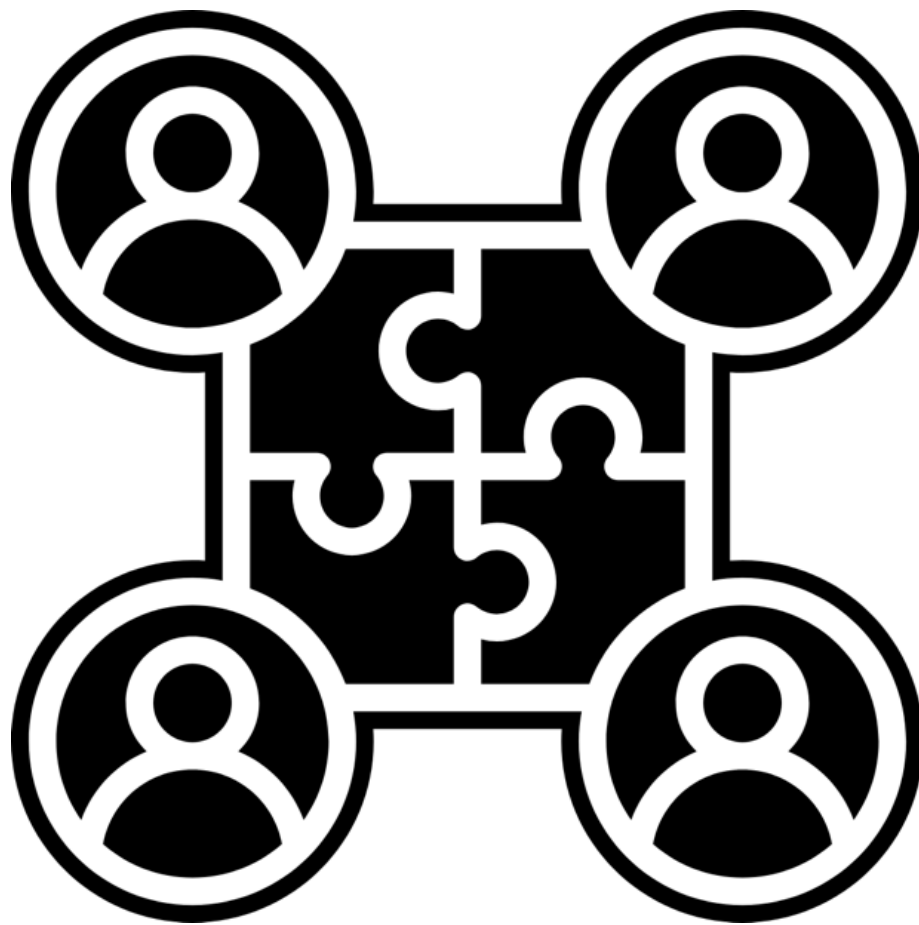


TIDAL facilitation lens

Basic Considerations and Practices

- Focus on Accessibility



Gwendolyn “Gwen” Downing (she/her)

Version: April 8, 2024

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Opening:

Acknowledging lived experience, with all the differing degrees, as we proceed, we keep that in mind.

Description:

To facilitate, loosely, is to bring something about, and do so as smoothly and effectively as possible. And whatever I'm doing, from beginning to end, I want to have a TIDAL facilitation lens: Trauma-informed; Insidious trauma sources; Diversity; Accessibility; and Life. For this workshop's focus, as a facilitator, I need to consider the CDC estimates 1 in 4 adults have some type of disability; and be aware that many accessibility practices and considerations can also benefit other points in my TIDAL approach. This workshop provides an overview of the TIDAL lens, and participants will utilize it as they identify and explore basic considerations and practices of accessibility and some additional inclusive facilitation considerations. Participants will also have opportunity to contribute their knowledge, ideas, and resources for a group take-away resource.

