convergence of findings from multiple sources (Bailey, 2014; McMillan, 2012; Yin, 2014). Stake

(1995) and Patton (2002) offered four strategies for triangulation: data source, investigator, theory, and methodological. This study employed the data source strategy (i.e., semistructured interviews, voice recordings, cross-case analysis, survey results, and physical artifacts). Yin (2014) supported the convergence of data sources to strengthen construct validity. Convergent evidence supports the findings through more than one data source. One example of triangulation in this study included using interview responses related to an overwhelming number of resources provided in early webinar sessions. Connecting similar comments made in the post session survey responses and corroborating the sentiment across multiple cases.

Ethical Considerations

According to Creswell (1998), a researcher's background influences how they interpret data. In qualitative research, it is important for the researcher to be cognizant of their biases and reflect on the subjectivity their bias has on the findings. According to Preissle (2008), a subjectivity statement positions researchers in relation to their subjects. A subjectivity statement includes but is not limited to personal histories, worldviews, and professional experiences. Yin (2014) stated, "the most imperative step before proceeding with your case study is to seek out IRB at your institution, follow its guidance, and obtain its approval" (p. 78). Part of the IRB approval process is to ensure human subjects will be protected throughout the research. According to the National Research Council (2002), care for subjects includes gaining informed consent, protection from harm, maintaining privacy and confidentiality, protecting vulnerable populations, and selecting participants equitably. The researcher has followed the guidelines for ethical consideration by applying for and receiving IRB approval; collecting informed consent from all participants; deidentifying data, ensuring proper data storage, and setting procedures for data destruction.

Subjectivity Statement

As a researcher, I connect with the relational aspect of education and believe teachers and students have the capacity to be change agents through social constructivism. Teachers organize, prioritize, and share ideas and concepts through instructional design. In turn, students internalize, rationalize, and accept or reject the proposed knowledge. In a healthy environment, the teacher listens to the student's objections and encourages suggestions and divergence. Through this process, the student and teacher are transformed and move forward with new ways of thinking and knowing.

This educational experience cycle occurs across all learning environments: Preschool-high school, higher education, and continuing education. For this research, I was concerned with the continuing education practice of professional development for teachers. This study sought to understand how a series of virtual professional learning opportunities impacted educators' perception as they learned about integrating the principles of UDL and the SEL competencies. I wanted to promote an inclusive, whole-child approach to education and support movement away from segregated systems of exclusion. To do this, I had to get at the heart of the resistance, biases, preestablished definitions, and barriers that inhibit educators from engaging in integrated systems work. To understand others, I had to first understand myself. Who am I? Who/what influenced me? What are my biases? Through what advantages/disadvantages do I view my surroundings?

I am a 47-year-old (Gen Xer), white, Christian, cisgender, middle-class, English speaking, female. I was raised in a middleclass home by white, Christian, cisgender, middle-class, English-speaking, first-generation Baby Boomer parents. I have two older white, Christian, cisgender, English speaking sisters. Both of my parents worked during my formative years. We

regularly attended church connected with the Lutheran denomination. My parents placed value in Christian education and sent me to a parochial school. My teachers were mostly white, Christian, cisgender, English-speaking, second-generation baby boomers, women and men. I was raised under the ideology of protestant capitalism. Dignity and self-worth come through hard work; and hard work is rewarded by God through financial gain. It was instilled in me I was “blessed” to go to a private school and I should fear public education.

My K–12 experience spanned from 1980–1993. During this time, technology was advancing at a rapid pace, and the learning culture in schools was on the crux of its own revolution. My teachers had been trained in traditional techniques, teachers as authoritarians, students as submissive learners, and classrooms as organized linear structures. Except for one sixth-grade teacher—Mrs. Killian, and her eccentric notions of project-based learning, collaboration, and student-centered engagement strategies—my school followed the typical teacher-centered learning environment. Although many of my peers thrived, I did not. I was disengaged, a troublemaker, and content with being a C student. Out of my early experiences, I have come to believe certain untruths about myself. The following is a You Are Poem. This poem is a twist on the more popular I am Poem, sharing the false perceptions of self that shaped my self-concept:

You Are Poem

Kindergarten

Teacher, may I use the bathroom?

You can wait.

You are an embarrassment.

1st Grade

I need help.

You are cheating.

You are trouble.

3rd Grade

I can't read that fast.

Try harder.

You are inadequate.

4th Grade

A noisy classroom.

Table banging, chalk throwing.

You are overpowered.

5th Grade

I didn't organize my papers that way.

There is only one way.

You are inefficient.

7th Grade

I turned in my paper.

I don't have it.

You are a liar.

8th Grade

I don't think the wine is transformed into blood

Wrong answer

You are rebellious

Freshman

Roll call.

I remember your sisters.

You do not measure up.

After graduating from high school, I attended a local junior college. Three years into what was supposed to be a 2-year program, I met Dr. Melinda Chapman. For the first time in my educational career, a teacher noticed me. She encouraged my writing and speech skills, guided me toward a career path in communications, and used her connections for my benefit. At the age of 21, I began to believe I might have something of value to contribute to this world. My grades, attitude, and motivation changed; by my 4th year at the junior college, I was ready to transfer to the university.

At the university, I had a math instructor who understood some people need things explained differently, so he did. At the same time, I was working for a school as a general education instructional assistant. The teacher I worked for regularly assigned me to work with struggling students. She wanted her students to be able to participate in the activity but knew

they would need someone who could dedicate the time to break down the projects and assignments and work through them step by step. I understood how it felt to be disengaged at school, so I strove to create ways to bring the content alive. Before formally being educated in the academic language of education, I was learning how information is presented, my personal connection with the content, and being allowed to represent my knowledge as an individual mattered. With my newfound success in school and a job that gave me purpose, I swiftly completed my bachelor's degree in communications and enrolled in a teacher credential program.

My degree in communications, along with my multiple subject teaching credential, education specialist/mild-moderate teaching credential, and master's degree in special education, positioned me in the field of education to research and share practical strategies for inclusive classroom environments. I have worked in resource and self-contained classroom settings serving students with mild to moderate disabilities. Always pushing for lessons that did not fit the standard teaching model. I worked closely with multiple subject teachers, planning learning activities and finding creative ways to support student success in their educational environment.

I have been a teacher on special assignment and a program specialist. Both positions required communication and leadership abilities. Often, I was responsible for observing classrooms, assessing engagement, and strategizing opportunities to differentiate instruction for diverse learners. Much of my work included communicating with parents, teachers, paraprofessionals, and administrators about the changes that were necessary to open pathways for student success. These carefully worded conversations quickly developed my skill in crafting messages that addressed the concerned parent, well-trained educator, and administrative overseer. Positively capturing the attention of multiple audiences promotes readiness to engage

in productive change and breaks down barriers leading to meaningful transformation. My time working out of the classroom developed my leadership skills and introduced me to the constraints of bureaucracy. These opportunities revealed a deeper understanding of the tension between the reality of live teaching and federal, state, and administrative expectations. I gained insight that will allow me to seek input from multiple participants and give voice to their perspectives with sensitivity and equity.

Currently, I am an instructor for a teacher licensing program. At the inception of this career transition, I became connected with a grassroots effort to implement multitiered system of support. Through the training of district teams and while communicating my work with colleagues, I became aware UDL was grossly misunderstood. My studies have broadened my awareness of how far-reaching UDL can be if interpreted and applied accurately.

Although education and experience have theoretically and practically prepared me to be a highly qualified and capable educator, nothing prepared me to be the mother of three children. The outlook I hold on my children's future directly correlates to the progress they are making academically, behaviorally, and socially-emotionally. I want to know they are more than thriving. I want to see they are in the most engaging and supportive environment possible. I want to hear they are being presented with lessons that stimulate their minds.

I encounter incongruence and walk the line of teacher and parent, frustrated with the system, and yet, keenly aware of the impossible expectations placed on an institution that is underfunded, understaffed, and in a constant state of change. I believe my broad range of teaching experiences and the ongoing enlightenment of raising children have positioned me to participate in the qualitative research of professional development for teachers.

IRB Approval

All named researchers for this study participated in and were certified by Citi in Human Subject Research. Chapman University approved the IRB application and the research did not commence until after approval was received.

Informed Consent

After the participant elected to be a part of the study, informed consent was emailed to the address provided by the participant (see Appendix B). A request for a signature was made. A record was kept of all signed consent forms.

Deidentifying Data, Data Storage, and Data Destruction

Identifying information was obtained (i.e., participant names, email, districts, schools) but not shared with anyone except named researchers. Participant names were replaced with a code for analysis. Deidentified/coded data and the code key have been kept separate in a secure location. Data were stored on a stand-alone desktop or personal computer not connected to the Chapman network. All data will be destroyed after publication/presentation.

Compensation

Compensation for participation was offered at a rate of one \$5.00 gift card per interview. At the conclusion of data analysis, each participant was sent an e-gift card. Individual emails were sent thanking the participants and alerting them to check their email for the e-gift card. Additionally, \$10.00 gift card was offered for observations; however, due to the participant's education responsibilities, no observations were conducted.

Summary

This chapter discussed the research method for investigating the perceived impact and application of professional development aimed toward connecting UDL and SEL. The result of

the analysis is presented in Chapter 4 of the dissertation, with a discussion of the conclusions drawn presented in Chapter 5.

Chapter 4: Data Analysis

The purpose of the study was to discover the impact of a series of virtual professional learning opportunities on participant perceptions of knowledge and information sharing related to the integrated approach of UDL and SEL practices in inclusive classroom settings. The researcher conducted semistructured interviews, reviewed post session survey data, and evaluated the five webinar session slide decks to answer the following research questions:

1. What are educators' perceptions of the impact of a professional learning series on their knowledge and understanding of SEL?
 - 1.1. How do educators describe the impact of a professional learning opportunity on the future training potential of SEL for preservice and in-service educators, equipping them for effective teaching in an inclusive educational setting?
2. What are educators' perceptions of the impact of a professional learning opportunity on their knowledge and understanding of UDL?
 - 2.1. How do educators describe the impact of a professional learning opportunity on the application of UDL for preservice and in-service educators, equipping them for effective teaching in an inclusive educational setting?
3. What are educators' perceptions of implementing integrated SEL and UDL education practices?
 - 3.1. How do educators describe integrating SEL and UDL in learning environments?
 - 3.2. How do educators describe integrating SEL and UDL across content areas?
 - 3.3. How do educators describe the application of integrating SEL and UDL in inclusive settings?

Discussion of Themes

Five themes emerged during the data coding process: (a) Supporting Understanding of SEL and UDL, (b) Training Others Using UDL and SEL, (c) Relevant Content Impacts Learning and Is Transferrable, (d) Understandings of Fostering Equity, and (e) Breaking Down Silos Supports Accelerated Learning Across Content Areas.

Theme 1: Supporting Understanding of SEL and UDL

During the first two interviews, participants from each case were asked to elaborate on what elements of the webinar series impacted their learning. Theme 1 provides a response to Research Questions 1 and 2. Research Question 1 asked, what are educators' perceptions of the impact of a professional learning series on their knowledge and understanding of SEL? Research Question 2 asked, what are educators' perceptions of the impact of a professional learning series on their knowledge and understanding of UDL? The researcher found participant responses to Interview Questions 3 (i.e., share your general impressions of this series) and 3a (i.e., what has been your most significant takeaway?) contributed to the development of this theme. A summary of how theme one emerged is displayed in Figure 4. Further support of this theme is found in Table 9, which displays the categories and corresponding code frequency along with the case(s)/artifact in which the data occurred.

Figure 4

Summary of Theme 1: Emergence From Raw Data to Supporting Understanding of SEL and UDL



Table 9

Theme 1: Supporting Understanding of SEL and UDL: Categories, Case Occurrence, and Frequency of Codes

Categories and codes	Frequency	Case or survey #
Category 1: Describing Professional Development Format and Organization		
(a) Resources	16	
a. Quantity	(8)	C1, C2, S2
b. Access	(8)	C1, C2, C3
(b) Slide Structure	18	
a. Integrated Approach	(8)	C1, C2, S1
b. Design Features	(10)	C1, C2, C3, S1, S5
(c) Session Format	17	
a. Time Allotment	(12)	C1, C2, C3, S1, S2

Categories and codes	Frequency	Case or survey #
i. Time to Process		
ii. Time to Comm/Collab		
iii. Time to Explore Resources		
iv. More Time		
b. Activities	(5)	C1, C2, C3
c. Modeling	(5)	C1, C2
d. Feedback	(3)	C1, S4
e. Choices	(5)	C1, C2, C3, S1
f. Coaching	(8)	C1, C2, C3, S4, S5

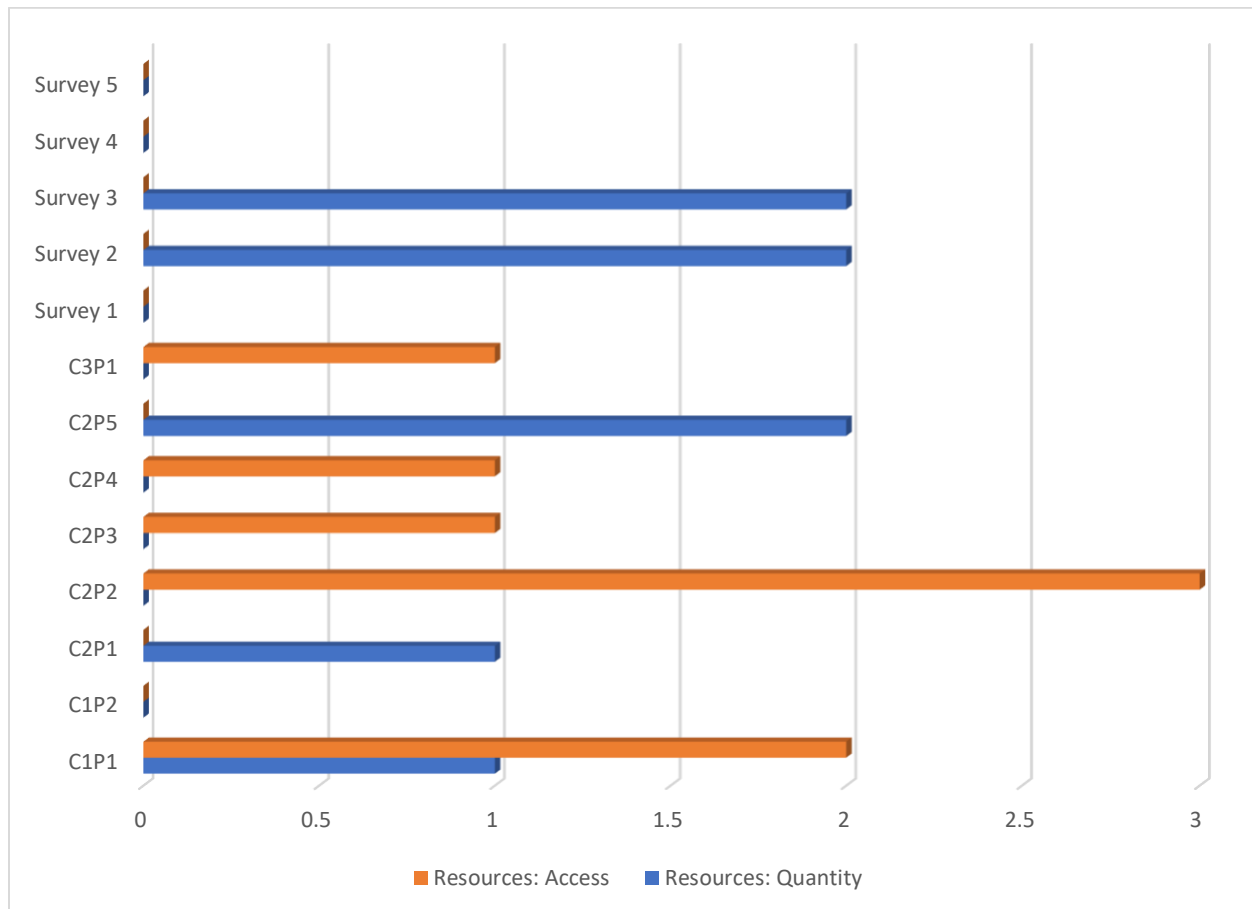
Describing the Professional Development Format and Organization

Throughout the interviews, participants from each case were asked to elaborate on what elements of the webinar series impacted their learning. Format and organization was a category that emerged. This category developed out of the following descriptive phrases/terminology: (a) Resources (i.e., Quantity, Access), (b) Slide Structure (i.e., Integrated Approach, Design Features), and (c) Session Format (i.e., Time Allotment, Activities, Modeling, Feedback, Choices, and Coaching and Coaching Challenges).

Resources. Twelve interview responses from 7 of 8 participants and four comments from 2 of 5 post session surveys related to the resources provided across the five webinars. The responses were separated by two subcodes: Quantity and Access. Data collected related to the quantity of resources were found in four interview responses generated by three interview participants and four comments generated from two post session surveys. Data collected related to accessing the resources were found in eight interview responses generated by five interview participants. Figure 5 illustrates the frequency of comments across interview participants and survey responses.

Figure 5

Frequency of Comments Related to the Category Resources Per Interview Participant and Post Session Survey



Quantity. Case 1 participant, DT1, reflected on webinar participant post session survey feedback related to the quantity of resources, stating, “But another bit of feedback we got was that there were too many resources in some of the initial slide decks and so kind of paring down and being more intentional about choosing what are the essential resources we want to share.” Review of Session 2 open response survey data confirmed DT1’s comment. The anonymous respondent wrote, “introduce strategies and resources over time, not everything at once.” A

Session 3 survey response simply stated, “too many resources.” Another Session 2 survey respondent shared:

Because there are so many resources, it felt like a treasure hunt, and I needed someone to tell me to stop and I didn’t [have] the time to discuss that I greatly wanted/needed to connect with my peers on the content presented.

A Session 3 survey respondent wrote, “too many resources.” On two separate response occasions, Case 2 participant, SD5, confirmed the design team feedback and post session survey comments declaring, “Truth be told, the amount of content and resources that they shared are overwhelming” and “It was overwhelming just the amount of resources. We have the Google docs; I need to go back and read some more of those articles.” Case 2 participant, SD1, expressed their feelings stating, “It also left me feeling like, ‘oh my gosh, we have so much work to do.’”

Access. Case 1 participant, DT1, expressed the design team’s intentionality of using hyperlinks to all the resources supported understanding of the concepts when commenting:

The slides had hyperlinks built-in. I’m the type of learner who wants to remember where it was in order, we have that, and we had the participant guide that was kind of a one-stop shop, and then at the end, we didn’t want folks to be overwhelmed, but I’m a huge fan of Padlets especially because I can add them to my deck.

SD2 acknowledged the intentionality of access on three separate occasions stating, “Being able to go back to the links, it’s like your own library,” “It’s nice to be able to go back and revisit the videos or listen to the presentation again,” and:

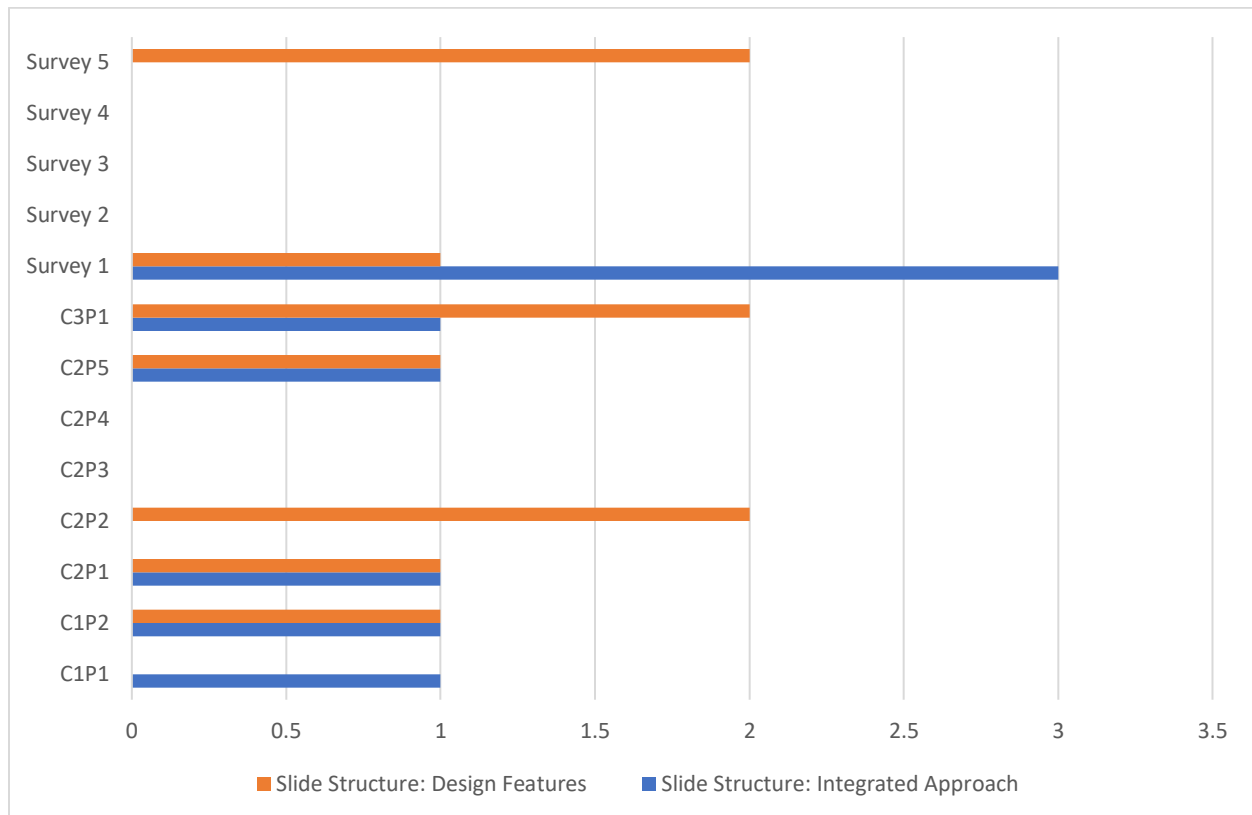
Starting with this participant guide, that was one of the resources that I found to be the most valuable. Especially like when we were in later sessions, I could go back and either

read the article or review the slides. It captures and breaks down those links by each session, and you are not trying to remember which session or when a topic was presented. Another Case 2 participant, SD4, responded, “The Google doc was perfect for helping keep us organized and keep our resources together.” Additionally, Case 3 participant, IHE1, noted, “Another powerful piece was how everything was embedded into the training.” Commenting on the impact of access to the resources was Case 2 participant, SD3, who shared, “A huge takeaway for me is the structure of the training. I have modified all my training materials to have a hyper-doc that is the home base for everything.”

