

on getting out there binder and doing these other things is where academics are less important, but math is maybe all academics so we're going to have one-on-one support or small group to make sure that they get math. So it can be broken down little by little throughout the day or just a kind of general understanding of this kid's going to graduate and we're going to do what it takes to get them to graduate.

Mullen: Now when it comes to creating a more inclusive environment, and you have students whose IEPs are maybe more focused on behavior or executive functioning, when you have the more mild and moderate cases in the classroom where maybe it's something more subtle that you can often overlook and you have these practices that are being put into IEPs that are specifically addressing social development and maybe not so much the academics, how important is it that not just those students are getting that social development but all of the students even in general education?

Bristow: Yes, super important, and a really good use of resources if you're looking at it from that perspective too. If a kid comes out of general education classroom needing one-on-one with a counselor and reviews their conversational turn-taking strategies, it's way less effective than them getting an opportunity to do that in the classroom with their peers, maybe with guidance, but with peers, talking about probably something that they're more interested in than with a counselor outside the classroom. So anytime we can provide that support in the classroom, whether, we'll be doing a lot this year, having our school psychologist go into the classroom during rotations and then in elementary doing social skills curriculum for all the class as they rotate through. So the kids with the services and IEPs are getting that service but so is everyone else in the classroom and they can all practice together and reinforce throughout the day versus just this one kid getting one-on-one instruction thirty-minutes a week. So, ya, a great use of resources and it really just makes sense.

Mullen: Has that had a positive response so far in the classrooms that you're doing it?

Bristow: Yes, absolutely. You know, and then the teachers catch wind of what is being taught and they can reinforce it. I think anything that you can do that's not in isolation is better. You know there's some things that kids are really struggling with, something emotionally, and they really do need more of a therapeutic setting to process those things but, especially in elementary school, a lot of friendship things and communication that should be addressed with all the kids anyway.

Mullen: That's fantastic. Meg, thank you so much for taking the time to speak with me. One last question. Are there any upcoming events, publications, other projects that people should seek out if they want to learn more about inclusion?

Bristow: Good question. I mean, in Orange County, the OCDE, the Department of Education puts out a lot of co-teaching training that are all really good. That's a good place to look if you're in Orange County. Otherwise, I'm always interested in the legal updates and court cases that

are being settled because a lot of it is around inclusion, or lack thereof, so I always find that kind of interesting as well.

Mullen: Sounds like it's a hot topic, huh?

Bristow: Yes! Yes, it is. So, ya, that's what I would say.

Mullen: Well, Meg, thank you so much, thank you again for being on the program, I really appreciate it.

Bristow: Thank you! Wonderful talking with you.

[End Interview]

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