Trainer and contact:

Gwendolyn "Gwen" Downing (she/her) Gwen@ConnectAll.online

Info, Disclaimers, and Disclosures:

- I understand the issues regarding the word "disability" for some of the areas it is applied to. I use it now and other times, as it is expedient.
- Any sources used are not endorsements of the source.
- As recognized, information is what it is, and may be constantly evolving.
- Provided for informational purposes only.
- I am NOT in any way, shape, or form an official accessibility trainer.
- If applicable, be aware of your agency's policies and processes
- I am the originator and director of the Connect All initiative, that has 501c3 fiscal sponsorship through We, the World.
- Two resources for self-care: [A 3-step skill set for self-care - Gwendolyn Downing - YouTube](#)
[Help-lines, apps, and other PDF 03.24.24- ConnectAll](#)

Acknowledgment:

While multiple sources, conversations, and experiences were used to assemble the initial version (Jan 2023) of the checklist portion of this document, a majority of content came from the following two sources, and all acknowledgment to that utilization:

- [W3C/WAI: Making Events Accessible: Checklist for meetings, conferences, training, and presentations that are remote/virtual, in-person, or hybrid](#)
- [Accessibility and Disability Resource Center of the University of Oklahoma](#)

Also, acknowledgement of past collaboration of colleagues from OU's National Resource Center for Youth Services.

Agenda

- TIDAL facilitation
- Plan and prepare with all in mind
- Set up considerations
- Facilitation considerations
 - Lived experience
- Preparation of content and materials

Collaboration

Google survey form: For your knowledge, ideas, and resources

7 areas:

- Set up considerations – general
- Working with interpreters
- Facilitator considerations – general
- Using inclusive language for participation
- Cultural considerations
- Preparing content and material – general
- Other

Shared understanding

We do this, with the understanding that:

- We will try to do the best we can with what time, abilities, and resources we have.
- And as possible, we want to be aware of what we can't do; and be able to speak to those lacks as needed.

Norms and Expectations:

A safe, thus brave, community.

- **Trainer:** Trying to model; Self-care; Respect of others, any sharing; Fluid structure; I might, probably will, fail – how do we keep learning and in relationship when I do; Work with you as a community
- **Group:** Self-care; Respect of others, any sharing; Be present and engaged as possible; Learn in what way works for you; Be part of community

TIDAL facilitation lens – synopsis

Overview:

To facilitate, loosely, is to bring something about, and do so as smoothly and effectively as possible. And whatever I'm doing, from beginning to end, I want to have a TIDAL facilitation lens:

- Trauma-informed
- Insidious trauma sources
- Diversity – Individuality
- Accessibility
- Life

Whatever I'm doing,
beginning to end, I have
a TIDAL facilitation lens.



Trauma-informed
Insidious trauma sources
Diversity - Individuality
Accessibility
Life

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Things I might facilitate:

Trainings, presentations, meetings, moderating, consulting, so on.

What I want to keep in mind with the TIDAL components as I plan/prepare/do:

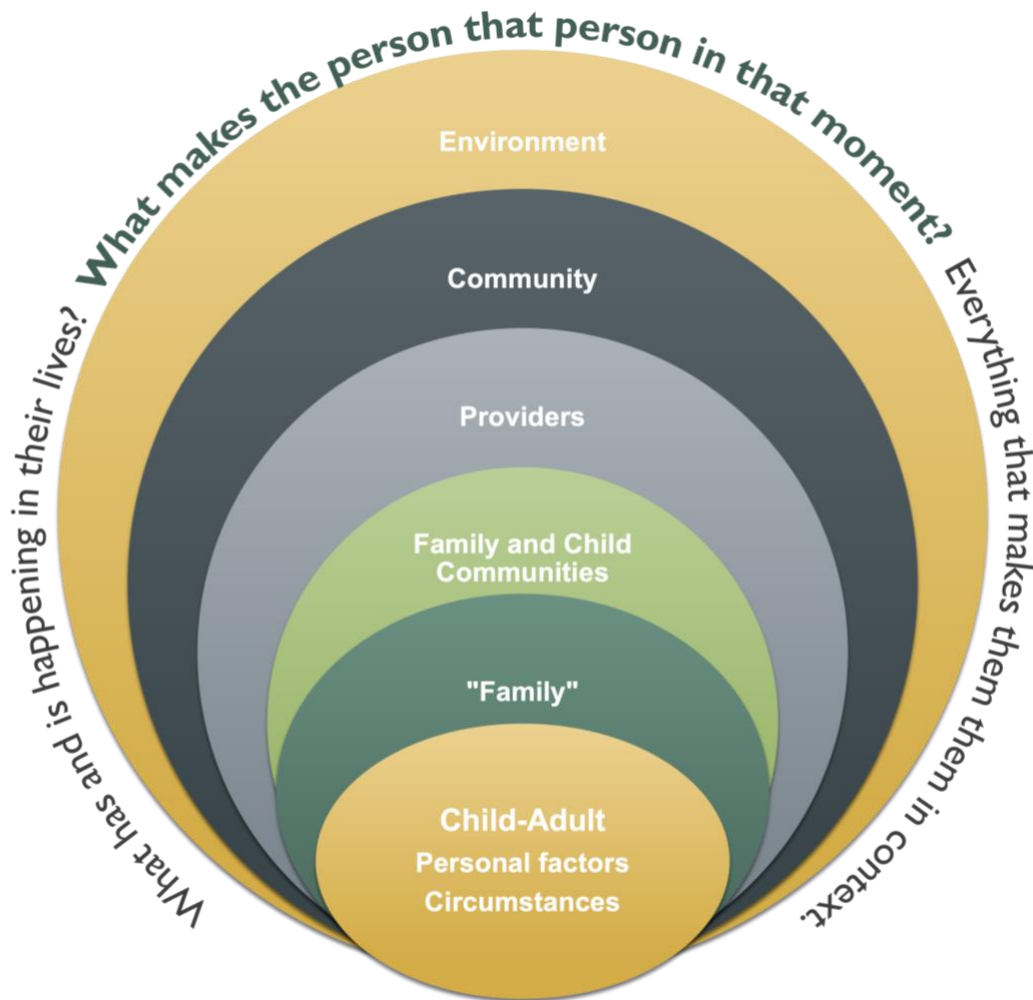
Trauma-informed: Trauma-informed approaches for creating physical/psychological safety.

- For some sources, refer to Appendix B

Insidious trauma sources: How the sources may/do impact my facilitation, and what I can do/try to make things better.

- Is the daily incidents of marginalization, objectification, dehumanization, intimidation, et cetera that are experienced by members of groups targeted by racism, heterosexism, ageism, ableism, sexism, and other forms of oppression, and groups impacted by poverty (VAWnet). [An introduction to insidious trauma - Gwendolyn Downing - YouTube](#) provides an introduction to the definition and some of the possible impacts, and gives some ideas for what one might do.

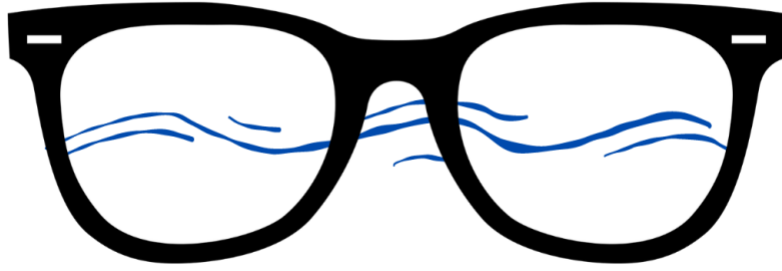
Diversity-individuality: One person or a multitude, there is all the possible diversity. And even in groups that have a fairly congruent culture, there is still individuality.



Accessibility: The CDC’s prevalence estimate is 1 in 4 adults have some kind of disability, and accessibility considerations and practices.

- Just as trauma-informed isn’t only applicable if you have a trauma-related diagnosis, accessibility isn’t only applicable if you have a diagnosed disability.

Life: There are the typical daily components of our lives that need to be considered, and also that “life happens”.