Slide Structure. Twelve interview responses from 6 of 8 interview participants commented on the structure and design of the presentation as a contributing factor toward the understanding of UDL and SEL. Two of five post session surveys generated six additional supportive comments. The responses were separated by two subcodes: integrated approach and design features. Three responses across two cases (i.e., Cases 1 and 2) related to integrating UDL and SEL and nine comments, across all three cases, were made about the design features. Data collected related to integrating UDL and SEL were found in five interview responses generated by five interview participants and three comments were generated from two post session surveys. Data collected related to the design features of the webinars were found in seven interview responses generated by five interview participants and three comments were generated from two post session surveys. Figure 6 illustrates the frequency of comments across interview participants and survey responses.

Figure 6

Frequency of Comments Related to the Category Slide Structure Per Interview Participant and Post Session Survey



Integrated Approach. Case 1 participant, DT1, acknowledged the benefits of integrating UDL and SEL by stating:

I think it really enriches your lens on your own content and area of expertise when you can learn from other frameworks and approaches and figure out how to make those connections. I'm encouraged by the adoption of the practices for district teams as well because we tend to compartmentalize a lot in education, and I don't think that serves the educators, leaders, or children well.

Session 1 survey data indicated support with this anonymous open response: “I didn’t have a huge knowledge of UDL and this was delivered in a very understandable format. I’m excited to see the integration with SEL and UDL.” Another Session 1 survey respondent wrote, “the connection between SEL and UDL was confirmed.” Case 1 participant, DT2, shared, “The parts that really resonated with me from SEL were the parts I already knew from UDL, so it was like, oh, that’s a perfect marriage.” Case 2 participant, SD1, acknowledged the learning support that was received by seeing the integration of UDL and SEL early in the series by stating, “The first session was helpful and grounding, like the principles of UDL and SEL and seeing them together. It was the first time I’d seen them fit together.” SD5 reflected:

I liked the bringing together of UDL and SEL. It’s not like, okay, I’m setting up my UDL lesson structure, and then I have to do this over here for SEL. It was, let’s integrate, it’s all embedded, you know, that kind of thing. I like that idea.

Session 1 survey data supported this comment with an anonymous written comment sharing, “how to create lessons that integrate SEL and UDL.” IHE1 responded, “I think my greatest takeaway was how they are connected. UDL is still the umbrella because we’re talking about individuals, and we are talking about the brain and those brain networks.”

Design Features. Two subcodes (i.e., organization and graphics) came together to create the Design Features category. Responses related to organization were found in all three cases. Three responses spoke broadly to the overall organization of the session. DT2 noted, “You know, it was a very well-organized webinar series. The materials were easy to understand, and there were just so many materials, but the way they were parsed out was very thoughtful.” SD1 expressed, “It was the most organized PD done through Zoom so far, or any platform. So that part honestly, even if I didn’t learn anything new, which I did, I have stolen all the ideas of how

to do a good Zoom presentation.” IHE1 proclaimed, “Oh my, I thought the series was wonderfully organized!” A Session 1 survey respondent wrote, “this is the best training I’ve been to in years. Thank you for sharing the articles and graphs. The slides are very useful for early childhood. Great job explaining UDL, I’m very excited to learn.” A Session 5 survey respondent noted, “I really loved the presentation style and will use this format!” One response specifically touched on how a particular slide was organized. SD2 commented, “I love how they organized the self-management chart. It’s like here is the principle, here is the guideline, and here is the rationale.”

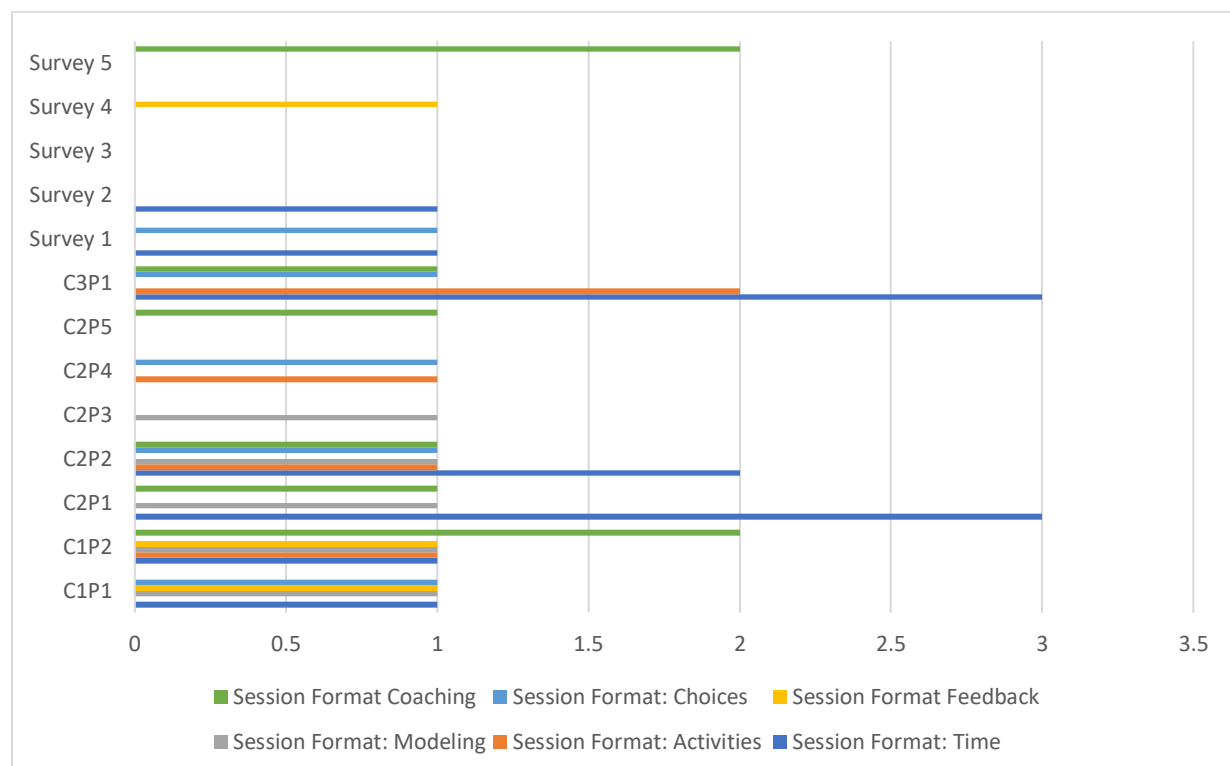
Responses related to graphics were evident in Cases 2 and 3. IHE1 reflected on how the consistency of graphic use supported their understanding, saying, “I thought the presenters’ skills were very good. They used the same graphic of the brain each time, so when you went through, you saw it again and again, it is a really good idea.” SD5 commented on a connection made through a particular visual, stating, “I liked the analogy or the model of the three-legged stool. We have been working with the MTSS pyramid, but this visual is like if you don’t have one of those legs.” Similarly, SD2 commented, “Great visuals. It breaks down the understanding that this is what some of our students come in with. Self-awareness, it is such a nice piece because everybody’s going to have different feelings.” One Session 5 survey respondent wrote, “I really liked the tools and visuals to help disseminate this info to teachers/other staff.”

Session Format. Thirty-two interview responses from 8 of 8 participants and six comments from 4 of 5 post session surveys related to the session format. The responses were separated by six subcodes: time allotment, activities, modeling, feedback, choices, and coaching and coaching challenges. Data collected related to time were found in 10 interview responses generated by five interview participants and two comments were generated from two post

session surveys. Data collected related to the activities included in the webinars were found in five interview responses generated by four interview participants. Data related to modeling were found in five interview responses generated by five interview participants. Data related to feedback were found in two interview responses generated by two interview participants and one comment was collected from a post session survey. Data related to choices was found in five participant interviews and generated from five interview participants. Data collected related to coaching was found in six interview responses generated by five interview participants and two comments were gathered from one post session survey. Figure 7 illustrates the frequency of comments across interview participants and survey responses.

Figure 7

Frequency of Comments Related to the Category Session Format Per Interview Participant and Post Session Survey



Time Allotment. Participant responses related to time allotment fell into four subcodes (i.e., time to process, time to communicate and collaborate, time to explore resources, and more time). Two participants across two cases (i.e., Cases 1 and 3) commented on the session format and the allowance of time to process the content. DT1, a design team member, stated, “The adult learning model and adult learning theory of, I learned this information, I have an opportunity to practice it, and then I have an opportunity to get some feedback on those practices and then pivot.” DT2, another design team member, noted, “We needed to be mindful of the structure. How do we build time for people to digest the information?” Affirming that processing time was important, IHE1 stated, “I like the format that we had time to process and that we got to choose what we were going to look at and how we were going to engage with the added resources.” One open response post session survey comment revealed the desire for more time to talk with colleagues. Written in response to the post session survey from Webinar 1, an anonymous respondent suggested, “after reviewing resources, we were itching to talk with one another, and it often started back. Perhaps have teachers meet in breakout rooms after getting a specific amount of time to review resources.” Another comment written in response to Session 2 shared, “these conversations were so helpful. I am feeling like I really would love more time to dive in and support.”

Two participants across two cases (i.e., Cases 2 and 3) commented on the session format and the time allowed for communication and collaboration. SD2 declared, “The conversation, the dialogue. It was great to hear other disciplines having their AHAs and then connecting to it.” SD2 shared, “There’s always these pieces, where we got time to reflect and work as a team.” The Case 3 participant, IHE1, focused two comments on the time allotted to explore the resources stating, “I do think one of the most important things that I really applaud would be the breakout

sessions. They gave us time to look at the references,” and “I think that’s what I got out of this, really being able to go into depth on every one of the competencies.” On multiple occasions, one Case 2 participant, SD1, expressed the desire to have more time with the content. This sentiment was evident through the statements: “I think it would have maybe been helpful to go deeper. We didn’t spend a lot of time looking at all the choices. A little bit more time, I’m thinking more time on the next steps,” “This could have been a 20-part series,” and “Honestly, I just wish each of the sessions could have been broken up further.”

Activities. Three participants across all three cases commented on how the session activities supported understanding UDL and SEL. One Case 2 participant, SD4, listed the various activities provided during the session stating:

The activities that we participated in during the sessions were meaningful; I mean, there was the three signature practices, videos, the breakout sessions which gave us time to process, the QR code or linked activities where we would all respond, what were those called? Anyway, they were good and helped keep us actively engaged, you know?

SD2 stated:

I love these tools and activities; for me, when I go to a training, I am looking for what I can do tomorrow, what can I implement, so having these tools is a great thing as we move forward with training.

A Case 3 participant, IHE1, narrowed in on using videos as teaching tools, commenting, “There were, you know, videos spread throughout each of the sessions.” Likewise, a Case 1 participant, DT2, noted, “It was important to select quality videos and spread them out and let them reflect on what they had seen.” IHE1 shared one struggle with an activity, breakout rooms, when

saying, “It would fall down because I would end up with a partner that wanted to be in a different room, and she was trying to get back to where she should be.”

Modeling. Five responses from five participants across two cases (i.e., Cases 1 and 2) noted the importance of modeling strategies to support content understanding during the webinar sessions. DT1 spoke to the intentionality of modeling when stating, “For sure, the three SEL signature practices are a really big part of our intentionality and our training wanting to model that.” Likewise, DT2 declared, “If we are going to do this, we have to do it with modeling.” SD1 shared the importance of modeling strategies for adults noting, “Using the UDL and SEL strategies with adults, it was so good to see that modeled so that we could then replicate as administrators; that part I just absolutely loved.” SD2 highlighted the modeling with the comments, “They modeled the strategies through the activities” and “It will also be important to include modeling that they can do to support their students.” SD3 shared, “The UDL was in the instruction and the design.”

Feedback. Two responses from both design team members brought up the importance of formative feedback during the implementation of the five sessions. One response from the anonymous post session surveys supported the participants’ reflections. DT2 shared their role in providing feedback received during the coaching session stating, “It was cool to connect with the schools during the coaching sessions because I could let the builders know what they wanted more of, and they could adjust or address the request.” DT1 reflected on feedback that the design team received, indicating:

When we got feedback, I think another tricky thing was for this audience, we knew that some folks were going to be deeply immersed in UDL and be almost UDL experts, and some people were going to come to the table with deep SEL knowledge. So, having to

provide a foundation for folks on both sides of those tables without it being super repetitive. We made a point to remind participants that some were going to come to the table with this intense knowledge of UDL or SEL and kind of trying to put the onus on them to think about their role, think about the knowledge that they have, how can you use what's being presented to affirm or remind them of some of those things that they already know. And then really think about applying it in their role. So that was one way we modified.

Choices. Four responses from three participants across all three cases noted the value of choice during professional learning opportunities. DT1 reflected:

Another challenge we had to overcome was we had one team meeting in person and other folks who were not part of teams, and then other folks who were part of teams but online. So, figuring out how to provide structures in the training to meet those three needs was tricky. We found ourselves modifying some of the pause and reflect opportunities building in a lot more Universal Design for Learning strategies and choice options.

C3P shared, "I like the format that we had time to process and that we got to choose what we were going to look at and how we were going to engage with the added resources." SD2 commented:


I like how they have these choice activities, and I know we did them every session, but thinking about our learners as we start planning for training, this is one of the strategies that must be included. Giving people choices allows them to have some buy-in and also allows them to change their mind, go back and pick something else.


SD4 noted, "It's like the psychological piece of the power of choice, which allows the learner to be more receptive to the new information." A Session 1 survey respondent wrote, "resources

were great. Lots of different ways to engage.” Figure 8 illustrates four different ways choice was offered throughout the webinar series.


Figure 8

Sample Slides That Illustrate Choice Activities






Turnaround For Children
Brain Exploration






The Neuroscience
Between Stress and
Learning



Learning with an Emotional
Brain - Mary Helen
Immordino-Yang (7 min)

Adult SEL Practices

	Choose your Pathway		
	Learn	Collaborate	Model
Videos 	Focus on Adult SEL (5:12)	The Flock: Supporting Teachers Through Peer Feedback (3:42)	Building Adult Capacity for SEL (4:28)
Readings 	<u>Why Teachers Need SEL Skills</u>	Leading Together/ SEL for Adults	SEL 3 Signature Practices Playbook
Tools/ Activities 	Growth Mindset for Staff	Creating Shared Staff Agreements	Modeling SEL for Students Staff Activity

Classroom Practices

	Choose your Pathway		
	Explicit Instruction	Integration into Academic Instruction	Supportive Classroom Environment
Videos 	Explicit Instruction (7:26)	Daily Advisory (4:45, High School) Integrating SEL (3:56, Elementary)	Peace Corner (2:39, Elementary) Fostering Belonging With Classroom Norms (3:31, MS)
Readings 	About the Mood Meter	Identity Day For Students & Staff	Aligning SEL & Restorative Practices
Tools 	CASEL SEL Evidence-based Program Guide	Shared Class SEL & Academic Goals	Classroom Shared Agreements

CHOICES

SINGLE INTEGRATED LESSON PLAN

Integrate UDL & SEL in a lesson

SEL & UDL TOOLBELT

Collect your favorite integrated practices in one place



WEEKLY INTEGRATED LESSON PLANS

Plan multiple integrated opportunities in a week

IMPLEMENTATION TIMELINE

Organize all your favorite integrated practices into a year-long planner

Coaching and Coaching Challenges. Six interview responses from five participants across all cases and two post session survey respondents touched on the aspect of coaching and the challenges faced with coaching throughout this webinar series. IHE1 commented, “We got a lot of support from the coaches.” DT2 shared the intentions of the coaching sessions, stating, “They were going to have time for coaching meetings in between, and so it was going to be this more immediate feedback following the adult coaching model,” and “Best case scenario would have had the actual presenters and the content builders be the coaches. But that didn’t happen because of COVID. It doesn’t mean the teams didn’t feel supported; I think the coaching could have been better.” SD5 noted their team did not use the coaching, stating, “We’re going to try to do it as a group, and then it just didn’t work out; we didn’t end up doing one.” Likewise, SD2 commented, “As a group, I think it’s coming together and kind of setting our intentions for how

we're going to move forward, and you know it that piece I think the coaching didn't necessarily fit; we weren't quite there yet." SD1 recognized the value of coaching when commenting about moving the content forward, saying, "It can't be just one training then the teachers go back to the classroom and are done. We need to figure out how to coach and have collaborative work groups." Two Session 5 survey respondents wrote about the coach component: "[the most useful support was] listening to our needs and using that to guide us," and "I rated the coaching high even though we haven't used it yet. She is great and responsive we just weren't ready!"

Theme 2: Training Others Using UDL and SEL

Theme 2, training others using UDL and SEL, provides a response to Research Question 3. This question asked, how do educators describe the application of integrating SEL and UDL in inclusive settings? The researcher found that participant responses to Interview Questions 5 (i.e., based on your role, where, if at all, do you think the information gathered is most readily applicable? Explain.), 6 (i.e., what ideas for you have regarding systems change based on what you have gathered from the ready, Reset, Go! Series?), and 7 (i.e., what, if anything, hinders implementation?) contributed to the development of this theme. A summary of how Theme 2 emerged is displayed in Figure 9. The coded data frequency supporting this theme and corresponding categories is shown in Table 10.

Figure 9

Summary of Theme 2: Emergence From Raw Data to Training Others Using UDL and SEL






Theme 2 – Training Others Using UDL and SEL		
	Codes	Teaching Adults (Building Trainer Capacity, Understanding Learning Preferences, Recognize Knowledge Levels, Consider Cognitive Capacity), Resistance, Counter to Resistance
	Categories	Starting Points Problems and Solutions
	Evidence	Case(s) 1, 2, 3 Survey(s) 1, 2
	Semi-Structured Interview Questions	5 – Based on your role, where, if at all, do you think the information gathered is most readily applicable? Explain. 6 – What ideas do you have regarding systems change based on what you have gathered from the ready, reset, go! Series? 7 – What, if anything, hinders implementation?
	Research Question(s)	3 – How do educators describe the application of integrating SEL and UDL in inclusive settings? 24

Table 10

Theme 2: Training Others Using UDL and SEL, Case Occurrence, and Frequency of Codes

Categories and codes	Frequency	Case or survey #
Category 1: Starting Points		
(a) Teaching Adults	20	
a. Build Trainer Capacity	4	C1, C3
b. Understand Learning Preferences	1	C2,
c. Recognize Knowledge Levels	7	C1, C2, C3, S2
d. Consider Cognitive Capacity	8	C1, C2, C3, S2
Category 2: Problems and Solutions		
(a) Resistance	7	C1, C2, C3, S3, S4
(b) Counter to Resistance	5	C1, C2

Starting Points

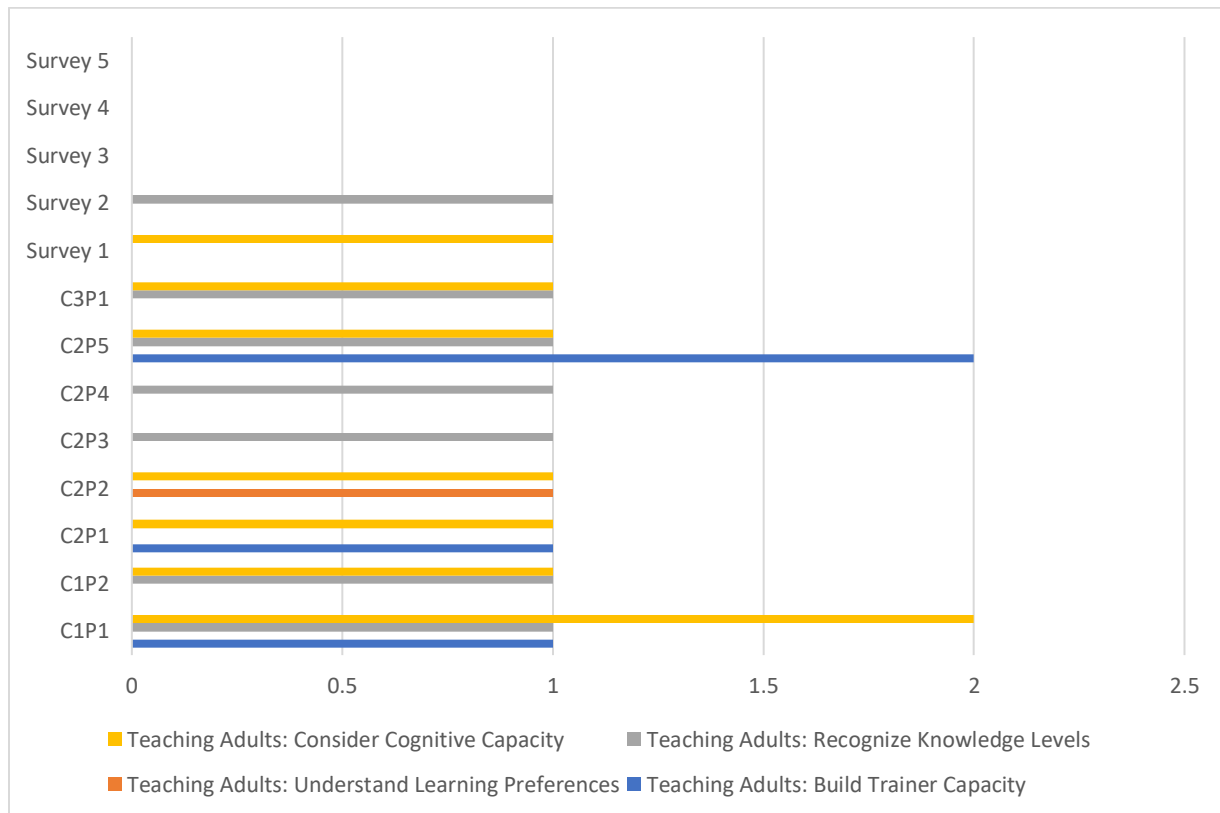
Throughout the interviews, participants from each case were asked to consider and what content and/or concepts from the webinar series were most readily applicable to their practice, their setting, and future trainings; what might hinder application; and what potential systems change might occur with application. Two categories emerged: Starting Points and Problems and Solutions. The first category, Starting Points, developed out of the following descriptive phrases/terminology: (a) Teaching Adults, (b) Build Trainer Capacity, (c) Understand Learning Preferences, (d) Recognize Knowledge Levels, and (e) Consider Cognitive Capacity.

