

takeaways

When kids are engaged—when they feel seen, supported, and successful—that's when intervention stops being a reminder of what they can't do and becomes proof of what they can.

Nathan Levenson and David James, p. 14

In a fluid support model, paraprofessionals aren't tethered to one student. Like zone defenders, they scan the room, shift to where they are needed, and anticipate what's next.

Support flows, rather than clings.

Lee Ann Jung, p. 34

When implemented thoughtfully, AI can help us achieve the differentiated instruction we've long aspired to provide, finally making good on our promise that every student's needs will be met.

Jessica Garner, p. 8