My TIDAL “Whys” – values and standards:

Plan and prepare with all in mind

- **Plan and prepare with all in mind:** With the TIDAL lens, consider the possible diversity of your participants/speakers, including any accessibility or/and other needs, such as:
 - may not be able to see, hear, move, speak, or/and understand in the same ways, well, or/and at all
 - may have personal needs, such as medical or dealing with “life”

As applicable, you most likely aren't going to know everything from registration: people probably aren't going to share everything; a new participant could join at the last minute; someone could develop accessibility or/and other needs after registering and not inform you; some might not be self-aware of needs they have; so on.

- It sometimes is a positive practice, to ask during the opening of an event.

Set up considerations

Note: Most of this list was originally, and still is, specific to accessibility/other needs.

Remember to use your TIDAL lens as you think through each.

- **Set up to follow up ASK** your participants, speakers, organizations: What are the barriers, challenges? What can be done?
- **Dates and times:** Use TIDAL thinking through options
- **Costs:** Not just the cost of the event, but any outside associated costs, e.g., missed work, childcare, food
- **Location:** Consider the accessibility of a virtual platform or/and an in-person venue.
- **Technology:** Internet/Wi-Fi access/stability; Device using; situation.
- **Speaker information**
 - Ask about any accessibility or/and other needs they might have.
 - If you're a speaker, if applicable, inform organizers, so on, of any needs you have.
- **Registration information:** Include a response option for accessibility or/and other needs. And if necessary, a cut off for when that information is needed.

- **Arrange for what is needed:** e.g., assistive listening devices, interpreters, captioners, a nursing mother's room
 - **Interpreters:** For both virtual and in-person, make sure to coordinate with your interpreter(s) way in advance on what all is needed, e.g., needing your materials in advance and time to discuss any words/terms not part of the other language; virtual - separate break out rooms; in-person - where they should sit during the training.
 - **Tech prep:** May be helpful to practice any tech things in advance.
- **Time constraints – we do what we can:** Time limited constraints violate some accommodation requirements, e.g., individuals needing longer to complete a task during training, or to change rooms at an event.
- **Send materials in advance of event**
- **As needed, and when possible, offer handouts, slides, and other material in adaptable formats:** Offering formats, such as word processing, allows users to adapt the presentation to meet their needs. Try to avoid providing material only in formats that users cannot adapt, including PDF and protected Word documents.

Note: Some participants will need print material in alternative formats such as large print and braille. If you give participants accessible digital material in advance, then you usually don't need to provide these alternative print formats.
- **Address possible copyright, participant privacy, and similar concerns:** The decision for how to address may need to be made based on circumstances. Example scenarios:
 - **Participants recording:** For some participants, recording may be the best way for them to take notes.
 - **Offering materials in adaptable formats**
- **Noise control:** Try to eliminate any unnecessary sounds, before, during, and after.
 - In-person, e.g., ask participants to not speak while the speaker or others are speaking.
 - Virtual, e.g., sometimes the 'mute all' option doesn't work for those calling in, so both before the event and during, make sure to communicate the need for noise control.

- **Audio:** In-person, ensure that speakers and participants speak into a quality microphone. For virtual, ask everyone to use the best options they have available.
 - In-person - If closed captioning of you as a speaker is available, that can be helpful. However, you need to consider if it picks up what participants are saying, as it takes away safety for participants.
 - In-person – if a participant doesn’t have a microphone to respond, speakers should repeat their response.
 - Virtual (more for next section) – chat is often used, and its good practice for speakers to read aloud specific chat comments they are referring/responding to.

Facilitator considerations

- **Speech quality:** For all events, speakers should be mindful of their own speech (e.g., tone, cadence, speed, clarity, inflection), and ask/remind participants to speak slowly and clearly.

Example sources for improving your speech:

 - [YouTube: 5 Daily Public Speaking Exercises, by Boston Speaks – Overcoming fear of public speaking](#)
 - [Indeed article: 15 Public Speaking Tips and Tricks for Your Next Presentation](#)
 - [YouTube: Improve Your Voice - Daily Articulation Exercises](#)
- **Describe all relevant visual/auditory information**
 - **On materials:** E.g., referring to an image on a slide, in a handout, on a flipchart.
 - **In the environment:** E.g., If asking participants to respond yes to a query by raise of hand/tap/nod/click/etc., the speaker should then describe response: “About a third responded yes”
- **Body positioning**
 - Try to keep your face towards the audience, cameras, or webcam.
 - When you know this will be a challenge, share that in opening.
 - In-person, try not to block your screen or/and anything like a flipchart.