Teaching Adults. Eighteen responses from 8 of 8 interview participants across all three cases and two comments from two post session surveys related the consideration of starting points for sharing the content of the webinars with other educators. The responses were separated by four subcodes: build trainer capacity, learning preferences, knowledge levels, and cognitive capacity. Data collected related to building trainer capacity were found in four interview responses generated by three interview participants. Data collected about future participant learning preferences were found in one comment from one interview participant. Data related to recognizing participants' knowledge levels were found in six interview responses generated from six interview participants. One post session survey comment was collected that addressed recognizing knowledge levels. Data connected to considering the cognitive capacity of professional development participants was found in seven interview responses generated by six interview participants. Additionally, one comment was made about cognitive capacity in one post session survey. Figure 10 illustrates the frequency of comments across interview participants and survey responses.

Figure 10

Frequency of Comments Related to the Category Starting Points: Teaching Adults Per Interview

Participant and Post Session Survey



Build Trainer Capacity. Reflecting on the role that the webinar participants held at the time of the series DT1 shared:

I think again, with it being COVID there was you know, a huge, as I'm sure you're aware, sub shortage. When we saw that it was becoming more administrators, we did really look at how can we provide information that would be able to be passed on to other folks.

SD5 shared how the district viewed the series as a capacity building opportunity for the participants by commenting, “We wanted them to develop the skills that they would then go back and train folks in their districts” and:




What I kind of envisioned is because we have six coordinators, one is for our preschool assessment teams that wouldn’t be as much with her. I want to pull the five together, with the other people who are part of our group, we had our inclusion specialist and one of our behavior specialists. I want to figure out what components are essential; we can’t do it all. You know, which pieces we think would be most applicable and then how can we present some kind of training.




Another Case 2 participant, SD1, said, “It’s the next step for us; where do we need to dive in more so we can feel more confident? It could start with these brushstrokes, and then we could consider having TOSAs provide coaching.”

Learning Preferences. While reviewing the slide decks from the webinar series, SD2 highlighted, “Like this, you know, choosing a pathway. It’s looking at how people like to learn, some people like to watch a video, and others want to read an article.” Figure 11 illustrates two slides from the webinar series that allowed participants to self-select a learn pathway.

Figure 11

Sample Slides That Offer Multiple Learning Pathways

Adult SEL Practices			
Choose your Pathway			
	Learn	Collaborate	Model
Videos 	Focus on Adult SEL (5:12)	The Flock: Supporting Teachers Through Peer Feedback (3:42)	Building Adult Capacity for SEL (4:28)
Readings 	Why Teachers Need SEL Skills	Leading Together/ SEL for Adults	SEL 3 Signature Practices Playbook
Tools/ Activities 	Growth Mindset for Staff	Creating Shared Staff Agreements	Modeling SEL for Students Staff Activity

Classroom Practices			
Choose your Pathway			
	Explicit Instruction	Integration into Academic Instruction	Supportive Classroom Environment
Videos 	Explicit Instruction (7:26)	Daily Advisory (4:45_High School) Integrating SEL (3:56_Elementary)	Peace Corner (2:39_Elementary) Fostering Belonging With Classroom Norms (3:31_MS)
Readings 	About the Mood Meter	Identity Day: For Students & Staff	Aligning SEL & Restorative Practices
Tools 	CASEL SEL Evidence-based Program Guide	Shared Class SEL & Academic Goals	Classroom Shared Agreements

Knowledge Levels. Consideration of participant knowledge levels was found across all three cases and in one post session survey response. Case 1 participant, DT2, commented about the webinar series participants, saying:

They were not only at different stages; they were different entities. One group we'd meet with was a school, and the other was a university. So, it would be like, okay, so here's a university trying to embed UDL and SEL into their coursework, and then here's another group that is from a school district. Their mindsets were very different.

Case 2 participant, SD3, reflected on the spectrum of knowledge levels of their team stating:

We had some really strong people who were blown away by the content. It was a little harrowing to think, “you still don’t know this?” and it doesn’t seem like rocket science, but then when you realize that if there are some people who haven’t had explicit instruction that it may never have crossed their mind.

This comment was supported by a Session 2 survey comment, which stated, “I’m familiar with what was discussed today from other trainings, but I learned my colleagues had limited familiarity with the topics discussed.” Case 2 participant, SD4, remarked about the knowledge level of their future trainees, saying, “Do I wish all teachers understood what was developmentally appropriate? Absolutely! What happens is teachers are under the pressure of teaching the standards and teaching to the test and so sometimes they forget about the development piece.” Case 2 participant, SD5, shared the need to provide foundational knowledge to general education teachers by stating, “If we could just share that little snippet with all the general education teachers, just so they have that foundational information about the development of the brain and ACEs and things that can impact the student’s behaviorally and academically.” Case 3 participant, IHE1, acknowledged the different knowledge levels of novice and veteran teachers, stating, “If you’re in a district and you’re passing this on to a veteran credential teacher, you know it will be meaningful but if you’re in a preservice credential program, you know other things will need to be done.”

Cognitive Capacity. Responses related to cognitive capacity or cognitive load were found across all three cases. DT1 considered the webinar participants’ cognitive load when stating:

Finding the connection points for educators. Finding the overlap and, especially through the time of COVID, trying to reduce cognitive load. Instead of looking at these as independent things, look at how we use the strategies that are common among the frameworks and help make them practical for educators.

Additionally, DT1 noted, “When educators are feeling that pressure for themselves of learning loss. When I was coaching teachers in the beginning of COVID, you could kind of see we were all in that survival mode of our brain.” A Session 1 survey respondent wrote, “supporting teachers to be more resilient when facing burnout through their own SEL or SEC.” DT2 shared thoughts on not overwhelming the participants, “I needed to make this digestible and simplified. You know, a learning mindset of if it’s overwhelming, you won’t even try.” A Case 2 participant, SD1, expressed ideas related to the cognitive capacity of classroom teachers and how educators tasked with sharing the content can broach the subject when suggesting, “For the TOSA’s who go out and support the teachers, they can use the common language of removing barriers and start talking about the connections.” Likewise, SD2 reflected, “Using common terminology. This is best practice, and it is called universal, so let’s use this terminology to lay a foundation and reduce confusion.” Another Case 2 participant, SD5, brainstormed how their team will ease into presenting the content stating:

I think we’re going to have to look at it hierarchically which pieces we think are most critical, probably, which are the easiest to implement and get some bang for your buck as not to overwhelming the teachers. Get people to buy in and move forward from there.

The Case 3 participant, IHE1, shared how their team is scaffolding the learning for novice educators stating, “I said I would do an afternoon session on connecting SEL and UDL. They are

going to have separate instruction on both of them and my thing is to connect it for the new candidates.”

Problems and Solutions

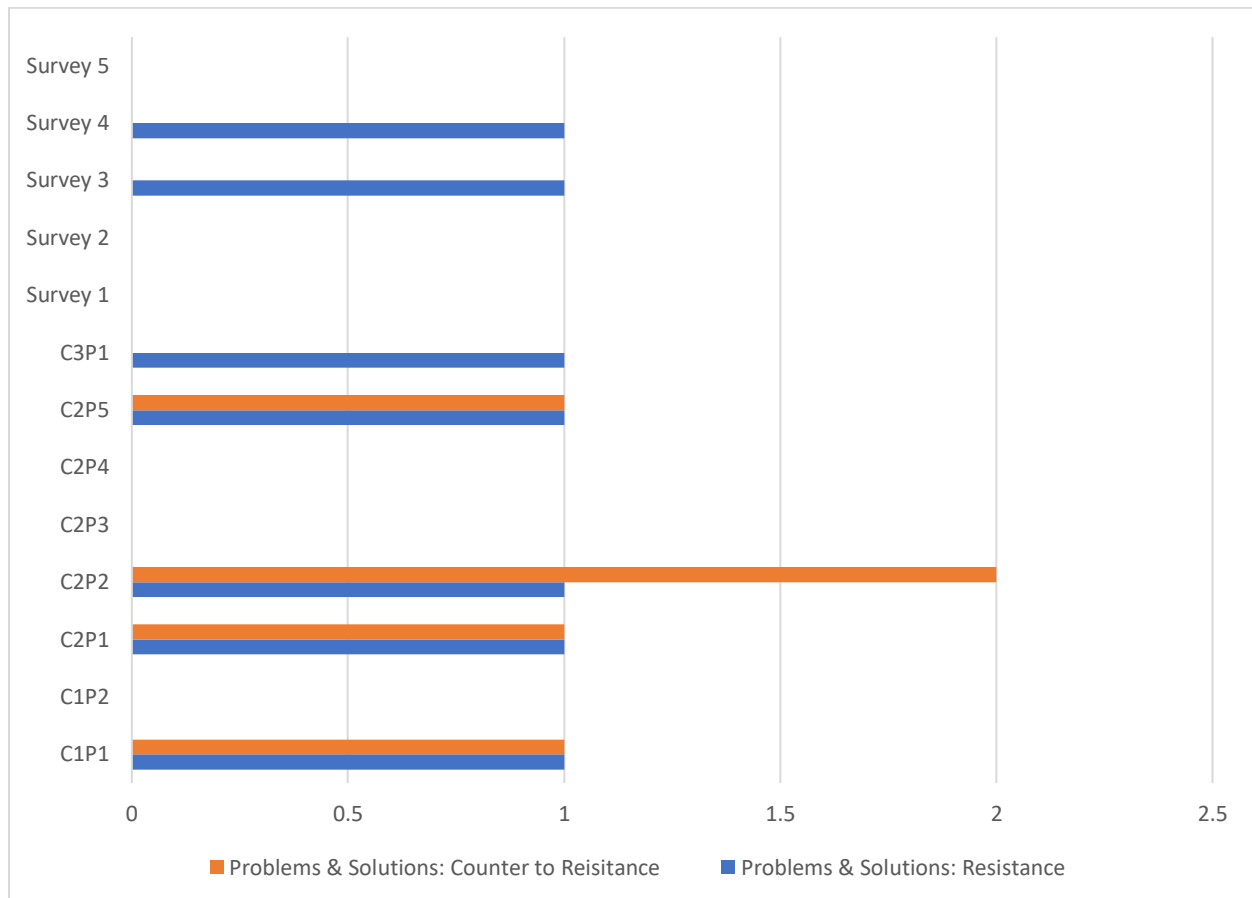
Throughout the interviews, participants from each case were asked to consider what content and/or concepts from the webinar series were most readily applicable, what might hinder application, and what potential systems change might occur with application. Ten responses from 5 of 8 interview participants across all three cases and three comments from two post session surveys related the problems and solutions for sharing the content of the webinars with other educators. Two categories emerged: Starting Points and Problems and Solutions. The first category, Starting Points, was explained previously. The second category, Problems and Solutions, developed from the following descriptive phrases/terminology: (a) Resistance and (b) Counter to Resistance.

Data collected related to resistance were found in five interview responses generated by five interview participants and two comments were generated from two post session surveys. Data collected related to how professional development designers can plan with resistance in mind were found in five interview responses generated by four interview participants. Figure 12 illustrates the frequency of comments across interview participants and survey responses.

Figure 12

Frequency of Comments Related to the Category Problems and Solutions Per Interview

Participant and Post Session Survey



Resistance. Reflecting on presenting new content, DT1 stated, “I think whenever we bring in new services that we’re providing for some educators and leaders, you can get a bit of resistance in, well here’s the next thing, okay well, now we’re getting rid of this, and now we’re doing this.” Sentiments of resistance were shared by Case 2 and 3 participants when thinking about how educators tend to respond with thoughts that they are already doing what is being taught. For example, SD2 shared, “Staff is like, it’s just one more thing, and it’s like it’s already what we do.” While IHE1 reflected on a previous professional development that they had

designed, stating, “We got so much pushback. They said we’re already doing all of that.” Case 2 participant, SD1, strategized an approach to the resistance, expressing:

The feeling in education like you’re always doing something new. Not wanting to approach it from like, now we are doing UDL, but how are we removing barriers? That’s what we started to talk about and generate ideas around, how do we work with our teachers to remove barriers?

Likewise, SD5, acknowledged the resistance and shared gratitude for targeted content, explaining, “I think the general education teachers are usually a little more resistant to making an unexpected changes, so I appreciate that there was a lot of secondary focus in this training.” One Survey 3 respondent wrote, “it is a challenge that SEL is not ‘required’ for teachers. It is optional and this makes it difficult.” A Session 4 survey respondent noted, “we definitely don’t want to bring up a ‘new thing’ or have teachers feel burdened, so we need to artfully weave in UDL and all we’ve learned.”

Counter to Resistance. Recognizing the need for educators to understand the importance of what they are learning, Case 2 participant, SD5, reflected on a set of slides stating:

The part about the brain [see Figure 13] for the skeptics who think, ‘here’s just another new thing,’ when they understand that there is new science about how the brain works and how trauma changes the brain and then looking at how students regulate their emotions they understand their emotions and interpret the emotions of others. I think that this is really powerful for some of those people who need to understand why this is important and what’s new and different.

Another Case 2 participant, SD1, reflected on how additional slides (see Figure 14) may counter educator resistance sharing, “I do love the building circles. I think people are going to feel like

they are already doing some if this, but maybe they're going to add some components to it to work on self-management and the relationship piece.” Case 1 participant, DT1, credited participants prior knowledge and considered how to connect previous knowledge with new content when stating, “I think it’s something that people understand, but it’s still relevant today, so it’s not like we’re throwing out old stuff and replacing it with new. It is more like we are connecting it together.” Similarly, Case 2 participant, SD2, shared:

Understanding CASEL [Collaborative for Academic and Social Emotional Learning], we have been talking a lot about that the last 4 years. I think this is a resource that is in people’s mindset, so I think, seeing it here again, makes a connection to earlier things that we have been doing so it’s not completely new. It’s just narrowing it a little bit more.

Additionally, Case 2 participant, SD2, shared how a difference in the way conversations are held may counter resistance by sharing:

I look forward to shifting how we talk about the barriers that prevent students from passing this class or secondary program. Shifting so we are identifying instead of complaining. Changing the conversation to help the student access and be more successful.

Figure 13

Emotions, Learning, and the Brain: Webinar 1, Slides 12–15

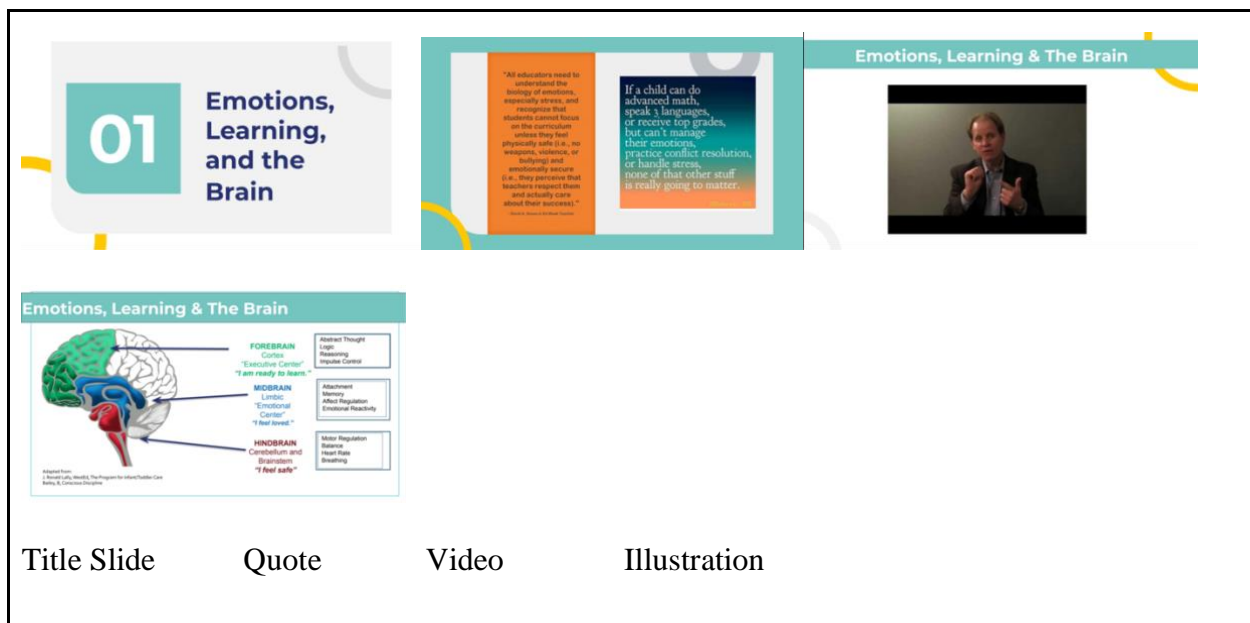


Figure 14

Community Building Using Circles and Class Meetings: Webinar 3, Slide 22



Theme 3: Relevant Content Impacts Learning and Is Transferable

Theme 3, Relevant Content Impacts Learning and Is Transferable, provides a response to Research Questions 1.1 and 2.1. Research Question 1.1 asked, how do educators describe the impact of a professional learning opportunity on the future training potential of SEL? Research

Question 2.1 asked, how do educators describe the impact of a professional learning opportunity on the future training potential of UDL? The researcher found participant responses to Interview Questions 3a (i.e., What were your most significant takeaways?), 8 (i.e., what information, tools, resources do you think you need to feel confident about applying SEL and UDL at your site?), and 11 (i.e., where are you/is your team at with applying the knowledge of the integrated approach?) contributed to the development of this theme. A summary of how Theme 3 emerged is displayed in Figure 15. The coded data frequency supporting this theme and corresponding categories is shown in Table 11.

Figure 15

Summary of Theme 3: Emergence From Raw Data to Relevant Content Impacts Learning and Is Transferable






Theme 3 - Relevant Content Impacts Learning and is Transferable	
 Codes	Takeaways, Immediate Share, Curation, Future Training
 Categories	Relevant Content
 Evidence	Case(s) 1, 2, 3 Survey(s) 2, 3, 4, 5
 Semi-Structured Interview Questions	3a – What were your most significant takeaways? 8 - What information, tools, and/or resources do you think you need to feel confident about applying SEL and UDL at your site? 11 – Where are you/is your team at with applying the knowledge of the integrated approach?
 Research Question(s)	1.1 – How do educators describe the impact of a professional learning opportunity on the future training potential of SEL? 2.1 How do educators describe the impact of a professional learning opportunity on the future training potential of UDL ?

