



The Think Inclusive Podcast

Season 6, Episode 5

Kristin Wiens | Northstar Paths

Tim Villegas (00:00):

In 2012, Carly's Acon and Danielle Weisberg founded the skimm from their couch. Now six years later, their morning newsletter gives over 7 million subscribers, the news and information they need to start their day. When they started the company, they got a lot of advice from other female entrepreneurs. Now they're sharing those conversations and more on their podcast, skimmed from the couch. Every week you'll hear from women like Arianna Huffington, the founder of the Huffington Post, and thrive on why she puts her phone to bed at night or Melanie Wheeland, CEO of soul cycle on why she has a millennial mentor or how actor Taraji P. Henson got over her first rejection and learned how to negotiate for herself. It's a podcast about the real stuff, tips and tricks to launch, grow or change your career. The only rule on the couch, no BS checkout, skimmed from the couch or wherever you listen to podcasts.

Kristin Wiens (00:55):

Hi, I'm Kristin and you're listening to the think inclusive podcast

Tim Villegas (01:00):

recording from my office in Beautiful Marietta, Georgia. You are listening to the inclusive podcast episode today. We have an educator from British Columbia, Canada, and creator of Northstar Paths, an online stop motion animation videos, and other beautiful visuals to help educators understand students with disabilities. We talked about the creation of Northstar Paths and what is next for Kiersten and her outstanding illustrations. After the podcast, please visit [Patrick.com](https://www.patrick.com) backslash thinking podcast where you can support our goal to bring you in depth interviews with inclusive education and community advocacy and thought leaders. Also, you can help other people find that by giving us a five star review on apple podcasts or wherever you listen to the things you can podcasts. So without further ado, here is she interviewed.

Tim Villegas (01:55):

I would like to welcome Kristin Wiens to the think inclusive podcast. Kristin is an inclusion coach in Victoria, British Columbia, Canada. She is also the creator of Northstar Paths, a website with blog posts, stop motion videos and illustrations, promoting inclusion, universal design for learning, self regulation and mindfulness. She is the author of my gratitude jar, a children's book where a boy named Jacob learns the value of gratitude and most recently she works at the children's entertainer. Rafi, designing an online course and graphics, promoting his child honoring philosophy. Uh, Kristin a welcome to the podcast.

Kristin Wiens (02:38):

Thank you so much.

Tim Villegas (02:40):

So I think there's a lot to talk about. I first really became aware of your work, I think through twitter and it feels like it feels like a long time ago, and I remember specifically the image it was called behavior is communication and you had a, there was this large iceberg that you could only see the, the, uh, the top of. And I'm not gonna I'm not going to butcher it by trying to describe the image, but I just remember how powerful it was because when I showed the image to the colleagues that I, that I work with, they said, oh, that is really powerful. That, that makes a lot of sense, that there's a lot of stuff underneath what we can see as far as behavior. And you listed a few things under there. So I'm. So I'm very excited to finally talk with you and, and have your thoughts about inclusion and inclusive education. So to get us started, why don't you tell us a little bit about norstar pads in and kind of why you created it.

Kristin Wiens (03:55):

Okay. So the graphics in that one you referenced is one of the first set we did. They are treated almost out of desperation. That's too strong of a word, but I'm passionate about inclusion and I work with other teachers and I was always looking for the best way to communicate and share ideas with teachers because I believe once you understand more about inclusion, you're way more motivated and enthusiastic about finding ways to include students in your classroom. But teachers are busy and and have a lot of demands on their time. And so I was getting for efficient ways to get big concepts that across to them. And so graphics came out of that need and it's interesting. One of my passions within inclusion is visuals and I realized there was an irony of me talking so much about using visuals and I thought I need to.

Kristin Wiens (04:50):

I need to do that myself. I need to create visuals that will help teachers see what I'm talking about with these big concepts. And what I love about the graphics are there really big ideas on one page and so I think they're less threatening and less intimidating for people to look at. So as I started making more of those, I decided I needed a place to share with them and really wanted to share them with more than just my school district. So the northstar pass website came out of that and also with the, we have the paper graphics, but there's also a growing body of long, um, long story short stop motion videos. And so that was our youtube channel came out of that. And also the website was a place to house those videos. So it just a passion of mine. I do it all outside of my regular work. And what I love about it is creativity has always been a part of my life and I didn't make a lot of time for it because I was more passionate about inclusion. And when the two came together was just like the most wonderful thing that happened to me. And so now I can pour my passion into inclusion and have that creative part of me. I'm happy as well,

Tim Villegas (06:08):