- **Conducting activities**
 - **Inclusive language:**
 - E.g., when asking group participants to respond yes to a query, instead of “By a raise of hands”, say, “By raise of hands/tap/nod/click/etc.”
 - E.g., instead of “Everyone, stand, and ...”, say, “For this, you may stand or within your abilities....”
 - **Jam-board type activities, utilizing Google docs, polls, Menti-meters, so on:** Whether virtual or in-person, understand usability and possible adaptations, and that some might not be able to participate. Also, other TIDAL variables, e.g., WI-FI access/stability, phone/tablet, cost per minute, so on.
- **Being respectful and as needed responsive to:**
 - **Needs and possibilities:** E.g., individuals needing to eat, take medicine, take a moment, so on, at times other than scheduled breaks; individuals needing to move around during; someone with Tourette syndrome vocalizing during.
 - **Cultural considerations:** E.g. - understand when it is and isn’t appropriate to offer assistance, and how to offer assistance as needed (example source on etiquette, [United Spinal Association - Disability Etiquette page](#)); different disability paradigms (some are in the [APA's 2022 Guidelines for Assessment and Intervention with Persons with Disabilities](#)); person first vs identify first language; use of pronouns.
 - **Balancing of an individual’s need(s) and the need(s) of the group.**
- **Lived experience**
 - For facilitators and participants: Respecting. Not expecting.
 - Strengths, adverse experiences, traumatic experiences, so on
 - Nothing about us, without us; without the onus on us.

Lived experience

For facilitators and participants

Respecting
Not expecting

“

**Nothing about
us, without us;
without the onus
on us.**

For those who need this,
Gwendolyn Downing and Shannon Crossbear

Preparing your materials

This section includes the use of video or/and audio media, presentation decks, and handouts.

Content

- Consider cognitive needs**
- Consider universal design for learning**
 - [Universal Design for Learning from CAST](#)
- Use clear and understandable content:**
 - [W3C: Cognitive Accessibility Objective: Use Clear and Understandable Content](#)
- Language:** Think about word choices and how we phrase things - does it make sense; will it translate easily?
 - [Public Health Communications Collaborative: Plain Language for Public Health PDF](#)
- Incorporate multiple teaching/learning approaches**
 - Adult learning vs Medicine wheel
- Cultural considerations**
- Representation:** utilization of inclusive examples, images, vignettes, so on
- Facilitator tip:** During your opening, when establishing what the group can expect from you and what you expect from the group, that's an opportunity to include things that help create an inclusive environment.

Video or/and Audio media

- Video:**
 - Provide captioning or/and transcripts for audio.
 - Provide audio description of visual information.
- Audio:** provide captioning or/and transcripts for audio

Note for both - sometimes what is needed will be noticeably available from a source, or check if there is an accessibility widget.

Presentation decks

- PowerPoint:** The Microsoft link should help with basics regardless of the format you are using (e.g., Canva, Google doc). [Microsoft: Make your PowerPoint presentations accessible to people with disabilities](#)
- Start with an accessible template when available:** E.g., In PowerPoint, in templates, you can type “accessible template” into the search, and find options.
- Accessibility Checker in PowerPoint:** You can use it as you are working.
- Utilize your PowerPoint Slide Master**
- Consider cognitive needs**
- Use consistent design in slide presentations to limit cognitive load**
- Color considerations**
 - Color contrast for text and background.
 - Color cannot be the only means of conveying information. And same with shapes.
- Fonts:** Use basic fonts, size 18 or larger (no one standard, most I’ve read, 18-24 for min.); in-person consider room and screen size.
- Capitalization:** Avoid using all caps.
- Graphics:** Ensure that non-text element have alt or text descriptions, that the description is equivalent, or is described in the adjacent text.
- Titles:** Every slide should have a unique title. There is a way to add hidden titles.
- Flicker:** Do not use items with a flicker rate of 2 to 55 cycles per second. This increases the risk of optically induced seizures.
- Tables:** If you need to use a table, learn how to keep it simple and navigable.