Table 11

Theme 3: Relevant Content Impacts Learning and Is Transferable Case Occurrence and

Frequency of Codes

Categories and codes	Frequency	Case or survey #
Category 1: Relevant Content	52	
(a) Take Aways	29	C1, C2, C3, S2, S3, S5
(b) Immediate Share	10	C2, C3, S2, S3, S4, S5
(c) Curation	6	C2, C3, S2, S3
(d) Future Training	7	C2, C3, S2, S5

Impact on Participant Learning

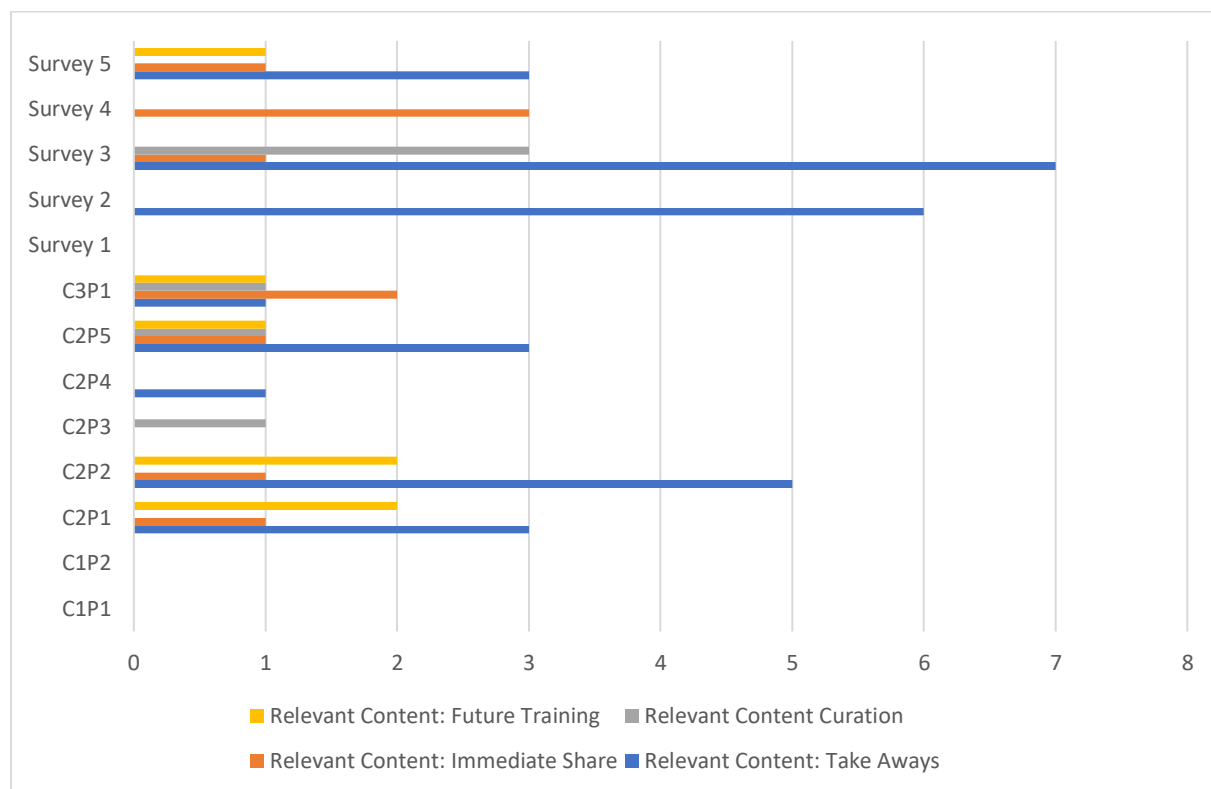
Throughout the interviews, participants from each case were asked to consider what content and/or concepts from the webinar series were significant take aways and what content was most readily available to pass along to other educators in their sphere of influence. Twenty-seven responses from 6 of 8 participants across two cases (i.e., Cases 2 and 3) and twenty-five comments from 4 of 5 post session surveys related to the relevant content presented in the five-part webinar series. One category emerged: Relevant Content. This category developed out of the following descriptive phrases/terminology: (a) Take Aways, (b) Immediate Share, (c) Curation, and (d) Future Training.

Data collected from five interview participants and three post session surveys resulted in 29 comments related to the most significant takeaways from the five-part webinar series. Data gathered related to immediately sharing content were gathered from four interview participants resulting in five responses and five comments were collected from three post session surveys. Data collected from three interview participants and one post session survey resulted in four responses related to curation of resources. Data collected from four participants and one post session survey resulted in seven comments about content that may potentially be include in

future professional development training. Figure 16 illustrates the frequency of comments across interview participants and survey responses.

Figure 16

Frequency of Comments Related to the Category Relevant Content Per Interview Participant and Post Session Survey

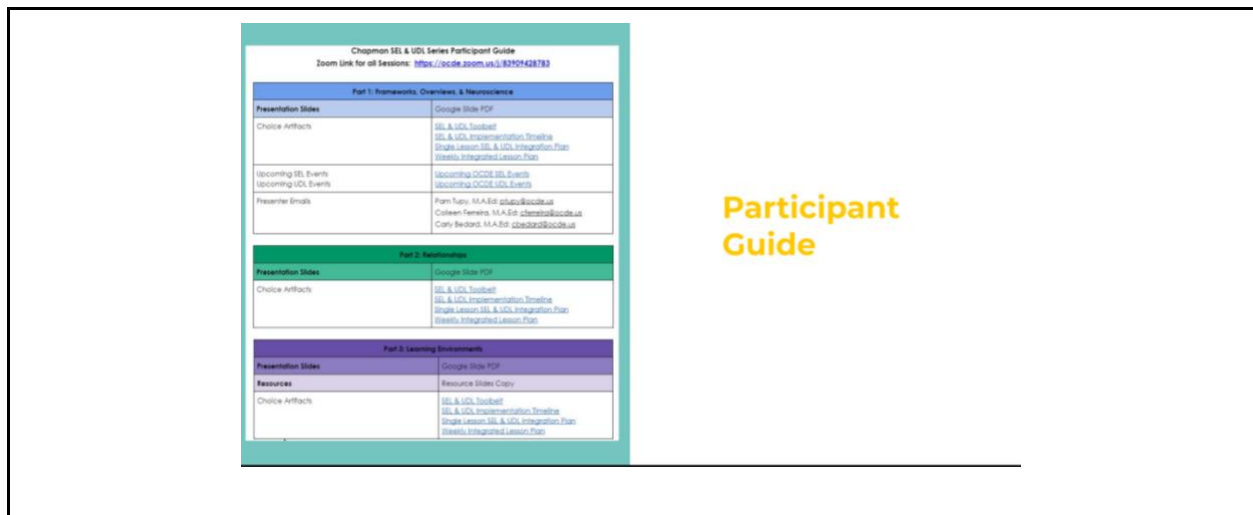


Take Aways. Responses related to significant take aways ranged from generic comments to noting specific topics. Three general comments were made by two Case 2 participants. SD4 shared, “Ensuring that the UDL Principles are strategized through a developmental lens.” SD2 noted, “Working smarter. Let’s start with how people are feeling. If somebody is stressed, instruction is not going to happen.” SD1 responded, “Honestly, the tool I’ve gone back to is the

participant guide because it's such a good training tool" (see Figure 17). More specific comments highlighted series topics including relationships, student voice, self-management and emotion regulation, and executive functioning.

Figure 17

Webinar Series Resources: Participant Guide



Note. The Participant Guide resource was presented in the first 10 slides (generally, Slide 6, 7, or 8) for each of the five sessions.

Comments related to relationships included Case 2 and 3 participants. Case 2 participant, SD5, recalled:

The activity that has stuck with me is that one on relationships, you know, where all the teachers go around and write on chart paper about the students. For some students, they could list a ton, and for others, they wrote nothing, which was so telling. I thought it was a neat activity because some teachers had very little to say about students because obviously, they didn't know them.

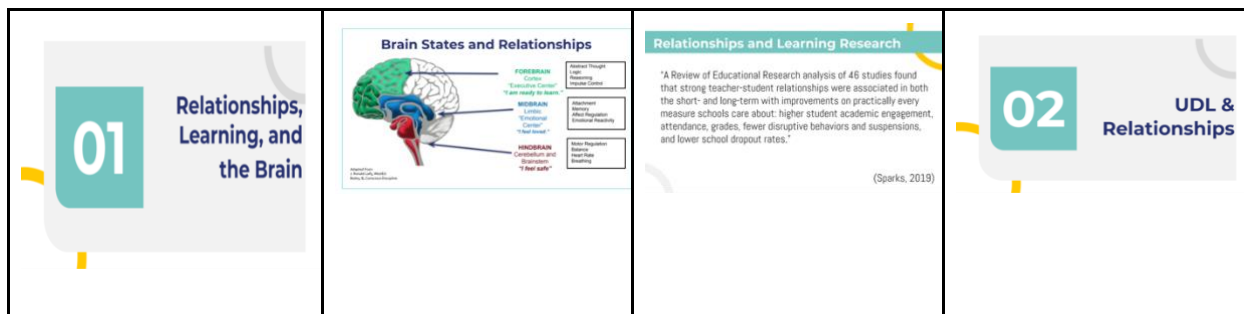
SD5 continued:









I think this was the key training of all of them because you're not going to have much success with kids if you don't build some relationship with them. You have to get to know them and their strengths, what their needs are, and what their outside interests are, but it's that relationship piece that drives everything that we do. That's with adults as well.

Another Case 2 participant, SD1, noted, "Teachers can actually do this they can build those relationships as one of the best interventions in their classroom." Case 3 participant, IHE1, also interjected regarding relationships sharing, "This was actually one of my favorites, the session on relationships." IHE1 said, "You need to build relationships with your students. Then you can start working on self-management and self-awareness, or social awareness." Session 2 survey respondents wrote, "tools & strategies: supporting relationships," "relationship mapping," and "empathy map," when answering a question about the session takeaways. Figure 18 illustrates the slides the participants and respondents referenced.

Figure 18

Webinar Series Slides on Relationships: Session 2, Slides 11, 14, 18, 20–21, 25–33, 35, 37–38



<p>Relationships & Coping with Learning Loss</p> <p>Read the article Coping with Learning Loss: Strategies for Educators by Lisa Henne.</p> <p>Connect this article to your personal experience this year. What resonates with you? What does your student? What is missing for you?</p> <p>Reflection Options:</p> <ul style="list-style-type: none"> Use this template to write a response or jot your thoughts down on paper. Create an account and record an audio file in Loom. Upload a quick YouTube video response. 	<p>03 Fostering Student-Teacher Relationships</p>	<p>Classroom Climate and Relationships</p> <p>"SEL instruction is carried out most effectively in nurturing, safe environments characterized by positive, caring relationships among students and teachers. To facilitate age-appropriate and culturally responsive instruction, adults must understand and appreciate the unique strengths and needs of each student and support students' identities. When adults incorporate students' personal experiences and cultural backgrounds and seek their input, they create an inclusive classroom environment where students are partners in the educational process, elevating their own agency. Strong relationships between adults and students can facilitate co-learning, foster student and adult growth, and generate collaborative solutions to shared concerns."</p> 	 <p>No significant learning can occur without a significant relationship. -John Green</p>												
	<p>"Our first job as teachers is to make sure that we learn our students, that we connect with them on a real level, showing respect for their culture and affirming their worthiness to receive the best education possible." -James Ford</p>	<p>Give One Get One</p> <p>On the Jamboard share a specific strategy you have used to build relationships with, and get to know your students</p> 	<p>Relationship Mapping</p> 												
<p>Relationship Mapping</p> 	<p>2 X 10 Strategy</p> <p>At its core, the 2X10 strategy is about consistently building relationships with students. Educators (or school leaders) select a particular student and set a goal to engage in a 2-minute conversation with that student for 10 consecutive school days. These conversations might happen at the beginning or end of a class period.</p> <ul style="list-style-type: none"> Choose one student whom you would like to strengthen your relationship with. Select when you are going to approach the student (e.g., at the beginning or end of a class period). Find the student and start a conversation with them. To build a productive relationship with a student, adults will likely have to initiate the connection. The focus of these conversations should be: <ul style="list-style-type: none"> Really: These conversations should last two minutes or longer. Student Voice: Adults then to share something one student with you about their day or life. Here are some great prompts to move your conversation. Really: Model transparency and vulnerability by sharing something personal from academics with the student. 	<p>Brain Science: 4 Reasons to Build Positive Relationships with Students</p> <ol style="list-style-type: none"> 1. Positive relationships build motivation. 2. Positive relationships create safe spaces for learning. 3. Positive relationships build new pathways for learning. 4. Positive relationships improve student behavior. 	<p>04 Tools & Strategies for Fostering Student-Teacher Relationships</p>												
<p>Tools & Strategies: Supporting Relationships</p> <table> <tr> <th>Videos</th> <th>Choose your pathway</th> <th>Resources</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Videos	Choose your pathway	Resources												
Videos	Choose your pathway	Resources													

One Case 2 participant highlighted the content related to student voice. SD2 commented:

The other thing I liked was the information about student voice. It was powerful because even though I think we are getting better about not just being didactic, where the teacher just talks the whole period, it gives the teacher a temperature check, like checking for clarification, you know, checking for understanding. It is also building in student voice a little more naturally.

Three Session 3 survey respondents wrote, “how to give students more autonomy,” “bringing student voice into the class systemically,” and “student voice and a lot of strategies.” Figure 19 illustrates the slides the participants and respondents referenced.

Figure 19

Webinar Series Slides on Student Voice: Session 3 Slides 39–46



Three Case 2 participants found the content on self-management and emotion regulation to be worthy of mentioning. SD1 noted:

Emotional regulation always speaks to me, it's something I want to help support our teachers with because we do have some students that are not regulating their emotions, and that can feed into them not liking the kids and that's not helpful.

SD5 stated, “If the kids aren’t regulated, they’re not going to access anything so, you know, it’s that whole Bloom before Maslow mindset” (see Figure 20). Three written comments were collected from the Session 2 survey, “safe spaces (Maslow) translates into brave spaces (Bloom),” “I love the side by side chart of Maslow before Bloom to use with staff,” and “Maslow before Bloom.” SD2 responded, “Zones of regulation, understanding feelings and teaching student’s strategies.” Elaborating further, SD2 shared:

I like the self-management, you know, it is all too often the comments on report cards like they don’t keep their hands to themselves or yell out, or they get angry when they get a bad grade or fail or worry about making mistakes. This self-management, it’s like there are these moments where we have because coming from so many different homes and different supports and different stressors and traumas in different cultures. So, this assumption is that everybody comes ready at the same time to learn. I always think about those kindergarten years because I think there’s a lot of time spent on how to sit in a chair and at circle, how to take care of materials, and there is a lot of time spent breaking those things down. Then, when they go to first grade, it is like, oh, you should know this, we are moving on. Some students may need that next layer like they know they can tell you what the rules, but the actual implementation is harder. Self-management is important, regardless of grade level. Even for our high school students, you know, planning and organizing. They are motivated to be with peers so use the peers to help them learn new strategies and tools.

Four Session 3 survey respondents commented on self-management and self-awareness writing: “Goalbook Toolkit for UDL aligned strategies,” “the new self management techniques,” “self

awareness,” and “one of the self management strategies.” Figures 20 and 21 illustrate the slides the participants and respondents referenced.

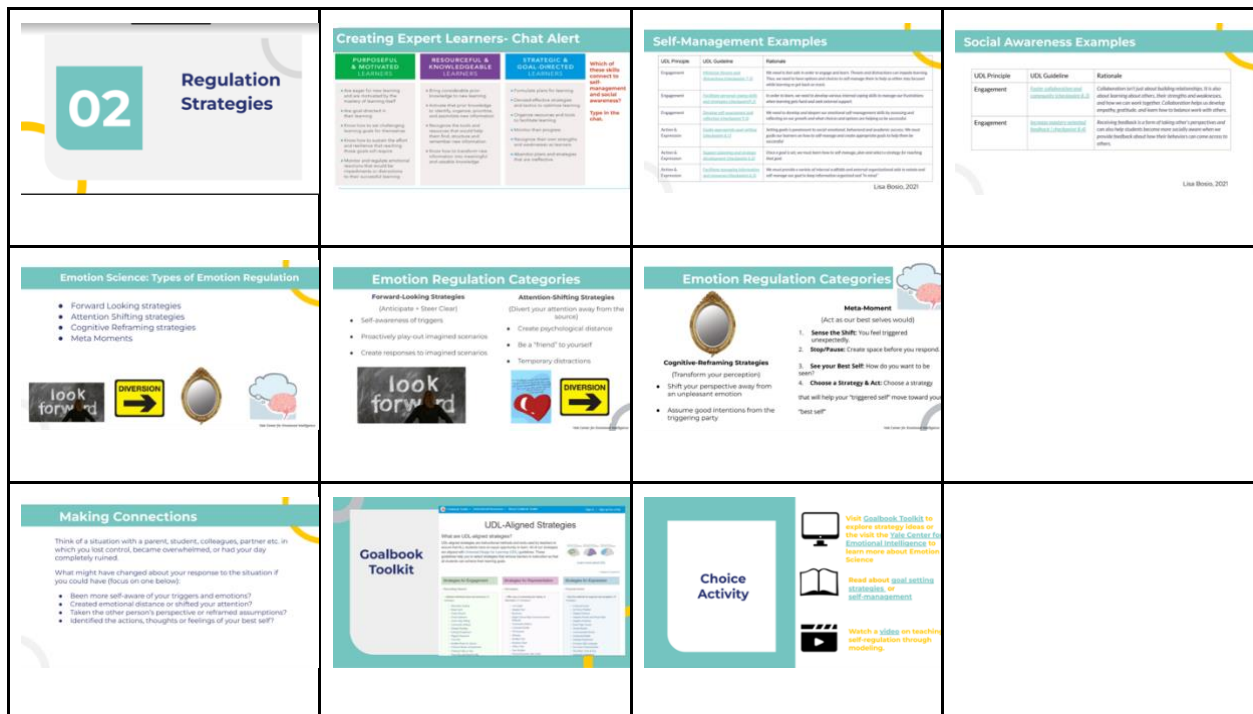
Figure 20

Webinar Series Slides Maslow Before Bloom: Session 3, Slide 15–17



Figure 21

Webinar Series Slides on Self-Management and Emotion Regulation: Session 3, Slides 27–37



Two Case 2 participants noted an appreciation for the content related to executive functioning. SD1 expressed:

This slide gave me more ideas on how to talk about executive functioning with teachers.

Whether it's planning, organizing, or attention. This is one of the areas I think will be fun when we get to start sharing some of the ideas.

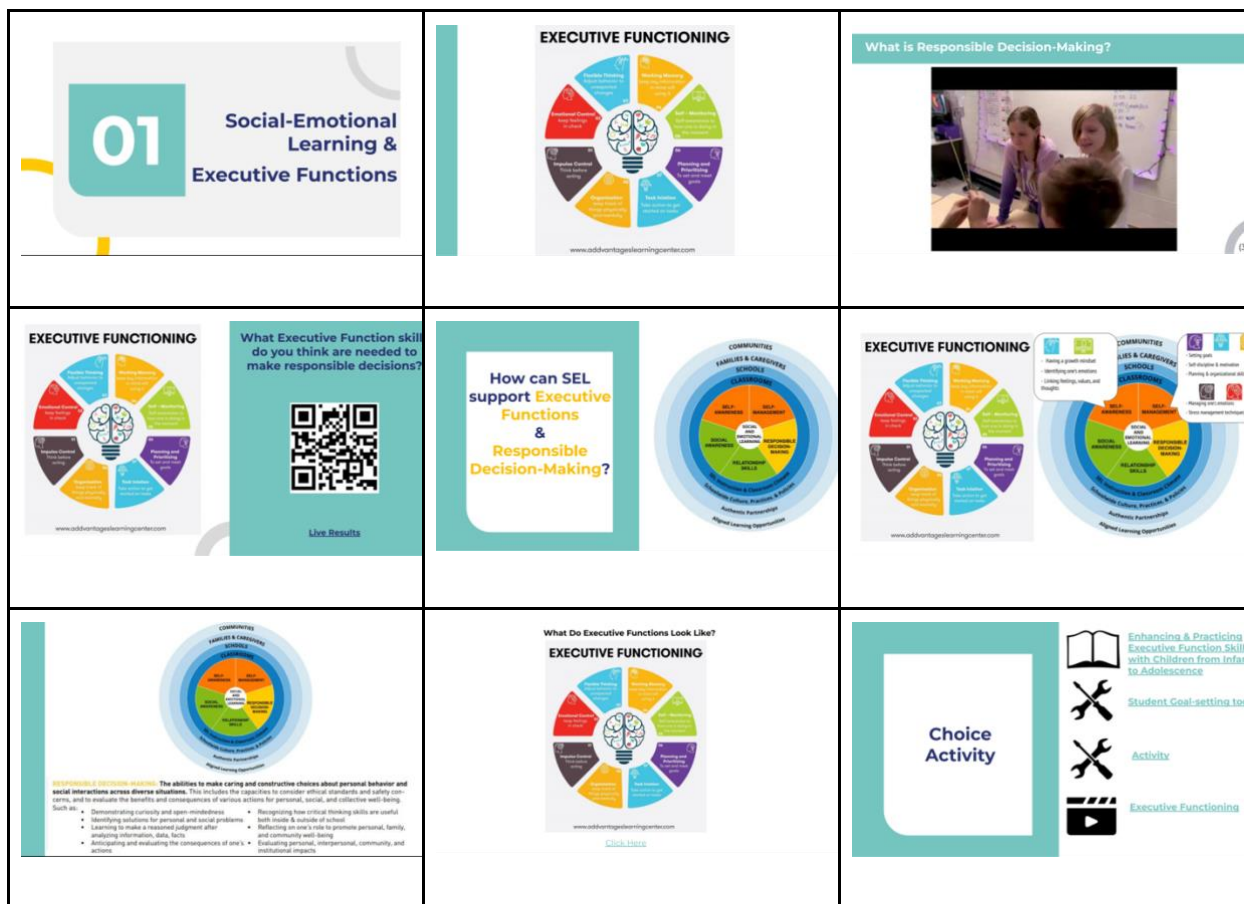
SD1 followed up in a later interview adding, "executive functioning is such a challenge for so many students, and it's reminding myself and getting tools of how you work on that skill, like some kids, it's not just natural, they need to be taught." SD2 shared:

I really liked this session because of the executive functioning component. I think people have a hard time with how to support executive function skills. Even identifying strengths and weaknesses. The student may be good at impulse control but not very good at flexible thinking. I spend a lot of time in especially secondary classrooms hearing about how students are having meltdowns because they are missing that piece of self-monitoring of how you move from it being taught to doing it in a very structured way and putting some accountability on the students to start evaluating it.

Three Session 5 respondents highlighted the executive functioning content writing, "I loved the executive functioning video to help teachers understand it better," "I want to share the executive functioning posters with our EBD teachers," and "All of the ex func material was meaningful and relevant to the population I support." Figure 22 illustrates the slides the participants and respondents referenced.