Handouts

- **Word documents** [Microsoft: Make your Word documents accessible to people with disabilities](#)
 - **Accessibility Checker in Word:** You can use it as you are working.
 - **Note:** Accessibility checker doesn't check everything. It is a nice beginner step. However, for truly accessible Word docs, you need to learn things, like how to format to not to have any extra hard spaces and returns.
 - **Utilize headings** (referring to title/section headings not the headers space): These are helpful for the Table of Contents and to navigate.
 - **Note:** There are different ways of setting up headings, and one (using the headings bar) creates an accessible document, and the other doesn't.
 - **Tables:** If you need to use a table, learn how to keep it simple and navigable.
 - **Font:** Minimum 12pt. Note that, bold, underlined, and italic styles will not be read by a screen reader.
 - **Header and Footer spaces:** Should only have redundant information.
 - **Hyperlinks:** Make sure hyperlinks have display text.
- **PDFS:** Truly accessible PDFs are a lot of work and take specific software. Do the best you can with your Word doc and choose the accessible PDF option. However, when you do that, double check that it doesn't change anything during conversion.
- **Scanned documents:**
- **Utilizing handouts from other sources:** There may be only so much that can be done if the handout you have comes from another source; try to use checkers and address if possible.

Sources

[Accessible By Design's Accessible Communications Guidelines](https://accessible-communications.com/resources/) (https://accessible-communications.com/resources/)

[Accessibility and Disability Resource Center of the University of Oklahoma](https://www.ou.edu/adrc)
(https://www.ou.edu/adrc)

[APA's Creating inclusive presentations, meetings, and events](https://www.apa.org/pi/disability/resources/convention)
(https://www.apa.org/pi/disability/resources/convention)

[APA's 2022 Guidelines for Assessment and Intervention with Persons with Disabilities](https://www.apa.org/pi/disability/resources/assessment-disabilities)
(https://www.apa.org/pi/disability/resources/assessment-disabilities).

[Indeed article: 15 Public Speaking Tips and Tricks for Your Next Presentation](https://www.indeed.com/career-advice/career-development/public-speaking-tips)
(https://www.indeed.com/career-advice/career-development/public-speaking-tips)

[Microsoft Accessibility Support](https://support.microsoft.com/en-us/accessibility) (https://support.microsoft.com/en-us/accessibility)

- [Make your PowerPoint presentations accessible to people with disabilities](#)
- [Make your Word documents accessible to people with disabilities](#)

[National Deaf Center](https://nationaldeafcenter.org/) (https://nationaldeafcenter.org/)

[Public Health Communications Collaborative's Plain Language for Public Health PDF](https://publichealthcollaborative.org/wp-content/uploads/2023/02/PHCC_Plain-Language-for-Public-Health.pdf)
(https://publichealthcollaborative.org/wp-content/uploads/2023/02/PHCC_Plain-Language-for-Public-Health.pdf)

[United Spinal Association - Disability Etiquette page](https://unitedspinal.org/disability-etiquette/) (https://unitedspinal.org/disability-etiquette/)

[Universal Design for Learning from CAST](https://udlguidelines.cast.org/) (https://udlguidelines.cast.org/)

[USG Section 508](https://www.section508.gov/) (https://www.section508.gov/) Provides guidance to Federal agency staff who play a role in IT accessibility.

[Web Accessibility In Mind \(WebAIM\)](https://webaim.org/) (https://webaim.org/)

[W3C/WAI site](https://www.w3.org/WAI/) (<https://www.w3.org/WAI/>) The World Wide Web Consortium (W3C) develops international standards for the Web. The W3C Web Accessibility Initiative (WAI) develops standards and support materials to help you understand and implement accessibility.