Figure 22

Webinar Series Slides on Executive Functioning: Session 5, Slides 13–21



Immediate Share. Four participants reflected on how they have put some of the content and strategies into practice. SD1 spoke broadly about the content stating, “I’m taking little components and sending them back to my team even if it’s just sharing a video or a link to a study.” SD5 shared:

One thing we have done at our coordinator meetings every Wednesday or so is the Warm Welcome (see Figure 23). We’ve got a meeting on Monday with it’s a special task force because some of our special ed folks weren’t happy, so there are some issues that they want to share with us. It’s going to be a group of teachers, and classified staff and

parents. I know they're going to come in and want to share a lot of, you know, I don't want that kid in my classroom, but I think they may not say that the way they want to because there are going to be parents in the room. But I was saying to my boss we need to start with some kind of a Warm Welcome first. We had a difficult meeting a few weeks ago with some elementary teachers because we're looking at changing the structure of our programs as far as where the classes are located. I knew they were coming in unhappy, so we started with a warm welcome. We asked, what would you do if you didn't become a teacher? It really got people talking, so just kind of as a commonality kind of thing, so if no other one, I've been doing that one.

Similarly, SD2 noted:

We've been trying to incorporate the warm welcome into everything we do so, if we have a staff meeting or a district level meeting we are starting with a warm welcome. We are trying to build relationships with each other. I think that the warm welcome has at least set the tone for the meeting. It has allowed a little bit of connection and laughter and learning about each other.

IHE1 spoke about a web-based resource of curated links when stating, "we have shared the Padlet [see Figure 24] with the faculty." A Session 5 survey respondent wrote, "the resources, especially the Padlet that was created." Additionally, IHE1 expressed sharing a slide (see Figure 25) when stating, "The infographic [first link on the slide], we sent that to our faculty and the whole article [second link on the slide]." One Session 3 survey respondent wrote, "I plan to [use] the Mood Meter Check ins I do when I push into classrooms." Three Session 4 survey respondents noted, "the articles and videos have been great for teacher and staff reading,"

“sharing UDL and SEL resources presented in this training with colleagues,” and “when creating a lesson, using choice for deeper understanding with activities.”

Figure 23

Webinar Series Slides: Warm Welcome Samples From Sessions 1, 3, and 4

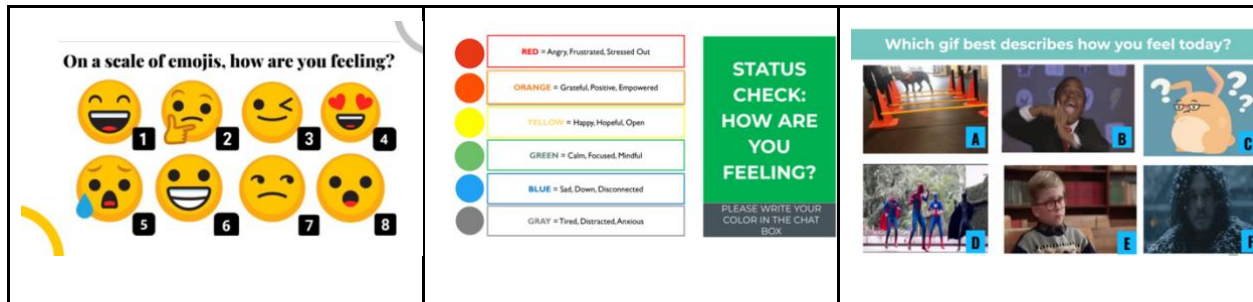


Figure 24

Webinar Series Resource: Padlet

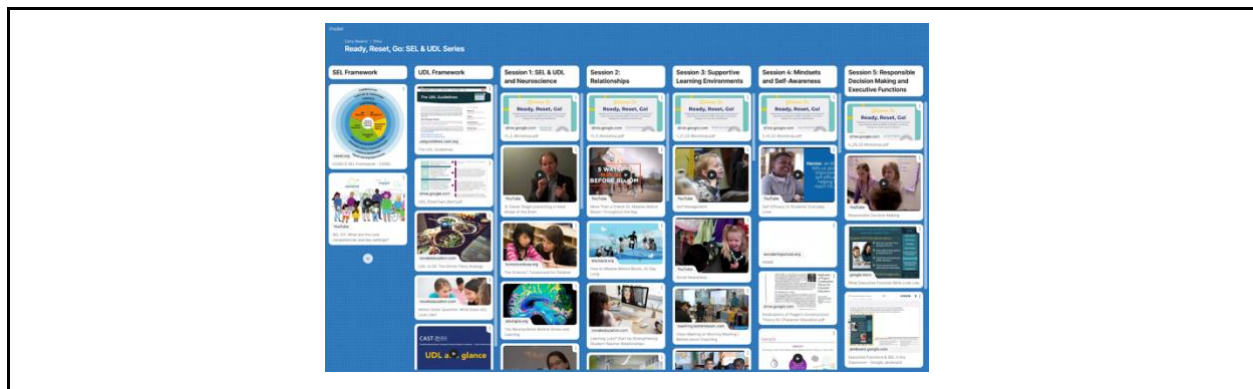
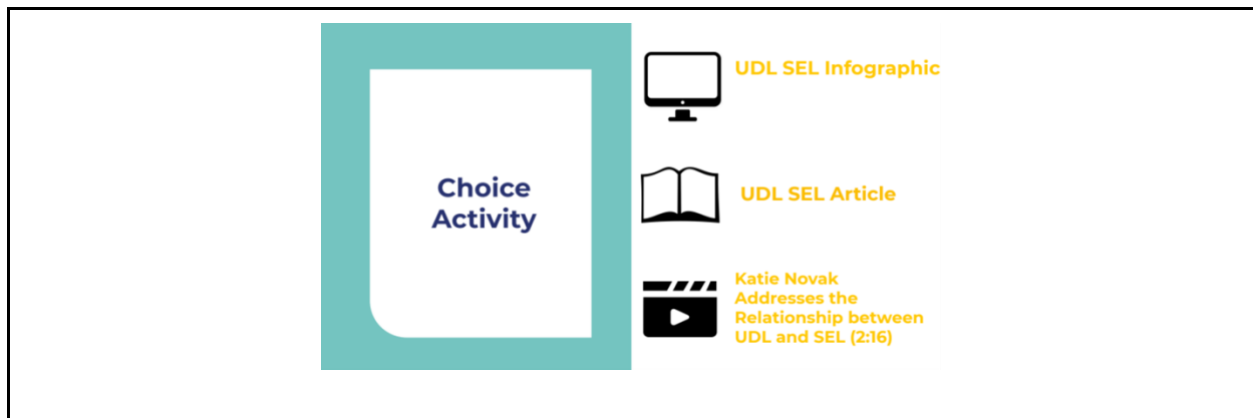


Figure 25

Webinar Series Slide: Session 1, Slide 39



Curation. Three participants from two cases (i.e., Case 2 and 3) shared how they are organizing the resources from the webinar series. SD3 noted, “One of the things I reiterate all the time is the three signature practices. We decided to make a resource for administrators and leadership, like a menu of the three signature practices.” SD5 recalled:

One of the outcomes is we had to choose a project that would come out of the training.

Our team decided to build a toolkit for staff. We created a shared google drive so we could add artifacts. There were a lot of resources so we hand-picked which ones might be appropriate for this group of teachers or that group of teachers.

IHE1 shared, “We’ve created a document that shows general resources, and we created a document that links the UDL and SEL competencies with the TPEs.” Three Session 3 survey respondents wrote comments related to curation: “team has met and has added and continues to add tools to our graphic organizer,” “Identify a robust tool kit of SEL strategies to incorporate into the larger plan,” and “utilize our own district create[d] SEL pieces.”

Future Training. Six comments reflected content the participants could see moving forward into a future professional development training. Four of the six comments came from

Session 1, one comment came from Session 2, and one comment from Session 3. Session 1 comments included:

- SD2: “These are all slides [20–24; see Figure 26] I would think would be important for us to reference or use in our training to establish what it [CASEL] is and isn’t. Then going into the framework piece, I really like the visual. It breaks it down into the competencies we want students to know and practice.”
- SD2: “I like the language of this slide [29] because this was a missing piece I had not learned about UDL. We talk a lot about accommodations for students with special needs. That is a variation, you know, but it’s related to their [the individual student] disability. Then there are variations like you have a flexible teacher; they have more variation with their learners. And then also having expectations for students, sometimes the student has a modified program, so the teacher thinks they are just in the class for socialization, but maybe the student could learn something it may take some time to figure out.”
- SD1: “When you are talking to teachers about UDL and how they should be using it, these slides [29-34] are a great option to include.”
- IHE1: “I like this too [30]; I really like teaching my students about the difference between differentiation and UDL.”

Figure 26

Webinar Series Slides: Session 1, Slides 20–24, 29–34



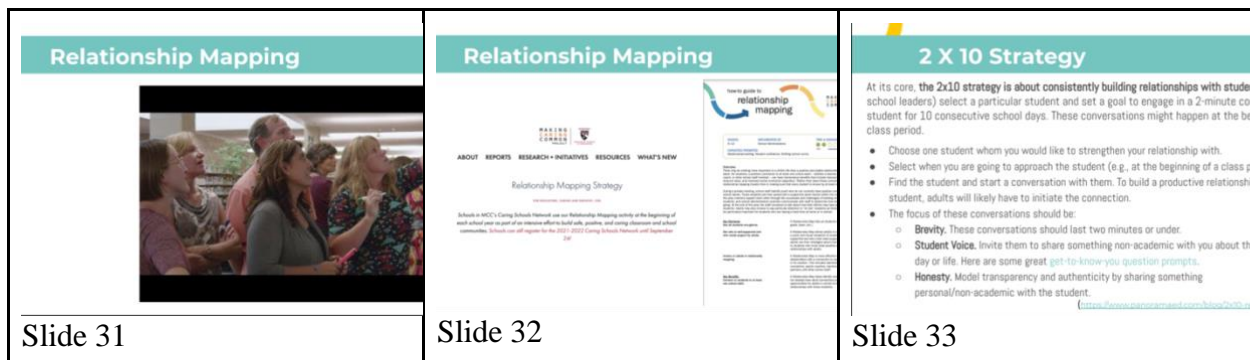


The comment related to Session 2 slides was:

- SD5: “I think the activity on relationships [31-34; see Figure 27] would be a real telling and eye-opening activity to do at some of our schools.”

Figure 27

Webinar Series Slides: Session 2, Slides 31–33



The comment related to Session 3 slides was:

- SD1: “I think we looked at those classroom activities for encouraging self-management [18-21; see Figure 28] and added that to our toolbox. There were some

really good ideas there. The zone stuff, keeping calm, self-management, goal setting, executive functioning, and organizational skills.”

Figure 28

Webinar Series Slides: Session 3, Slides 18–21



Additionally, one Session 5 respondent wrote, “I would like to develop a unit on executive functioning that could be rolled out and used for our Compass program (ED program) as the students in these classes demonstrate a lot of emotional dysfunction.”

Theme 4: Understandings of Fostering Equity

Theme 4, Understandings of Fostering Equity, provides a response to Research Question 3.1. Research Question 3.1 asked, How do educators describe integrating SEL and UDL in learning environments? Semistructured Interview Question 11 (Where are you/is your team at with applying the knowledge of the integrated approach?) led to Question 9 (i.e., In what ways, if any, can you see SEL and UDL fostering equity?). Question 9 contributed to the development of this theme. A summary of how Theme 4 emerged is displayed in Figure 29. The coded data frequency supporting this theme and corresponding categories is shown in Table 12.

Figure 29

Summary of Theme 4: Emergence From Raw Data to Understandings of Fostering Equity






Theme 4 – Understandings of Fostering Equity		
	Codes	Student Voice Self-Efficacy
	Categories	Student Voice & Self-Efficacy
	Evidence	Case(s) 2 Survey(s) 4
	Semi-Structured Interview Questions	9 – In what ways, if any, can you see SEL and UDL fostering equity?
	Research Question(s)	3.1 – How do educators describe integrating SEL and UDL in learning environments?

Table 12

Theme 4: Understandings of Fostering Equity Case Occurrence and Frequency of Codes

Categories and codes	Frequency	Case or survey #
Category 1: Student Voice and Self Efficacy	6	
(a) Student Voice and Self Efficacy	6	C2, S4

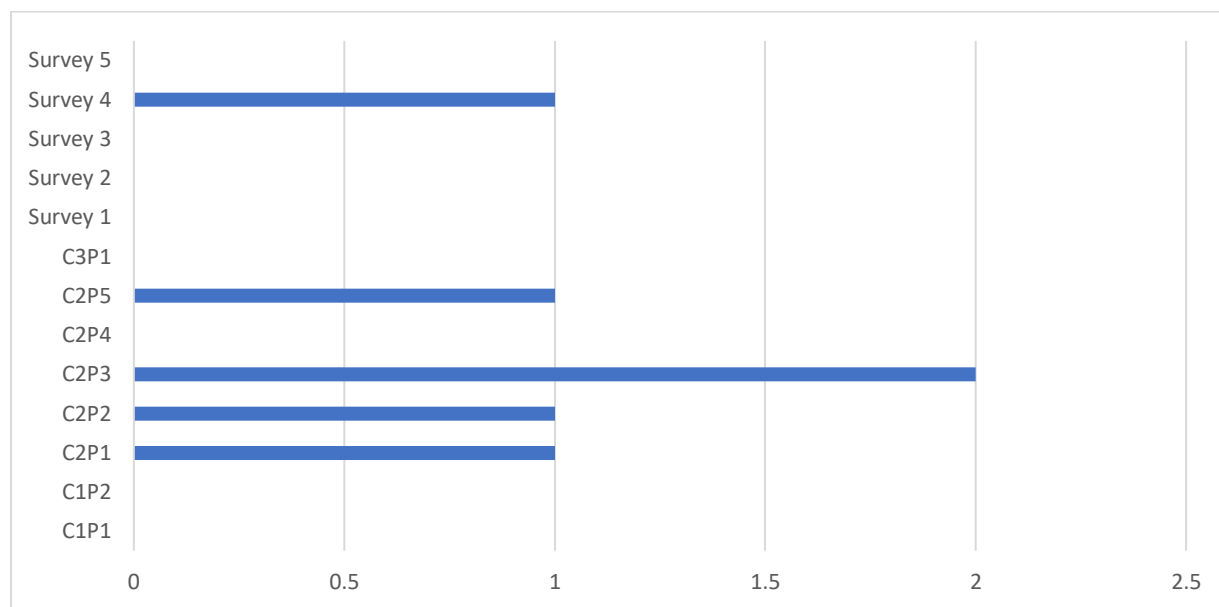
Student Voice and Self Efficacy

Throughout the interviews, participants from each case were asked where their team was with integrating SEL and UDL in learning environments. This question led to a discussion about how integrating UDL and SEL could foster equity. One category emerged: Student Voice. This category developed out of the following descriptive phrase/terminology: Student Voice and Self-Efficacy. Data collected found six responses from 4 of 5 case two participants and 1 of 5 post

session surveys recognized how student voice and self-efficacy promote equity. Figure 30 illustrates the frequency of comments across interview participants and survey responses.

Figure 30

Frequency of Comments Related to the Category Student Voice and Self-Efficacy Per Interview Participant and Post Session Survey



One Case 2 participant, SD3, commented, “It was interesting to hear students talk about self-efficacy.” Continuing, SD3 shared, “Some students may not have the vocabulary. Giving them pictures and choices of how to respond opens the opportunity to communicate and share their feelings.” SD1 recalled:

We have this one [see Figures 31 and 32] where we went over student voice. We really push that in our secondary program, I primarily work with elementary, but it was just interesting to hear how secondaries focused on that and how they can look at some of these ideas.

Likewise, SD5 noted, “The student voice was at the forefront of our secondary team, really trying to target that.” SD2 also said:

The other thing I liked was the information about student voice. It was powerful because even though I think we are getting better about not just being didactic, where the teacher just talks the whole period, it gives the teacher a temperature check, like checking for clarification, you know, checking for understanding. It is also building in student voice a little more naturally.

A Session 4 survey respondent wrote, “as a teacher I want to work on asking for student feedback on teaching practices and lesson[s]. Specifically what practices did we engage in this week and what worked best for you? What learning modality.”

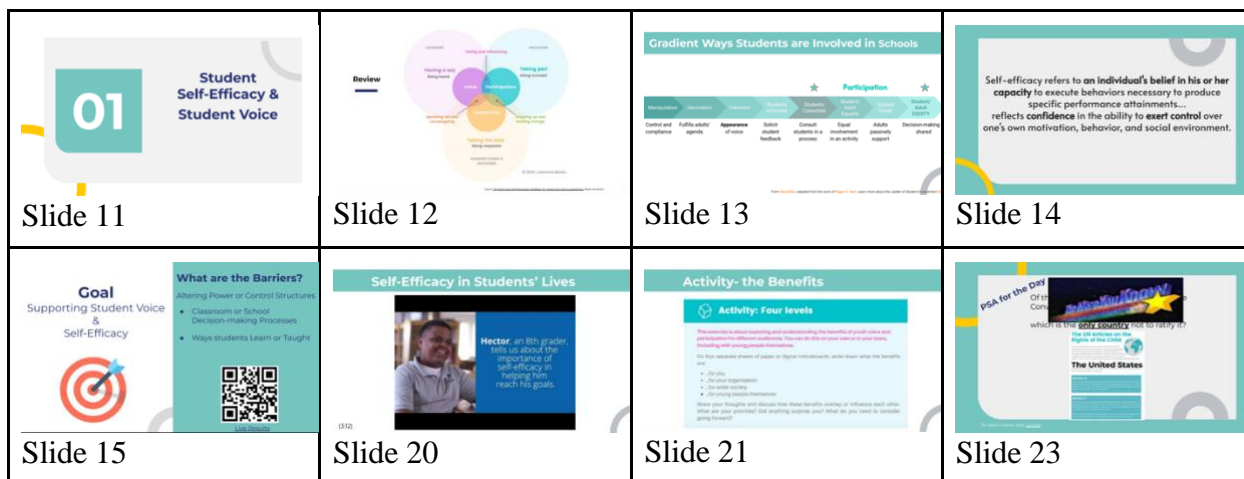
Figure 31

Webinar Series Slides: Session 3, Slides 39–46



Figure 32

Webinar Series Slides: Session 4, Slides 11–15, 20–21, 23



Theme 5: Breaking Down Silos Accelerates Learning Across Content Areas

Theme 5, Breaking Down Silos Accelerates Learning Across Content Areas, provides a response to Research Question 3.2. Research Question 3.2 asked, How do educators describe integrating SEL and UDL across content areas? The researcher found participant responses to Interview Question 4 (i.e., What if anything, have you noticed about your setting since you have been participating in the Ready, Reset, Go! Series?) contributed to the development of this theme. A summary of Theme 5 emerged is displayed in Figure 33. Further support The coded data frequency supporting this theme and corresponding categories is shown in Table 13.

Figure 33

Summary of Theme 5: Emergence From Raw Data to Breaking Down Silos Accelerates Learning Across Content Areas






Theme 5 – Breaking Down Silos Accelerates Learning Across Content Areas	
 Codes	Silos
 Categories	Silos
 Evidence	Case(s) 2 Survey(s) 5
 Semi-Structured Interview Questions	4 – What, if anything, have you noticed about your setting since you have been participating in the Ready, Reset, Go! Series?
 Research Question(s)	3.2 – How do educators describe integrating SEL and UDL across content areas?

Table 13

Theme 5: Breaking Down Silos Accelerates Learning Across Content Areas Case Occurrence and Frequency of Codes

Categories and codes	Frequency	Case or session #
Category 1: Silos	7	
(a) Silos	7	C2, S5

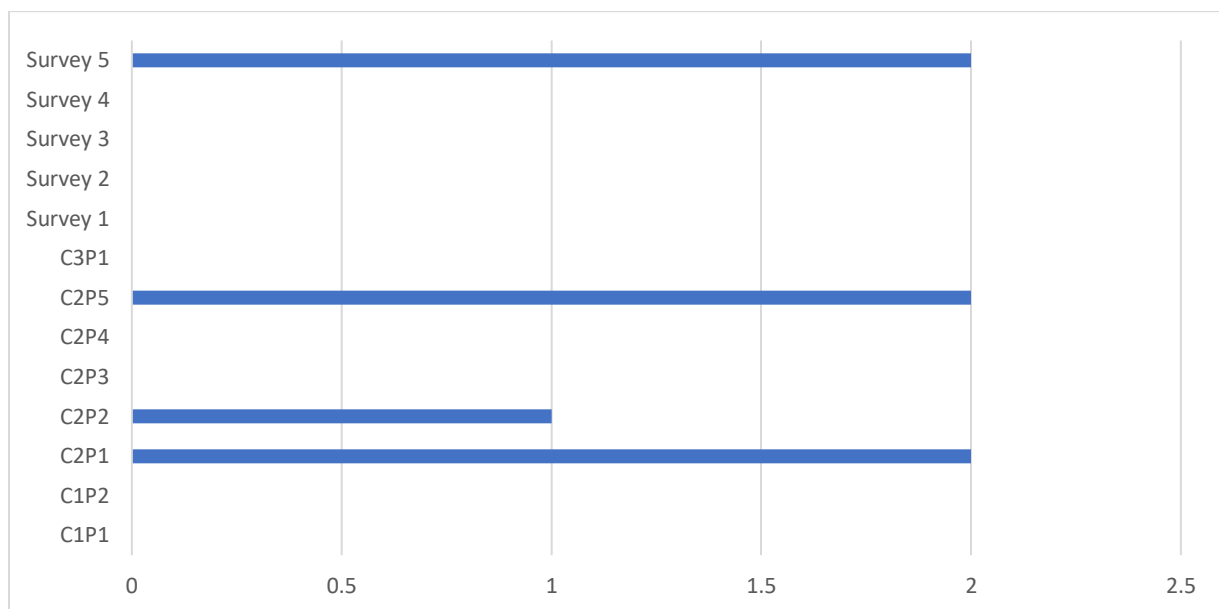
Silos

Throughout the interviews, participants from each case were asked to consider how learning could be accelerated across content areas. One category emerged: Silos. Data collected from five interview responses generated by 4 of 5 Case 2 participants and two comments from 1

of 5 post session surveys, recognized how breaking down silos supports learning across content areas. Figure 34 illustrates the frequency of comments across interview participants and survey responses.