- [W3C/WAI's Making Events Accessible: Checklist for meetings, conferences, training, and presentations that are remote/virtual, in-person, or hybrid](#)
- [W3C: Cognitive Accessibility Objective: Use Clear and Understandable Content](#)

[YouTube: 5 Daily Public Speaking Exercises, by Boston Speaks – Overcoming fear of public speaking](#) (<https://www.youtube.com/watch?v=iIEiDDg99F8>)

[YouTube: Improve Your Voice - Daily Articulation Exercises](#)

(<https://www.youtube.com/watch?v=3Qjr9nWh5cU&t=39s>)

Appendix A: PowerPoint and Word – practicing some basics

Objectives

In PowerPoint will practice:

- How to search for and download an accessible template
- How to find and utilize Accessibility Checker, including: how to see which slide is an issue; color correction; fixing titles and using hidden titles; correcting reading order; checking, correcting, adding alternative text to images
- How to find and utilize the Slide Master

In Word will practice:

- How to find and utilize Accessibility Checker
- How to utilize headings and then create a Table of Contents
- How to add descriptive text for hyperlinks
- Optional - using “paragraph” for spacing

PowerPoint practice

Note: Depending on your version of PowerPoint, your toolbar layouts might be different, and names of the options might be different, e.g., “Selection Pane” might be “Reading Order Pane”.

Find and download an accessible template

- Go to “New”
- In search type “Accessible template”
- Look through and choose one. For today, choose “Color block design”. After you download it, save it.

Accessibility Checker

- In your tool bar, click “Review”, then click “Check Accessibility”
- Let’s go through all the options there
- Let’s learn how to use the “Inspection Results” box to see which issues, slides, and details.

- It says “Hard to read contrast” - “Content Placeholder 3 – 4 shapes (slide 9)”
 - If you click on it, it will take you to the slide
 - If you don’t know which content placeholder is 3, click on “Selection Pane”.
Note, they may be in different orders depending on your version
- Practicing color correction
 - This one has 4. I can try:
 - Clicking on one box and try using a different fill – if it works, the number 4 will change
 - Click on “Smart Art Design” and “Change Colors” – again, looking to see if the numbers change or clear
- Practicing fixing titles and using hidden titles
 - Duplicate slide 9 – in Inspection Results it will now show a duplicate title for slide 10. So, in slide 10, I would need to change/modify the title.
 - On slide 11, delete the title and all boxes, and pretend this is a slide you are going to have an image on and don’t have room for a title. Go to Accessibility toolbar, click on “Slide Title”, and then “Add hidden slide title”
 - On slide 12, delete the title and all boxes, click on “subtitle”, and pretend it’s our slide title. Go to Accessibility toolbar, click on Slide Title, and then “Set as slide title”
- Practicing fixing reading order in selection pane
 - Go to slide 2 – Move the left picture to the right lower corner; move the text box to where that picture was; move the right picture down to where the text was. Go to “Selection Pane” and we will move the elements till they are in the correct order.
Note – There are times when I know they are in the correct order and it doesn’t accept it, but those are rare.
- Practicing with alternative text
 - On slide 2, Right click on one of the photos, go to “View Alt Text”.
 - Because auto-generated isn’t always correct, want to check.
 - [Accessible By Design website](#)

Slide Master

- Click on "View", then "Slide Master"
- How to change the master slide.
- How to duplicate and modify for a new slide or create a new slide.
 - Save and close Slide Master, and you will be back in your deck. In Home toolbar, click on "New Slide" drop down and you can see your slides.
- You can use your Slide Master to help with: Use consistent design in slide presentations to limit cognitive load. (Look at the Realistic Self-Care deck as an example)

Word practice

Create a blank document and save it.

Accessibility Checker

- In your tool bar, click "Review", then click "Check Accessibility"
- Practicing with alternative text: Insert an image of your choice, then we will check the alternative text, and then try different options.

Designating headings and creating a Table of Contents

- Type the following:
 - Title
 - Heading
 - Subheading
 - Body
- Change the fonts to what you would want for each
- We are going to use the headings bar.
- Highlight your title, go to Heading 1, Right click, choose make match selection.
- We will now repeat that for Heading – Heading 2 and Subhead – Heading 3. Leave Body alone.

- Now, type any word under body, highlight and click either Heading 2 or 3; it should automatically change.

Creating a TOC: Go to where you want your table of contents. Go to “References”, then “Table of Contents”, click on the arrow, and pick the one you want.

Updating a TOC: If you change something, e.g., add a new section – Right click on your Table of Contents and choose to “Update field”, then choose to “Update entire table”

Adding descriptive text for hyperlinks

Example: National Child Traumatic Stress Network homepage: <https://www.nctsn.org/>
becomes [National Child Traumatic Stress Network](#)

Basic steps:

- Type or copy and paste any hyperlink
- Right click on the link, select “Hyperlink”, then “Edit Hyperlink”
- In “Text to Display” type what you want it to say

Appendix B: Sources for trauma-informed approaches

[SAMHSA’s Concept of Trauma and Guidance for a Trauma-Informed Approach 2014](#)

(<https://store.samhsa.gov/product/SAMHSA-s-Concept-of-Trauma-and-Guidance-for-a-Trauma-Informed-Approach/SMA14-4884>) This manual introduces a concept of trauma and offers a framework for becoming a trauma-informed organization, system, or service sector. The manual provides a definition of trauma and a trauma-informed approach, and offers 6 key principles and 10 implementation domains.

[SAMHSA’s Practical Guide for Implementing a Trauma-Informed Approach 2023](#)

(<https://www.samhsa.gov/resource/ebp/practical-guide-implementing-trauma-informed-approach>) This practical guide updates and expands the discussion presented in SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach Resource from 2014. The primary goal of this guide is to provide implementation strategies across multiple domains based on the original publication.

Considerations

[Older Adults’ Equity Collaborative’s Equity Assessment Checklist](#)

(<https://resourcelibraryadmin.nyam.org/resource-library/oaec-equity-checklist/>)

This equity self-assessment aims to help agencies determine how effectively they are supporting communities of greatest social need (GSN). It also aims to aid in identifying areas of growth. To get started, mark the boxes next to the actions your agency or team is taking to be more inclusive to this range of service recipients. Please note that this is not an all-encompassing list of items necessary to serve GSN clients in your communities.

Communities of Greatest Social Need (GSN) include: Black; Latino; Indigenous and Native American; Asian American and Pacific Islander; other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender, and queer (LGBTQ+) persons; persons with disabilities; and persons who live in rural areas.

[SAMHSA TIP 59: Improving Cultural Competence](#) (<https://www.samhsa.gov/resource/ebp/tip-59-improving-cultural-competence>)

Additional

[Keynote: Applied Frameworks: Integrating Social-Emotional Perspectives in Learning Experience Design – Dr. Hannah M. Grossman – eLearning Consortium of Colorado – YouTube](#)

April 4, 2024. In this keynote presentation, Dr. Hannah M. Grossman, a learning scientist specializing in instructional design and trauma-informed practices, will guide attendees through the practical application of social-emotional perspectives in learning experience design. Focusing on three key frameworks – SAMHSA Trauma-Informed Approaches, the Integrative Trauma and Healing Framework, and the Radical Healing Framework – Dr. Grossman will illustrate how these frameworks inform the creation of experiential learning situations that are trauma-informed and healing-centered. Drawing from her expertise and real-world examples, she will discuss specific strategies for integrating these frameworks into educational practices. Attendees will gain valuable insights into designing learning experiences that prioritize learners' holistic well-being, fostering growth and personal development. Join Dr. Grossman as she shares actionable approaches for creating supportive and enriching learning environments.

Appendix C: Practice with Singin' in the Rain

- 1) Moses supposes his toeses are roses, but Moses supposes erroneously. But Moses he knowses his toeses aren't roses, as Moses supposes his toeses to be.
- 2) Around the rooks, the rugged rascal ran.
- 3) Sinful Caesar sipped his snifter, seized his knees, and sneezed.
- 4) Charlie chooses chestnuts, cheddar cheese with chewy chives. He chews them and he chooses them – he chooses them and he chews them – those chestnuts, cheddar cheese and chives, in cheery charming chunks.