Figure 34

Frequency of Comments Related to the Category Silos Per Interview Participant and Post Session Survey



Recognizing that district wide and in departments silos hinder progress, SD2 stated, “I think our biggest complaint is that we are in silos.” SD1 reflected on some progress made on breaking down the silos, sharing:

When I first started as a TOSA, I felt like we were much more siloed. So special education, I was able to invite other special educators, not necessarily our general education teachers. A couple of years ago, we hired a coordinator for special education that eventually became our mental health coordinator. About 4 years ago, we targeted a

lot more general education teachers. I think we are really succeeding in getting the departments together and breaking down those silos and saying, “hey, now we work together.”

Likewise, SD5 offered:

I am part of a task force that is made up of general education teachers, special education teachers, instructional assistants, and parents. It came out of some concerns with some of our special education students not being successful in general education and more likely because we disbanded, a number of years ago, the mild-moderate self-contained classrooms. One of the things that we talked about in the last couple sessions, because a lot of the outcome of this task force is going to be trainings. Talking about the whole brain piece and looking at how trauma impacts our students’ behavior.

Additionally, SD5 expressed hope when commenting:

What I’m looking forward to is us all meeting together because we still have so many silos out there. We’re kind of working together to come up with a cohesive plan because you know we’ve got bits and pieces of MTSS so we’ve been working, the last 2 years, especially on two thirds of that stool, the behavior and social-emotional piece.

SD1 felt a sense of cohesion when stating:

It was exciting that we participated in the training with other educational teams. During our discussions, it felt like maybe it will be more of a ‘we’ as we move forward to embrace best practices and support our teams to improve student outcomes for ALL.

Two Session 5 respondents noted, “continuing to get GE teachers the opportunity to learn UDL and SEL” and “it needs to be rolled out in gen ed. Not just sped.”

Chapter Summary

This chapter provided the data results for this study. A total of eight educators consented to participation. Data analysis, coding, and development of categories and themes were discussed. Five themes emerged during analysis: (a) Supporting Understanding of SEL and UDL, (b) Training Others Using UDL and SEL, (c) Relevant Content Impacts Learning and Is Transferrable, (d) Understandings of Fostering Equity, and (e) Breaking Down Silos Supports Accelerated Learning Across Content Areas. The researcher explained each theme relating the themes back to the research questions and semistructured interview questions. Three themes (i.e., Themes 1, 2, and 3) emerged out of data gathered across the interviews from all three cases and each of the post session survey results. Two themes (i.e., Themes 4 and 5) emerged from a single case, Case 2, and two post session survey results.

Chapter 5: Results

The purpose of the study was to discover the impact of a series of virtual professional learning opportunities on participant perceptions of knowledge and information sharing related to the integrated approach of Universal Design for Learning (UDL) and Social-Emotional Learning (SEL) practices in inclusive classroom settings. This chapter provides a discussion of the data analysis from Chapter 4. Implications and limitations of this research are also provided. This study sought to answer the following research questions:

1. What are educators' perceptions of the impact of a professional learning series on their knowledge and understanding of SEL?
 - 1.1. How do educators describe the impact of a professional learning opportunity on the future training potential of SEL for preservice and in-service educators equipping them for effective teaching in an inclusive educational setting?
2. What are educators' perceptions of the impact of a professional learning opportunity on their knowledge and understanding of UDL?
 - 2.1. How do educators describe the impact of a professional learning opportunity on the application of UDL for preservice and in-service educators equipping them for effective teaching in an inclusive educational setting?
3. What are educators' perceptions of implementing integrated SEL and UDL education practices?
 - 3.1. How do educators describe integrating SEL and UDL in learning environments?
 - 3.2. How do educators describe integrating SEL and UDL across content areas?

3.3. How do educators describe the application of integrating SEL and UDL in inclusive settings?

General Overview of Results and Discussion of Findings

In the Fall of 2022, two education organizations worked together to create a professional development experience that combined two topics, UDL and SEL. Through strategic planning, the team organized and presented five half-day webinars to 54 participants ranging from paraprofessionals to university administrators. In an effort to support these educators' understanding of the links between the two topics, the design team wove together the connections between UDL and SEL and modeled an integrated approach to strengthen the participants' knowledge.

The eight participants for this study came from the pool of 54 participants that attended the webinars. All participants who volunteered for this study were educators whose current role in education was outside the classroom. Two participants were part of the webinar development team, five participants were administrators at various levels from one school district, and one participant was from a university that provides a program for preliminary teacher credentialing. Participants were asked to engage in up to three 1-hour semistructured interviews (see Appendix C). Through the semistructured interview process, the researcher collected qualitative data that led to the development of the following themes: (a) Supporting Understanding of SEL and UDL, (b) Training Others Using UDL and SEL, (c) Relevant Content Impacts Learning and Is Transferrable, (d) Understandings of Fostering Equity, and (e) Breaking Down Silos Supports Accelerated Learning Across Content Areas. Specific findings of educator perspectives for each theme and research question are discussed and illustrated (see Table 14).

Table 14*Interconnectedness of Research Questions, Themes, and Key Findings*

Research question(s)	Theme(s)	Key findings
<p>1 and 2: What are educators' perceptions of the impact of a professional learning series on their knowledge and understanding of SEL?</p> <p>What are educators' perceptions of the impact of a professional learning opportunity on their knowledge and understanding of UDL?</p>	1: Supporting Understanding of SEL and UDL	<p>Based on recollection and review of the webinar slide decks educators:</p> <ul style="list-style-type: none"> ○ Described critical formatting and organization features (i.e., quantity of resources, access via hyperlinks, integrated content, visual display, time allotment, and activities) of the webinar series that supported the removal of barriers and provisions for access to the content. ○ Described the essential elements of the professional development that supported their knowledge acquisition (i.e., modeling, feedback, choices, and coaching).
3: How do educators describe the application of integrating SEL and UDL in inclusive settings?	2: Training Others Using UDL and SEL	<p>During discussions of formatting, organization, content, activities, and resources, educators:</p> <ul style="list-style-type: none"> ○ Reflected on next steps in sharing the content with other groups of educators (i.e., build trainer capacity, understand learning preferences, recognize knowledge levels, consider cognitive capacity) ○ Noted potential resistance from classroom teachers including the sense that the content is just one more thing that teachers will need to do, or that teachers will say that they already do this. ○ Strategized counters to resistance when presenting the content to classroom teachers including clearly articulating the connection between what they already do and some new content, presenting information as updated not new, and bridging concepts.

<p>1.1 and 2.1: How do educators describe the impact of a professional learning opportunity on the application of SEL for preservice and in-service educators, equipping them for effective teaching in an inclusive educational setting?</p> <p>How do educators describe the impact of a professional learning opportunity on the application of UDL for preservice and in-service educators, equipping them for effective teaching in an inclusive educational setting?</p>	<p>3: Relevant Content Impacts Learning and is Transferrable</p>	<p>When asked to recall essential content and review the webinar slide decks, educators:</p> <ul style="list-style-type: none"> ○ Shared personal take aways including the use of the participant guide resource, slides on relationships, slides on student voice, slides on Maslow before Bloom, and slides on executive functioning skills. ○ Noted content they immediately moved forward to other educators including integration of Welcome Inclusion Activity, Padlet resources, and sharing miscellaneous videos and articles. ○ Noted curation methods including the creation of team/institutional documents, and utilization of the toolkit. ○ Remarkd on content that they would like to include in future trainings including webinar session one content related to the UDL framework and SEL competencies, session two content on relationship mapping, and session three content on self-management and social awareness.
<p>3.1: What are educators' perceptions of implementing integrated SEL and UDL education practices? How do educators describe integrating SEL and UDL in learning environments?</p>	<p>4: Understandings of Fostering Equity</p>	<p>When asked about how the integrated approach fosters equity, educators:</p> <ul style="list-style-type: none"> ○ perceived that student voice and self-efficacy promotes equity.
<p>3.2: What are educators' perceptions of implementing integrated SEL and UDL education practices? How do educators describe integrating SEL and UDL across content areas?</p>	<p>5: Breaking Down Silos Supports Accelerated Learning Across Content Areas</p>	<p>When asked about how the integrated approach accelerates learning across content areas, educators:</p> <ul style="list-style-type: none"> ○ Places emphasis on breaking down departmental silos to serve ALL students.

The findings support positive outcomes for the integration of UDL and SEL as a method for preparing educators and instructing students. The integration of UDL and SEL should be presented to educator through carefully constructed professional development that includes modeling and coaching. Professional development facilitators are encouraged to use the principles of adult learning theory to engage participants and encourage motivation. The findings

also supported awareness and recognition of the expertise level of educators is critical to the success of integration. Some educators may be more knowledgeable in UDL and others in SEL. Emphasizing the connections between the two frameworks is critical to maintaining a balanced approach that places value on overlapping aspects of the guidelines and principles; and presents a whole-child approach to the learning environment. Preassessment of participant knowledge of key concepts terminology essential to ensure that appropriate levels of information are presented and learning outcomes are met. Finally, the findings revealed the importance of learning environments that encourage the breaking down of silos. Participants benefitted from learning alongside cross-departmental colleagues and found that it provided insights that would not have surfaced had they participated individually or in isolated groups. Each finding is now described in detail, followed by the implications of these finding and recommendations for future research.

Theme 1: Supporting Understanding of SEL and UDL

Throughout the interviews, participants from each case were asked to elaborate on what elements of the webinar series impacted their learning. One category emerged: Describing Professional Development Format and Organization. This category developed out of the following descriptive phrases/terminology: (a) Resources (i.e., Quantity, Access), (b) Slide Structure (i.e., Integrated Approach, Design Features), and (c) Session Format (i.e., Time Allotment, Activities, Modeling, Feedback, Choices, and Coaching and Coaching Challenges).

Throughout the responses, there was a positive tone regarding the format and organization of the webinars. Although there were some concerns about the quantity of resources provided in the first three sessions, there was an expression of appreciation for the access provided through hyperlinks, a participant guide, and a Padlet. One design feature highlighted was that the slide decks were consistent across the series and the graphics supported the content.

During the first interview, participants were asked about their knowledge and understanding of UDL and SEL as individual topics. Responses varied, but it was understood that individuals had knowledge or experience with one or the other topic but not both or how they connected.

The integrated structure of the presentations was well received by the participants as they commented about how they could build their understanding of the new content using their prior knowledge. The design team highlighted the connections and emphasized how, together, UDL and SEL supported a whole-child approach to learning. As part of the series structure, the time participants had to process, collaborate, and explore was valued through expressions of appreciation. Additionally, comments highlighted how modeling, feedback, choices, and coaching supported understanding. Theme 1 results concurred with previous research findings on the characteristics of high-quality professional development in a synchronous online format (Bondie, 2020; Burns, 2011; Fredrick, 2011; Hersh, 2020; McBrien et al., 2009; Yates, 2014).

Category 1: Describing Professional Development Format and Organization

When asked to share general impressions of the webinar series and what tools and resources impacted how the participants processed UDL and SEL, educators used keywords like those used by the professional development authors noted in Chapter 2. Participant responses related to the quantity of resources and access to the resources connected to the findings and recommendations of Andersen (2010), Bondie (2020), Hanover Research (2019), McBrien et al. (2009), and Fredrick (2010). The importance of slide structure and design features are like the notations of Andersen (2010), Bondie (2020), McBrien et al. (2009), Gschwandtner (2016), and Lieser et al. (2018). Responses about the session format, including pacing and use of activities to support engagement, can be found in the work of Andersen (2010), Bondie (2020), Fredrick (2011), Gschwandtner (2016), Hanover Research (2019), Lieser et al. (2018), McBrien et al.

(2009), and Yates (2014). According to Darling-Hammond et al. (2017), two components of high-quality professional development are (a) the encouragement of active learning and the use of andragogy and (b) the provision of opportunities for collaboration, coaching, and expert support. As noted in Chapter 2, the structural characteristics of webinars must be carefully constructed to ensure active engagement, collaboration, and learning retention (Bondie, 2020; Fredrick, 2011; Gschwandtner, 2016; Hersh, 2020; Lieser et al., 2018; Yates, 2014).

When elaborating on the impressions and effective practices used throughout the webinar series, participant responses were aligned with the components of high-quality professional development. Each code noted (see Table 15) is identified by Darling-Hammond et al. (2017). Table 15 illustrates a side-by-side comparison of the Darling-Hammond et al.'s list, the codes found during data analysis, and other authors referenced in Chapter 2 whose work aligned with the same components.

Table 15

High-Quality Professional Development, Data Codes and Chapter 2 Authors

High-quality professional development (Darling-Hammond et al., 2017)	Data analysis codes	Chapter 2 authors
Development of focused content	Relevant content	Hanover Research, 2019; Yates, 2014
Modeling of effective practices	Modeling	Bondie, 2020; Burns, 2011
Allowance of opportunities for feedback and reflection	Feedback	Bondie, 2020; Burns, 2011; Fredrick, 2011; Hanover Research 2019; Hersh, 2020
Encouragement of active learning and utilization of Adult Learning Theory	Choice	Burns, 2011; Hanover Research, 2019; McBrien et al., 2009
Provision for coaching and support; Provision of opportunity for collaboration, coaching, and expert support	Coaching	Burns, 2011; Hanover Research, 2019

Darling Hammond et al. (2017) specifically noted the importance of adult learning theory as an aspect of high-quality professional development. The findings from this theme connected to Knowles's (1980) assumption that as a person matures, they move from dependency to increased self-directedness. Evidence for this was found in the code Choices. Additionally, the code, Feedback, connected to Knowles's (1984) implication of involving adult learners in the program's evaluation.

Support for the design teams modeling of UDL and SEL through the intentional incorporation of the UDL guidelines (CAST, 2018) and SEL competencies (CASEL, 2021b) was also found throughout this category. The code Access is supported by UDL Checkpoint 4.2, vary the methods for response and navigation, and 4.3, which optimizes tools and assistive technologies. The code Integrated Approach connects to UDL checkpoint 3.2, guide information processing and visualization, and 3.4, maximize transfer and generalization. The code Visual Display links back to UDL Checkpoints 1.1, offer ways of customizing the display of information; 1.2, offer alternatives for auditory information; and 1.3, offer alternatives for visual information. The code Time to Process relates to UDL Checkpoints 9.1, promote expectations and beliefs that optimize motivation; 9.3, develop self-assessment and reflection; and the SEL competencies of self-management and responsible decision making. The code Time to Communicate/Collaborate can be found in UDL Checkpoints 7.3, minimize threats and distractions; 8.3, foster collaboration and community; and the SEL competencies of social awareness and relationship skills. The code Activities is supported by Checkpoints 1.1, offer ways of customizing the display of information; 1.2, offer alternatives for auditory information; 1.3, offer alternatives for visual information; 4.1, vary methods for response and navigation; 5.1 use multiple media for communication; 7.1 optimize individual choice and autonomy; and SEL

competencies self-awareness, social awareness, relationship skills, and responsible decision making. The code Modeling links to the Checkpoint 6.1, guide appropriate goal setting. The code Choices relates to Checkpoints 1.1, offer ways of customizing the display of information; 1.2, offer alternatives for auditory information; 1.3, offer alternatives for visual information; 2.5, illustrate through multiple media; 5.1, use multiple media for communication; and 7.1, optimize individual choice and autonomy. The code Coaching and Coaching Challenges is linked to Checkpoints 6.2, support planning and strategy development; 9.1, promote expectations and beliefs that optimize motivation; and the SEL competencies of self-awareness, social awareness, relationship skills, and responsible decision making.

Results from Theme 1, Supporting Understanding of SEL and UDL, Category 1, Describing Professional Development Format and Organization, are evidence that professional development designed using the principles of andragogy and offered via synchronous webinar sessions should incorporate multiple items. These include access to resources participants can refer to when revisiting the content; using design features that support understanding of content; integrating topics to support learning and cohesion between initiatives; allowing time for communication, collaboration, content processing, and exploration; modeling the concepts being taught; allowing participants to provide feedback; giving choices for content processing; and providing coaching. The Professional Development Design Tool (see Appendix E) can support designers in ensuring these critical components are addressed.

Theme 2: Training Others Using UDL and SEL

Throughout the interviews, participants from each case were asked to consider what content and/or concepts from the webinar series were most readily applicable, and what might hinder application. Two categories emerged: Starting Points and Problems and Solutions. The

first category, Starting Points, developed out of the following descriptive phrases/terminology: (a) Teaching Adults (i.e., Build Trainer Capacity, Understand Learning Preferences, Recognize Knowledge Levels, Consider Cognitive Capacity). The second category, Problems and Solutions, developed from the following descriptive phrases/terminology: (a) Resistance and (b) Counter to Resistance.

The responses related to Starting Points centralized around the idea that this content would need to be passed along to the next level of implementers. Several comments regarded the importance of building trainer capacity. As mentioned previously, the participants in this study were all in educational positions outside the classroom. Some of the participants were tasked with designing their own professional development to share their learning with others (e.g., classroom teachers). Other comments related to understanding learning preferences, recognizing the knowledge levels of future participants, and considering cognitive capacity. Although these were coded separately, they all connect to an understanding that knowing the participant while developing professionally is critical to learner engagement, access, and comprehension.

The responses related to Problems and Solutions demonstrated the cognitive processing of the participants as they considered sharing the content with others. One significant comment was related to how teachers will consider this content as just another training. Comments countering this mindset focused on using what the teachers already know to build in the new information. Another counter to resistance honored what teachers were already doing and planned to encourage the new practices to be incorporated with the already successful established practices. Theme 2 results aligned with previous research findings on andragogy and the importance of understanding adult learning theory when preparing for a professional

development opportunity (Burns, 2011; Carless, 2004; Ingalls, 1972; Knowles 1980, 1984; Merriam et al., 2017; Phillips, 2008; Terehoff, 2002).

Category 1: Starting Points

When contemplating the content that was readily applicable, 7 of 8 participants had comments related to andragogy. This significant connection to the principles of teaching adults is important because some of the participants from this webinar series were educators tasked with moving the content forward. Four comments related to building trainer capacity, which aligned with Knowles's (1980, 1984) assumptions and implications. Seven comments connected to Burns (2011), Ingalls (1972), Knowles (1984), and Terehoff (2002) presented understanding of the learning preferences of participants and recognition of their knowledge levels. These connections are relevant as the webinar series was built with adult learning theory in mind and the results of the study confirmed that engagement, motivation, and deep learning occurred using these principles. Eight comments across all three cases mentioned cognitive capacity. Participants and webinar developers commented on the need to be cognizant of the mental load placed on educators. This data connected to the work of Merriam et al. (2017) and Merriam (2017) who discussed the importance of the mind body connection and how emotional states impact learning. It also connected to the work of Carless (2004), Phillips (2008), and Murray (2013) who addressed teacher resistance. This finding is a critical consideration that honors educator's readiness to learn.

This category also connected to the UDL checkpoints (CAST, 2018) and SEL competencies (CASEL, 2021b). The code Build Trainer Capacity links to UDL Checkpoint 5.3, build fluencies with graduated levels of support for practice and performance, and the SEL competencies self-awareness, self-management, and responsible decision making. The code

“understand learning preferences” is associated with UDL Checkpoints 1.1, offer ways of customizing the display of information; 1.2, offer alternatives for auditory information; 1.3, offer alternatives for visual information; 4.1, vary the methods for response and navigation; 7.1 optimize individual choice and autonomy; and the SEL competencies of social awareness, self-management, and responsible decision making. The codes “recognize knowledge levels” and “consider cognitive capacity” is connected to the UDL Checkpoint 5.3, build fluencies with graduated levels of support for practice and performance, and the SEL competency social awareness, relationship skills, and responsible decision making.

Category 2: Problems and Solutions

Responses related to what might hinder application are reflections of the Chapter 2 findings of Carless (2004), Phillips (2008), and Murray (2013), who reported teachers are often resistant in anticipation of new ideas and change. Carless (2004) and Phillips (2008) also focused on the resistance of teachers who are already feeling overwhelmed with work and personal obligations, and Murray (2013) posed questions about resistance related to the six assumptions of andragogy. Five participants commented about teacher resistance being related to Carless’s (2004) and Phillips’s (2008) notations on new ideas. This finding supported the work of Knowles (1980), who expressed adult learners need to know why they are learning something new, be able to connect it to what they already know and understand how it can be applied immediately.

This category also connects to the UDL checkpoints (CAST, 2018) and SEL competencies (CASEL, 2021b). The code Resistance relates to the SEL competencies, social awareness, and relationship skills. The code Counter to Resistance is connected to the UDL Guideline 7.3, minimizing threats and distractions, and the SEL competencies of social awareness, relationship skills, and responsible decision making.

Results from Theme 2, Training others using UDL and SEL, Category 1, Describing Starting Points, and Category 2, Problems and Solutions, are evidence that professional development offered via synchronous webinar sessions should provide several things. These include ensuring the trainers have the capacity to share the content; gathering information about the participants learning preferences and knowledge levels; recognizing the potential internal and external barriers that may limit a participant's access and engagement; predicting possible resistance to the format or content; and proactively planning for the considerations. The Professional Development Design Tool (see Appendix E) can support designers in ensuring these critical components are addressed.

Theme 3: Relevant Content Impacts Learning and Is Transferrable

Throughout the interviews, participants from each case were asked to consider what content and/or concepts from the webinar series were significant takeaways and what content was most readily available to pass along to other educators in their sphere of influence. One category emerged: Relevant Content. This category developed out of the following descriptive phrases/terminology: (a) Takeaways, (b) Immediate Share, (c) Curation, and (d) Future Training.

The responses related to takeaways ranged from generic comments to noting specific, meaningful topics. Responses about what content would be shared immediately were primarily focused on the linked articles and videos. A few participants commented on the immediate use of the three SEL signature practices: (a) welcome inclusion activity, (b) engagement strategies, and (c) optimistic close. When asked about how participants curated the content, several referenced the curation tools provided by the design team, and others shared how they had created their own system. The content curated flowed into the topics that the participants planned to use in future

trainings. Theme 3 results concurred with previous research findings on the characteristics of high-quality professional development in a synchronous online format.

Category 1: Relevant Content

Comments about takeaways connected to the literature in multiple ways. To start a connection is made through the findings of Yates (2014), who noted the importance of relevant content as a foundation for successful professional development. Student voice and self-efficacy are noted as important topical takeaways that connect to the work of Bandura's (1969, 1977) social learning theory. Participants also commented on the topical takeaways of relationships, self-management, emotional regulation, and executive functioning, which are all CASEL (2022a, 2022b, 2022d) competencies. Moreover, comments connected to the activities related to the topical takeaways. This connected to Knowles's (1980) assumption of andragogy that adult learners want to apply the content immediately, and Darling-Hammond et al.'s (2017) claim that high-quality professional development includes active participation and focused content. Comments related to curation are apparent in the works of Lieser et al. (2018), Andersen (2010), and Fredrick (2011) who suggested file sharing, links, and hyper docs as useful tools to support access and organization.

This category connects to the UDL checkpoints (CAST, 2018) and the SEL competencies (CASEL, 2021b). The code Takeaways is associated with Checkpoints 6.1, guide appropriate goal setting; 6.2, support planning and strategy development; 6.3, facilitate managing information and resources; 7.2, optimize relevance value and authenticity; and the SEL competencies of self-awareness and responsible decision making. The code Curation relates to Checkpoints 3.3, guide information processing and visualization; 3.4, maximizer transfer and

generalization; 6.3, facilitate managing information and resources; and the SEL competencies of self-management and responsible decision making.

Results from Theme 3, Relevant Content Impacts Learning and Is Transferrable, is evidence that professional development offered via synchronous webinar sessions should include carefully selected content that has the potential to be applied or shared immediately.

Additionally, participants should be encouraged to use a facilitator- or self-created curation system so that the content can be easily retrieved and used for future training. The Professional Development Design Tool (see Appendix E) can support designers in ensuring that these critical components are addressed.

Theme 4: Understandings of Fostering Equity

Throughout the interviews, participants from each case were asked to consider how integrating UDL and SEL could foster equity. One category emerged: Student Voice. This category developed out of the following descriptive phrases/terminology: Student Voice and Self-Efficacy. Participants from the case representing the school district were strongly interested in enhancing student voice and exploring how student voice supports self-efficacy. They reference multiple slides related to this topic, but two, the slide titled, “Ladder of Student Involvement,” and the slide titled, “Gradient Ways Students are Involved in Schools,” connect student voice to equity. This theme should be considered with caution. Participant responses did not reflect a clear understanding of the concept of equity rather they referred back to slides that provided resources and a visual representation.

Category 1: Student Voice and Self-Efficacy

The responses for this theme are isolated only to Case 2. Comments about student voice and self-efficacy relate to Chapter 2 in the discussion of SEL. The SEL competency, self-

awareness, supports learners' capacity to experience self-efficacy (CASEL, 2022c). This connected to Knowles's (1980) assumption of andragogy that as a person matures, they move from dependency to increased self-directedness. Two articles, Katz and Sokal (2016) and Katz and Porath (2011), found increased student self-awareness when implementing the three-block model of UDL.

This category connects to the UDL checkpoints (CAST, 2018) and SEL competencies (CASEL, 2021b). The code "student voice and self-efficacy" is associated with UDL Checkpoint 9.1, promote expectations and beliefs that optimize motivation and the SEL competency self-awareness. Results from Theme 4 support that professional development offered via synchronous webinar sessions should use the guidelines and principles of UDL and SEL to promote voice and participant self-efficacy. The Professional Development Design Tool (see Appendix E) can support designers in ensuring that this critical component is addressed.

Theme 5: Breaking Down Silos Supports Accelerated Learning Across Content Areas

Throughout the interviews, participants from each case were asked to consider how learning could be accelerated across content areas. One category emerged: Silos. This category developed out of the following descriptive phrases/terminology: Silos. Participants from the case representing the school district spoke about past and present silos and how their district works to break down the silos to encourage learning across departments.

Category 1: Silos

The responses for this theme were isolated to one case, Case 2. Comments connected to silos related to Chapter 2 when considering the broad definition of inclusion. Participant comments were related to silos in a district infrastructure. Breaking down the silos and engaging in communication across departmental lines encourages full participation in the curriculum,

which accelerates learning (O'Donoghue & Venter, 2018; Rose & Meyer, 2002). This connected to one Knowles's (1984) andragogy implications, set a cooperative climate for learning. Results from Theme 5 support the need for professional development designers to consider their audience as it relates to the interconnection among a variety of educators. Additionally, the need for common language and understanding to facilitate sustainable, inclusive environments. The Professional Development Design Tool (see Appendix E) can support designers in ensuring that this critical component is addressed.

Implications

Implications of this research impact the greater education community; administrators and faculty in teacher preparation programs; district administrators as well as administrators, TOSA's, coaches, and classroom teachers in school settings.

The Education Community

This research had the unique opportunity to discover the perceptions of educators who are responsible for curating and developing professional development for pre-service and in-service educators. Studies often seek the perspectives of teachers and principals. This study sought the perception of policy institute leaders, county office of education coordinators, IHE faculty, and district level administrators. These groups have a birds-eye view on the needs of the greater population of educators and are positioned to ensure relevant and comprehensive instruction for classroom teachers. This body of participants is often at the forefront of education initiatives and implements the direction and pace for systemic change. Others in similar positions may benefit from this research finding common ground with the results of this research.

Another implication for the education community is the importance of using the principles of andragogy to guide the process when developing adult learning opportunities. The

connection between UDL, SEL, and andragogy suggests that educators will be more engaged in learning opportunities when they are offered variation and choice, when their SEL needs are met, and when their experiences are valued. This finding resulted in the creation of the UDL and SEL Professional Development Design Tool (see Appendix E). This tool can support the planning process of professional development opportunities. Educators tasked with designing learning opportunities should tailor the tool to best serve their unique audience.

A final implication connects to educator knowledge levels. This research revealed a gap in knowledge related to the term equity. Educators must clearly define terminology used and support the development of others in building their knowledge and understanding of words and phrases used in educational settings. It is also critical to recognize how terms evolve. Ensuring clear definitions is a prerequisite to application.

Teacher Preparation Programs

Professional development is not limited to in-service teachers. The findings of this research can be applied to preservice and induction programs. IHE administrators and faculty would benefit from deep exploration of both UDL and SEL identifying their strengths and weaknesses in each framework and working collaboratively with their team to embed the integrated UDL and SEL content into their course matrices following the introduce, develop, and assess format. Explicit teaching and modeling of UDL, SEL, and the connections between the two will support new educators in applying their learning during their first years of teaching. Using the UDL and SEL Professional Development Design Tool (see Appendix E) may support integration efforts.

District Administrators, TOSA's, and Coaches

Similar to IHE administrators and faculty, school district administration, TOSA's, and coaches may benefit from exploring their knowledge and understanding of both UDL and SEL, as well as the connection between the two. Working across departments may support a broader audience and promote inclusive teaching practices. Intentional efforts to break down silos may increase understanding of various groups, encourage collaboration, and support using common language.

Integrating UDL and SEL can be practiced across various meeting opportunities and should not be limited to formal professional development settings. Data from this study support the use of curation tools for resources. Data also supports the importance of getting to know the audience before the learning sessions to better understand their knowledge levels, learning preferences, and cognitive capacity. Using the UDL and SEL Professional Development Design Tool (see Appendix E) may support designing relevant professional development opportunities.

Classroom Teachers

Although this research did not reflect the perceptions of classroom teachers, the findings directly related to sharing the integration of UDL and SEL with this population of educators. Classroom teachers may benefit from this research by learning about the perceptions of the participants. They may also benefit by proactively building their body of UDL and SEL knowledge by participating in professional development that connects the principles and supports whole child learning.

Recommendations for Future Research

Multitier system of support has introduced the collaborative efforts of integrating systems to support the whole child. Increased emphasis has been placed on understanding how attending

to social-emotional skills in school settings supports academic achievement and behavior regulation (McGraw Hill, 2021). Further research is needed to increase the body of research connecting UDL and SEL to support whole child learning and using UDL and SEL in professional development to model and teach the integration to educators.

Future research may reveal insights in preservice education and induction programs. Studies may include; an exploration of instructor knowledge levels on the connections between UDL and SEL; an examination of course syllabi for the inclusion of UDL, SEL, and the UDL/SEL connections; exploration of intentional modeling of UDL and SEL; discovery of instructor perceptions of UDL, SEL, and the UDL/SEL connections; candidate perceptions of UDL, SEL, and the UDL/SEL connections; and induction candidate perceptions of application of UDL, SEL.

Further research may reveal insights in PK–12 classroom settings. Studies may include: an investigation of teacher and student perceptions on the application of UDL and SEL; exploration of the impact of strategic combinations of the UDL guidelines with specific SEL competencies to determine the impact on academic, behavioral, and SEL; discovery of teacher perceptions of professional development that models UDL and SEL; discovery of principal perspectives on school climate post teacher training on integrating UDL and SEL.

Finally, the tool developed out of this research is untested. Research on the effectiveness of the UDL and SEL Professional Development Tool would support its efficacy. The perceptions and impressions of professional development designers could be insightful into the need for additions or revisions.

Limitations

The findings of this study should be interpreted with caution as there were limitations. One limitation was that all the participants for this study were female, resulting in no male representation of perception related to the webinar series. Another limitation is that 6 of 8 participants identified as White/Caucasian with the other two participants not responding to the demographic question. The next limitation is that more than half of the participants (5 of 8) represented one district in a county of 33 total school districts. Additionally, one participant represented an institution of higher education (IHE) that provides teacher credentialing courses to future educators. This one participant cannot be representative of all IHE perceptions. More than half (6 of 8) participants reported that they have been in the field of education for over 15 years, and no longer serve in the classroom setting. This study does not represent a broad spectrum of educators that would include novices to veterans with educators serving in various capacities. The demographic composition for this study was a limitation as it does not accurately represent the distribution of educators across the education profession.

Another limitation was the number of empirical studies (i.e., 10) included in the review. A primary criterion for article inclusion was the combination of UDL and SEL in inclusive environments. The exclusion of research related to UDL and SEL in segregated classroom settings may have impacted the pool of options. Additionally, two authors (Katz 2013; Katz et al. 2019; Sokal & Katz 2015) have multiple article representations. Although their published work was scholarly and peer-reviewed, the findings come from the same theory and hypothesis. Finally, not all selected articles researched all three components equally. Some of the selected articles were more focused on inclusion, others on UDL, and some on SEL. The differences in

the articles often gave more credence to the focus area over the interrelatedness of the interdisciplinary work.

Conclusion

This research sought to understand educators' perceptions following a five-part webinar series. Eight participants shared their thoughts on their experiences, knowledge acquisition, and application of the content and activities. Two of the participants were reflecting on their roles as part of the webinar design team. Five participants were from a school district and were connecting their experiences through the lens of administrators. One participant was a faculty member from a teacher credential program. This study provided information about the changing landscape of educator professional development and the importance of modeling UDL and SEL to support transfer and application.

Participants shared general characteristics of the webinar series that supported their engagement and active participation. Nearly all of the comments connected to what is already known about adult learning and effective professional development. With the increased openness to web-based learning environments, participant comments supported what is known about effective teaching practices in online synchronous learning sessions.

Participants shared their concerns about getting to know their future trainees learning preferences, knowledge levels, and cognitive capacity. They also shared resistance they anticipate from classroom teachers. These comments of resistance were almost always followed by a strategy for countering the resistance. In general, the counter to resistance included meeting teachers where they were, honoring what they were already doing, and connecting the new information to prior knowledge.

Participants shared their most significant takeaways, which included resources provided by the design team, including the participant guide and Padlet. Points were made that highlighted relevant content. The participants noted specific slides that were meaningful to them and reflected on what they considered to be the most relevant topics for educators, including student voice, self-efficacy, relationships, self-management, emotional regulation, and executive functioning. The participants shared curation tools, how they have shared or applied their learning, and content they planned to incorporate into their future training.

The importance of student voice in developing self-efficacy was a theme for one case. The participants from the school district emphasized the need to continue building the capacity of teachers to encourage student voice. This sentiment was addressed at the spectrum of grade levels, but there was an emphasis on secondary students.

Finally, the case representing the school district expressed the importance that professional development be presented across departments. Participants' recollection of past experiences working in silos and being unable to learn alongside various colleagues was undesirable. New efforts to break down the silos and share information across departments have shed light on the potential for unifying language and presenting a consistent, cohesive plan of action.

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Appendix A: IRB Template



IRB TEMPLATE RECRUITMENT, VERBAL SCRIPTS, FOLLOW-UP, & REMINDERS

Recruitment Email/Letter

Dear [Name]:

I am conducting a research study on the impact of a series of virtual professional learning opportunities on participant perceptions of knowledge and classroom application of Universal Design for Learning (UDL) and Social- Emotional Learning (SEL) practices in inclusive classroom settings. Participation in this study will take approximately six hours. There are no known risks involved in this research. Participants will be compensated for their time. Interviewees will be offered a free meal (breakfast/lunch/dinner) depending on the time of interview. For participants who opt for virtual interviews, \$5.00 gift cards will be sent via US postal mail service. For observations, participants will be given a \$10.00 gift certificate to a bookstore or teacher supply store. If you are interested, please contact the investigator, Sara Morgan, at [REDACTED] further instructions will follow in a separate email/letter.

For questions, please contact.

Sara Morgan
Researcher
[REDACTED]

or

Meghan Cosier
Principal Investigator (Faculty Advisor)
[REDACTED]

Verbal Script: Recruitment First Contact

Hi! My name is Sara Morgan from Chapman University. I am conducting a research study on the impact of a series of virtual professional learning opportunities on participant perceptions of knowledge and classroom application of Universal Design for Learning (UDL) and Social-Emotional Learning (SEL) practices in inclusive classroom settings. Participation in this study will take approximately six hours. There are no known risks involved in this research. Participants will be compensated for their time. Interviewees will be offered a free meal (breakfast/lunch/dinner) depending on time of interview. For participants who opt for virtual

interviews, \$5.00 gift cards will be sent via US postal mail service. For observations, participants will be given a \$10.00 gift certificate to a bookstore or teacher supply store. If you are interested, please contact the investigator, Sara Morgan, at [REDACTED] further instructions will follow in a separate email/letter.

If you have any questions, please let me know. You may reach the investigators at [REDACTED]

Verbal Script: Consent Following Recruitment

OPENING:

Hi! My name is Sara Morgan from Chapman University. I am conducting a research study on the impact of a series of virtual professional learning opportunities on participant perceptions of knowledge and classroom application of Universal Design for Learning (UDL) and Social-Emotional Learning (SEL) practices in inclusive classroom settings. Participation would involve you engaging in two interviews and two school site observations and will take about a total of 6 hours. There are no known risks involved and participation is voluntary. Would you be interested in participating?

CLOSING:

Do you have any questions you would like answered now?

You may contact the researcher at [REDACTED] the principal investigator at [REDACTED] or if you prefer to speak with someone else, please call the CU Institutional Review Board (IRB) at 714-628-2833.

Reminder Message: Research involving participation to occur at a specific time/location.

This is a reminder that you have signed up to participate in a research study about the impact of a series of virtual professional learning opportunities on participant perceptions of knowledge and classroom application of Universal Design for Learning (UDL) and Social-Emotional Learning (SEL) practices in inclusive classroom settings. You are scheduled to complete the interview/observation on [date] at [time]. The study will be conducted at [location of participation]. If you have any questions, please contact Sara Morgan at [REDACTED] or Meghan Cosier at [REDACTED].

Appendix B: Informed Consent



CU IRB: Adult Informed Consent – Rev. May 2021

ADULT INFORMED CONSENT TO PARTICIPATE IN RESEARCH

Title of Study: Ready, Reset, Go! Supporting Social-Emotional Mental Health through a Universal Design for Learning Framework

Members of the Research Team

Student Researcher:	Sara Morgan	
Lead Researcher:	Meghan Cosier	Phone: [REDACTED]
Researcher:	Audri Gomez	Phone: [REDACTED]
Researcher:	Dawn Hunter	Email: [REDACTED]
Researcher:	Deborah Taub Sullivan	Email: [REDACTED]

Key Information

You are being asked to take part in a research study. Research studies include only people who choose to take part. A member of the research team will explain the study to you and will answer any questions you might have. You should take your time in deciding whether or not you want to participate.

If you agree to participate in this study, the project will involve:

- Individuals who are 18 years or older
- Procedures will include:
 - Analysis of survey data from Ready, Reset, Go! Virtual professional development series to develop semi-structured interview questions
 - Three one-hour interviews
 - One interview between 2/11-22 and 4/27/22
 - Two follow up interviews between 4/28/22 and 6/15/22
 - Two one-hour site observations
 - One observation between 2/11-22 and 4/27/22
 - One follow-up observation between 4/28/22 and 6/15/22
- There are 6 total touch points (interviews/observations)
- 6 total hours of your time
- There are not risks associated with this study that exceed what would typically be encountered in daily life
- You will be compensated for your time
 - Participants will be incentivized to participate in the interviews and observations. For interviews participants will be offered a free meal (breakfast/lunch/dinner) depending on time of interview. For participants who opt for virtual interviews \$5.00 gift cards will be sent via US postal mail service. For observations, participants will be given a \$10.00 gift certificate to a bookstore or teacher supply store.
- You will be provided a copy of this consent form



Invitation

You are invited to take part in this research study. The information in this form is meant to help you decide whether or not to participate. If you have any questions, please ask.

Why are you being asked to be in this research study?

You are being asked to be in this study because you are an educator working in a TK-12 setting and participating in the Ready, Reset, Go! Virtual Professional Development series.

What is the reason for doing this research study?

The purpose of the research will be to discover the impact of a series of virtual professional learning opportunities on participant perceptions of knowledge and classroom application of Universal Design for Learning (UDL) and Social-Emotional Learning (SEL) practices in inclusive classroom settings. The study will add to a growing body of research that measures educator perceptions of the impact on knowledge and application of the combined approach.

What will be done during this research study?

You will be asked to **attend virtual professional development sessions**. You have already signed up for the Ready, Reset, Go! Virtual Professional Development series. You have most likely attended the first two sessions that lay the foundation for Social-Emotional Learning and Universal Design for Learning. This study request that you attend at least two of the remaining three sessions (1/27/22, 2/10/22, 4/28/22). For optimal research result it is best if you are able to commit to four of the five sessions.

You will be asked to **complete post-session surveys**. After each of the three sessions dated 1/27/22, 2/10/22, 4/28/22, you are asked to complete the post-session electronic survey that asks question about your perceived understanding and application of the Social-Emotional Learning competencies and the Universal Design for Learning framework. Each survey should take no more than 15 minutes to complete.

You will be asked to **participate in interviews**. The researcher would like for you to participate in three one-hour interviews. The interviews will be semi-structured based on the PD sessions and survey responses.

You will be asked to **allow the researcher to observe your school site/classroom**. The researcher would like to observe your educational site twice. Each observation would be one hour in length. It is preferable that the observations are scheduled at a time when the strategies from the PDs are being implemented.

How will my data be used?

Your data will be reviewed by the dissertation team which includes faculty at Chapman University and an outside committee member. Any personal information that could identify you will be removed before the data are shared.



What are the possible risks of being in this research study?

As with any study involving collection of data, there is the possibility of breach of confidentiality of data. Other risks in this research include possible emotional and/or psychological distress because the surveys involve sensitive questions about your work habits.

There are no known risks to you for being in this research study.

What are the possible benefits to you?

You are not expected to get any direct benefit from being in this study.

What are the possible benefits to other people?

The benefits to science and/or society may include a better understanding of how teachers perceive the effects of an integrated instructional approach. The study will add to a growing body of research that measures educator perceptions of the impact on knowledge and application of the combined approach.

What are the alternatives to being in this research study?

Instead of being in this research study you can choose not to participate.

What will participating in this research study cost you?

There is no cost to you to be in this research study.

Will you be compensated for being in this research study?

Participants will be incentivized to participate in the interviews and observations. For interviews participants will be offered a free meal (breakfast/lunch/dinner) depending on time of interview. For participants who opt for virtual interviews \$5.00 gift cards will be sent via US postal mail service. For observations, participants will be given a \$10.00 gift certificate to a bookstore or teacher supply store.

What should you do if you have a problem during this research study?

Your welfare is the major concern of every member of the research team. If you have a problem as a direct result of being in this study, you should immediately contact one of the people listed at the beginning of this consent form.

How will information about you be protected?

Reasonable steps will be taken to protect your privacy and the confidentiality of your study data.



Paper data will be stored in a locked cabinet in the investigator's office and will only be seen by the research team during the study and for [5] years after the study is complete.

Electronic data will be stored electronically through a secure server and will only be seen by the research team during the study and for [5] years after the study is complete.

The only people who will have access to your research records are the members of the research team, the Institutional Review Board (IRB), and any other person, agency, or sponsor as required by law. Information from this study may be published in scientific journals or presented at scientific meetings but the data will be reported as group or summarized data and your identity will be kept strictly confidential. We cannot guarantee total privacy.

Please note that all Chapman University employees are required to report any known or suspected abuse of children or minors to appropriate authorities.

What are your rights as a research subject?

You may ask any questions about this research and have those questions answered before agreeing to participate in the study or during the study.

For study related questions, please contact the investigator(s) listed at the beginning of this form.

For questions concerning your rights or complaints about the research, contact the Institutional Review Board (IRB) at (714) 628-2833 or irb@chapman.edu.

What will happen if you decide not to be in this research study or decide to stop participating once you start?

You can decide not to be in this research study, or you can stop being in this research study (i.e., "withdraw") at any time before, during, or after the research begins for any reason. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator or with Chapman University. You will not lose any benefits to which you are entitled.

Documentation of informed consent

You are voluntarily deciding whether or not to be in this research study. Signing this form means that (1) you have read and understood this consent form, (2) you have had the consent form explained to you, (3) you have had your questions answered, and (4) you have decided to be in the research study. You will be given a copy of this consent form to keep.

Printed Name of Participant or Legal Guardian



Signature of Participant or Legal Guardian

Date

AUDIO RECORDING:

I have received an adequate description of the purpose and procedures for audio recording sessions during the course of the proposed research. I give my consent to allow myself to be audio recorded during participation in this study, and for those records to be reviewed by persons involved in the study, as well as for other professional purposes as described to me.

_____ **Yes**, I agree to allow the research team to **audio record** my interview(s).

_____ **No**, I do not wish to have my interview(s) **audio recorded**.

Signature of Participant or Legal Guardian

Date

Investigator certification:

My signature certifies that all elements of informed consent described on this consent form have been explained fully to the subject. In my judgment, the participant possesses the capacity to give informed consent to participate in this research and is voluntarily and knowingly giving informed consent to participate.

Signature of Person Obtaining Consent

Date

Appendix C: Interview Protocol

Research Questions

1. What are educators' perceptions of the impact of a professional learning series on their knowledge and understanding of SEL?
 - a. How do educators describe the impact of a professional learning opportunity on the application of SEL in an inclusive school setting?
2. What are educators' perceptions of the impact of a professional learning opportunity on knowledge and understanding of UDL?
 - a. How do educators describe the impact of a professional learning opportunity on the application of UDL in an inclusive school setting?
3. What are educator perceptions of integrating SEL and UDL?
 - a. How do educators describe integrating SEL and UDL in learning environments?
 - b. How do educators describe integrating SEL and UDL across content areas?
 - c. How do educators describe the application of integrating SEL and UDL in inclusive settings?
1. **Semistructured Interview Questions** Tell me about your current role on the team.
 - a. How long have you been in this role?
 - b. What other roles have you held throughout your career in education?
2. What other experiences have you had with SEL and UDL training and application?
3. Share with me your general impressions of the series.
 - a. What has been your most significant takeaway?
4. What, if anything, have you noticed about your setting since you have been participating in the Ready, Reset, Go! Series?

- a. What do you notice about your site?
 - b. What do you notice about your colleagues?
 - c. What do you notice about your students?
5. Based on your role, where, if at all, do you think the information gathered is most readily applicable? Explain.
6. What ideas do you have regarding systems change based on what you have gathered from the Ready, Reset, Go Series?
 - a. How do you fit into the change?
7. What, if anything, hinders implementation? Explain.
8. What information, tools, an/or resources do you think you need to feel confident about applying SEL and UDL at your site?
9. In what ways, if any, can you see SEL and UDL fostering equity?
10. How will your team measure the impact on student achievement? What do you think will be the results? Explain.
11. Where are you/is your team at with applying the knowledge of the integrated approach?
 - a. Where will/did integration begin with your team?
 - b. Share a story about integrating SEL and UDL? It can be a success or a challenge.
 - c. What's next?
12. Share an aha moment? A moment of clarity or realization?

Appendix D: Surveys

Ready, Reset, Go! Session 1 Survey

Thank you for participating in the *Ready, Reset, Go* training series. We would like to collect feedback from these trainings to better understand what you learned, how you were able to implement the practices learned, what was useful, and how you think we can improve these trainings. The survey should take about 5-10 minutes to complete. Thank you for taking the time to share your thoughts and opinions.

[If you are responding to this survey using a mobile device, you may need to click on the down arrow to see all response options for some questions.]

Tell us about yourself:

1. What is your role?

- ☐ Administrator (District)
- ☐ Administrator (School site)
- ☐ Coordinator
- ☐ Counselor
- ☐ Paraeducator/Aide
- ☐ School Psychologist/Social Worker
- ☐ Teacher (Classroom)
- ☐ Teacher (On-Assignment)
- ☐ Other

2. Are you participating in this series with a team or individually?

() With a team

() Individually

Session outcomes

3. Please rate how much you agree or disagree with each of the statements below:

After today's training I have a better understanding of:

	Strongly disagree	Disagree	Agree	Strongly agree
The five SEL competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practices that can be used in the classroom to support SEL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UDL principles (engagement, representation, action & expression)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How UDL can support SEL development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How emotions can affect learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How UDL connects to the neuroscience of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategies/tools I can use for deeper self-reflection of my current practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. (If disagree) If you disagreed with any of the items in the section above, please explain:

Implementation

5. Please rate how much you agree or disagree with the statements below:

	Strongly disagree	Disagree	Agree	Strongly agree
Because of today's training, I was able to reflect on my current practices to support SEL.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan to incorporate what I learned in today's training into my practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(if working with team) I plan to meet with my site-level team to discuss how we can incorporate what we learned into our site's practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan to share what I learned with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. (If disagree) If you disagreed with any of the items in the section above, please explain:

7. What is something you learned about today that you are hoping to implement at your site?

Session feedback

8. Please rate how much you agree or disagree with the statements below:

	Strongly disagree	Disagree	Agree	Strongly agree
I found today's training valuable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt engaged during the content discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt engaged during the breakout conversations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt engaged during the planning time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The presenters were knowledgeable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. (If disagree) If you disagreed with any of the items in the section above, please explain:

10. What suggestions do you have to improve future trainings?

Thank you so much for your feedback!

Ready, Reset, Go! Session 2 Survey

Thank you for participating in the *Ready, Reset, Go* training series. We would like to collect feedback from these trainings to better understand what you learned, how you were able to implement the practices from the trainings, what was useful, and how you think we can improve these trainings. The survey should take about 5-10 minutes to complete. Thank you for taking the time to share your thoughts and opinions.

[If you are responding to this survey using a mobile device, you may need to click on the down arrow to see all response options for some questions.]

Tell us about yourself:

1. What is your role?

- ☐ Administrator (District)
- ☐ Administrator (School site)
- ☐ Coordinator
- ☐ Counselor
- ☐ Paraeducator/Aide
- ☐ School Psychologist/Social Worker
- ☐ Teacher (Classroom)
- ☐ Teacher (On-Assignment)
- ☐ Other

2. Are you participating in this series with a team or individually?

() With a team

() Individually

Session outcomes

3. Please rate how much you agree or disagree with each of the statements below:

After today's training I have a better understanding of:

	Strongly disagree	Disagree	Agree	Strongly agree
How the SEL competency of relationship skills connects to the UDL guidelines of sustaining effort and persistence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How the SEL competency of relationship skills connects to the UDL guidelines of sustaining expression and communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tools/strategies I can use to maintain supportive and trusting relationships in the classroom/community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tools/strategies I can use to receive/give feedback in the classroom/community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tools/strategies I can use for deeper self-reflection of my current teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. (If disagree) If you disagreed with any of the items in the section above, please explain:

Implementation

5. Please rate how much you agree or disagree with the statements below:

	Strongly disagree	Disagree	Agree	Strongly agree
Because of today's training, I was able to reflect on my current practices to support SEL.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan to incorporate what I learned in today's training into my practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(if working with team) I plan to meet with my site-level team to discuss how we can incorporate what we learned into our site's practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan to share what I learned with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. (If disagree) If you disagreed with any of the items in the section above, please explain:

7. What is something you learned about today that you are hoping to implement at your site?

Session feedback

8. Please rate how much you agree or disagree with the statements below about today's training:

	Strongly disagree	Disagree	Agree	Strongly agree
I found today's training valuable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt engaged during the content discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt engaged during the breakout conversations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt engaged during the planning time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The presenters were knowledgeable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. (If disagree) If you disagreed with any of the items in the section above, please explain:

10. What suggestions do you have to help address any challenges you anticipate experiencing in implementing what you have learned in these trainings?

Thank you so much for your feedback!

Ready, Reset, Go! Session 3 Survey

Thank you for participating in the *Ready, Reset, Go* training series. We would like to collect feedback from these trainings to better understand what you learned, how you were able to implement the practices from the trainings, what was useful, and how you think we can improve these trainings. The survey should take about 5 minutes to complete. Thank you for taking the time to share your thoughts and opinions.

[If you are responding to this survey using a mobile device, you may need to click on the down arrow to see all response options for some questions.]

Tell us about yourself:

1. What is your role?

- ☐ Administrator (District)
- ☐ Administrator (School site)
- ☐ Coordinator
- ☐ Counselor
- ☐ Paraeducator/Aide
- ☐ School Psychologist/Social Worker
- ☐ Teacher (Classroom)
- ☐ Teacher on Special Assignment - TOSA
- ☐ Other, please specify: _____

2. Are you participating in this series with a team or individually?

- () With a team
() Individually

Session outcomes

3. Please rate how much you agree or disagree with each of the statements below:

After today's training I have a better understanding of:

	Strongly disagree	Disagree	Agree	Strongly agree
How the competency of social awareness and self-management connects to the UDL guidelines of engagement, self-regulation, and action & expression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources that support a supportive learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources that support a sense of belonging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources that support self-management/ regulation strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How teachers can cultivate ownership and a shared sense of power amongst their community of learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. (If disagree) Because you disagreed with one of the items in the section above, please explain why: (required)

Implementation

5. Please rate how much you agree or disagree with the statements below:

	Strongly disagree	Disagree	Agree	Strongly agree
Because of today's training, I was able to reflect on my current practices to support SEL.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan to incorporate what I learned in today's training into my practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(if working with team) I plan to meet with my site-level team to discuss how we can incorporate what we learned into our site's practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan to share what I learned with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. (If disagree) Because you disagreed with one of the items in the section above, please explain why: *(required)*

7. What is something you learned about today that you are hoping to try to implement at your site?

8. In what stage are you for the following items at your site?

	Have not started	Planning stage	Process initiated	Process completed
Meet collaboratively with my team to discuss an SEL and UDL integration plan				
Identify strategies and tools to adopt that integrate SEL and UDL				
Develop a SEL and UDL integration plan				
Start implementing a SEL and UDL integration plan				

9. Have you been able to implement anything or begin to plan next steps based on what you have learned from a previous session at your site or district?

☐ Yes ☐ No

10. If yes, please explain what you have been able to implement and how:

Training feedback

11. Please rate how much you agree or disagree with the statements below:

	Strongly disagree	Disagree	Agree	Strongly agree
I found today's training valuable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt engaged during the content discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt engaged during the breakout conversations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt engaged during the planning time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The presenters were knowledgeable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of resources shared was just right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Have you been able to meet with your coach?

☐ Yes ☐ No

13. (If yes to 12) How supported by your coach(es) do you feel in being able to implement what you have learned?

☐ Not at all ☐ Slightly ☐ Mostly ☐ Extremely

**14. What challenges or barriers are you facing in implementing what you have learned?
What support would be helpful to address these challenges?**

Thank you so much for your feedback!

Ready, Reset, Go! Session 4 Survey

Thank you for participating in the *Ready, Reset, Go* training series. We would like to collect feedback from these trainings to better understand what you learned, how you were able to implement the practices from the trainings, what was useful, and how you think we can improve these trainings. The survey should take about 5 minutes to complete. Thank you for taking the time to share your thoughts and opinions.

[If you are responding to this survey using a mobile device, you may need to click on the down arrow to see all response options for some questions.]

Tell us about yourself:

1. What is your role?

- ☐ Administrator (District)
- ☐ Administrator (School site)
- ☐ Coordinator
- ☐ Counselor
- ☐ Paraeducator/Aide
- ☐ School Psychologist/Social Worker
- ☐ Teacher (Classroom)
- ☐ Teacher on Special Assignment - TOSA
- ☐ Other, please specify: _____

2. Are you participating in this series with a team or individually?

() With a team

() Individually

Session outcomes

3. Please rate how much you agree or disagree with each of the statements below:

After today's training I have a better understanding of:

	Strongly disagree	Disagree	Agree	Strongly agree
Resources and tools that cultivate academic mindsets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources and tools that support the development of self-awareness and its connection to the principle of engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The role of self-awareness in identifying and removing barriers to engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ways to help students have authentic, meaningful experiences that develop self-efficacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tools/strategies I can use for deeper self-reflection of my current teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. (If disagree) Because you disagreed with one of the items in the section above, please explain why: *(required)*

Implementation

5. Please rate how much you agree or disagree with the statements below:

	Strongly disagree	Disagree	Agree	Strongly agree
Because of today's training, I was able to reflect on my current practices to support SEL.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan to incorporate what I learned in today's training into my practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(if working with team) I plan to meet with my site-level team to discuss how we can incorporate what we learned into our site's practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan to share what I learned with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. (If disagree) Because you disagreed with one of the items in the section above, please explain why: *(required)*

7. What is something you learned about today that you are hoping to try to implement at your site?

8. In what stage are you for the following items at your site?

	Have not started	Planning stage	Process initiated	Process completed
Meet collaboratively with my team to discuss an SEL and UDL integration plan				
Identify strategies and tools to adopt that integrate SEL and UDL				
Develop a SEL and UDL integration plan				
Start implementing a SEL and UDL integration plan				

9. Based on what you have learned from a previous session, have you been able to:

	Yes	No
Use any resources that have been shared		
Implement anything learned or begin to plan next steps at your site or district		

10. If yes to either above, please explain what you have been able to use/implement and how:

Training feedback

11. Please rate how much you agree or disagree with the statements below:

	Strongly disagree	Disagree	Agree	Strongly agree
I found today's training valuable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt engaged during the content discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt engaged during the breakout conversations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt engaged during the planning time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The presenters were knowledgeable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of resources shared was just right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Have you been able to meet with your coach?

☐ Yes ☐ No

13. (If yes to 12) How supported by your coach(es) do you feel in being able to implement what you have learned?

☐ Not at all ☐ Slightly ☐ Mostly ☐ Extremely

14. What challenges or barriers are you facing in implementing what you have learned?

What support would be helpful to address these challenges?

Thank you so much for your feedback!

Ready, Reset, Go! Final Survey

Thank you for participating in the *Ready, Reset, Go* training series. We would like to collect feedback from these trainings to better understand what you learned, how you were able to implement the practices from the trainings, what was useful, and how you think we can improve these trainings for the future. This survey will ask you to reflect on your experience in this training series overall and ask for specific feedback on the final session (if you attended it). The survey should take about 10 minutes to complete. Thank you for taking the time to share your thoughts and opinions.

[If you are responding to this survey using a mobile device, you may need to click on the down arrow to see all response options for some questions.]

Tell us about yourself:

1. What is your role?

- ☐ Administrator (District)
- ☐ Administrator (School site)
- ☐ Coordinator
- ☐ Counselor
- ☐ Paraeducator/Aide
- ☐ School Psychologist/Social Worker
- ☐ Teacher (Classroom)
- ☐ Teacher on Special Assignment - TOSA
- ☐ Other, please specify: _____

2. Did you participate in this series with a team or individually?

☐ With a team

☐ Individually

Session 5 feedback

3. Did you attend the final training session on April 28, 2022?

☐ Yes ☐ No

If yes, answer Q4-Q9

If no, skip to Q10

Outcomes

4. Please rate how much you agree or disagree with each of the statements below:

After today's training I have a better understanding of:

	Strongly disagree	Disagree	Agree	Strongly agree
The competency of responsible decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How responsible decision making connects to executive functioning and recruiting interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The connection between executive functioning and academic success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tools to help guide student decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tools to help guide student goal setting and reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategies to support listening, problem solving, and giving/receiving feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategies to support goal setting, planning and follow through of instructional expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. (If disagree) Because you disagreed with one of the items in the section above, please explain why: *(required)*

Implementation

6. Please rate how much you agree or disagree with the statements below:

	Strongly disagree	Disagree	Agree	Strongly agree
Because of today's training, I was able to reflect on my current practices to support SEL.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan to incorporate what I learned in today's training into my practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(if working with team) I plan to meet with my	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

site-level team to discuss how we can incorporate what we learned into our site's practices.				
I plan to share what I learned with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. (If disagree) Because you disagreed with one of the items in the section above, please explain why: *(required)*

8. What is something you learned about today that you are hoping to try to implement at your site?

Feedback on Training Session

9. Please rate how much you agree or disagree with the statements below about today's session:

	Strongly disagree	Disagree	Agree	Strongly agree
I found today's training valuable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt engaged during the content discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt engaged during the breakout conversations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I felt engaged during the planning time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The presenters were knowledgeable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of resources shared was just right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Program Feedback

Outcomes

10. Please rate how much you agree or disagree with each of the statements below:

After participating in this series I have a better understanding of:

	Strongly disagree	Disagree	Agree	Strongly agree
How SEL competencies and UDL principles can be used to support teacher and student mental health upon returning from distance learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tools and strategies to support family and student engagement, agency, and belonging using research-based practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ways to integrate SEL and UDL to accelerate learning across content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ways to integrate SEL and UDL to foster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

equitable learning environments				
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10. How confident do you feel to implement the following at your site:

	Not at all	Slightly	Moderately	Very
Reflect on current practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use UDL principles to support SEL development in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrate SEL and UDL to better engage students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrate SEL and UDL to better support family engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrate SEL and UDL to accelerate learning across content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrate SEL and UDL to foster an equitable learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. In what stage are you for the following items at your site?

	Have not started	Planning stage	Process initiated	Process completed

Meet collaboratively with my team to discuss an SEL and UDL integration plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify strategies and tools to adopt that integrate SEL and UDL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a SEL and UDL integration plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Start implementing a SEL and UDL integration plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Which of the following products do you plan to use at your site? (Check all that apply)

- Yearlong SEL UDL integration plan ☐
- SEL & UDL Strategy toolbelt ☐
- SEL UDL Implementation Timeline ☐
- Weekly lesson plan ☐
- Other, please specify: ☐
- None of the above ☐

13. What is the most important takeaway from this series that you plan to implement at your site?

14. What challenges or barriers do you anticipate implementing what you have learned?

What support would be helpful to address these challenges?

Coaching feedback

15. Have you been able to meet with your coach?

☐ Yes ☐ No

16. (If yes to 15) How supported by your coach(es) did you feel in being able to implement what you have learned?

☐ Not at all ☐ Slightly ☐ Mostly ☐ Extremely

17. (If mostly, extremely to 16): What has been the most useful support you have received from your coach(es)?

18. (If not at all, or slightly to 16): What support would have been helpful to receive from your coach(es)?

Series feedback

19. Please rate how useful the following components of this series was to you:

	Not at all	Slightly	Moderately	Very

Content discussions during training sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Breakout conversations during training sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning time during training sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coaching sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Please rate how satisfied you feel with the following components:

	Not at all	Slightly	Moderately	Very
Training sessions overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback from coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication from program leads (e.g. timely, understood expectations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. What additional suggestions do you have to improve this series?

Thank you so much for your feedback!

Appendix E: The UDL and SEL Professional Development Design Tool

Critical Questions for Determining the Content and Design of a Synchronous Professional Development Session

Questions	Notes	UDL Guideline Connection	SEL Competency Connection
How have the designers of this professional Development built their capacity to share the content?			
Who is your audience, and what is their knowledge level related to this content?			
What do you want the participants to take away from this training?			
What types of resources do you plan to provide to your participants?			
Will participants have access to all resources used in your presentation? If no, provide a rationale.			
How will you provide access to the resources?			
How will you curate the resource for yourself and your participants?			
How will you use your participants' prior knowledge to build on the new content?			
How will you discover what prior knowledge the participants have?			
Who will design the presentation, and how will graphics and organization be used to support understanding?			
What measures have been taken to teach this content across departments/content areas?			

What barriers to learning are being considered?			
How might these barriers affect cognitive capacity?			
What resistance do you anticipate from the participants?			
What proactive measures will you take to counter the resistance?			
How will you model the concepts that you are presenting?			
How will participants provide feedback related to the format and content of your presentation?			
How will participant voice be incorporated throughout the session(s)?			
What activities (e.g., chat, breakout room, video, poll, etc.) will you incorporate throughout the session(s)?			
How will you incorporate choice into your presentation?			
How will participants access coaching related to the content they are learning?			
What do you think the participants will be able to immediately apply to their setting or share with others?			
What curation suggestions will you provide for your participants for them to apply the content? Move the content forward?			