I'm sure. I'm sure that finding that, um, where, where your interests and passions meet, uh, and being able to share that, I think that's, I think that's extremely gratifying. Um, and as an educator I can appreciate you wanting to share the big ideas but not really knowing how to share those big ideas, um, uh, without, you know, finding another way than just talking. Um, I think that's a big, um, that's a struggle for me and that's why I appreciate your, your graphics and illustrations so much. I've actually used your long story, short videos in my own presentations now that I do trainings for my, for my school district. So it's, it's definitely powerful. Now. So for your inclusion coach job, um, in your, in, in British Columbia were were you a teacher before and then kind of moved into that position or. Um, so can you,

do you mind talking a little bit about that? I guess let me, how long you were, how long you've been an educator. Yeah.

Kristin Wiens (07:29):

So, um, I actually, if you go back further enough and I started my, um, my journey working in group homes, um, here in Canada, it was right around the time when institutions were being shut down and, and individuals with disabilities were being moved into community home. And so that was actually in my late teens from and that just, um, that idea, it was so respectful. I mean, as a, either you already been further back, I would volunteer with the church group going into those institutions and providing music and just some social opportunities for people who were in institutions. So I saw that firsthand at a very young age and as much as it was wonderful for us to be doing that volunteer component, they just seemed something to be wrong about this, the institutional setting, even from a, from a young person's point of view. So I became involved with work in a group home setting and that I think just set the path for me as far as that would become my life's work.

Kristin Wiens (08:37):

The first role within education was as an educational assistant. I worked with students who were deaf and hard of hearing and loved that role and it was largely one-on-one in classrooms, but after awhile I got kind of to the point that I was in that setting and I went, I want to be the teacher now. So going back to school became a teacher and right away I found myself in. We called the role here, integration support teacher. Um, so I started my career teaching in that role and that was mostly in a high school setting. And from there I moved into at the time what we called life skills in a middle school and that was the most rewarding experience for me. So I was supporting, um, about 20 students in, in a middle school setting, in, um, in our attempts for installation. So at times they were with me in the classroom, in my classroom and at other times they were integrated fully into other classrooms, often in elective settings.

Kristin Wiens (09:46):

And that was a great training ground for me. I learned so much in that atmosphere and, and left that job. And from there I was asked if I would move into a district position which started out being called a curriculum coordinator and now we call ourselves including coaches and that's a role which is district wide, so I can be called into any classroom from kindergarten grade 12 in our district to help teams who are supporting individuals with disabilities. So it's, um, a step back. But again, that's sort of this where a lot of these resources have been born is that announced supporting teachers. And so now it's actually, it's quite an significant shift because as a teacher in the classroom, I just knew my belief and I could put them into play. And now the roles shifted because I see and my heartbreaks for a lot of these teachers who are supporting individuals in their classroom but don't kind of have the philosophical underpinning or the conviction conviction of the heart to say, yes, yes, this is hard. But I, I believe this so much that I'm doing it. And so my role now is to support those teams. And I don't know that it would be my direct role to kind of educate in the bigger picture, but just as a person, I feel that's what I want to do and I think it's more rewarding job for all educators if we are on that same page in this, we know why we're discussing things. I think it's easier to, to follow through with them because it's a really hard job.

Tim Villegas (11:30):

Indeed. Indeed. Do you feel like, um, well I guess what do you feel like is the biggest challenge for teachers who are put into a situation where there are students who were included in their class, let's say

their general curriculum teachers, um, and they have students who are working well below grade level and they don't have that philosophical that already the [inaudible] software software called belief that they belong in that class. Maybe they feel like they should be somewhere else, you know? Uh, how do, how do you breach that barrier?

Kristin Wiens (12:14):

That's a tough one. And again, I mean, there's so many angles to that question. What are the key thing that I think has become more into the forefront for me and in more recent years, and I think it'd be, I hope it helps me be more effective in supporting teachers kind of as you described. And for me that shift has been, I think I come from a way more compassionate place now, um, because I really understand that, that that's hard and if you, if you actually don't even agree with inclusion, which there are teachers who, who won't, that's a hard place to, to, um, to be, to come to work everyday because NBC, it's, it's not a choice. And so there's that rub between what you believe in, what you're being told you need to do. And so I think one of the big barriers is just that philosophical shift.

Kristin Wiens (13:16):

Can we have our people who are supporting our students have a shift and really come from a different place from that place of, yeah, this is the right thing to do. But if you remove that kind of big umbrella piece, I think the struggles are probably the same across our continent, at least that there's, it's really hard with, um, a lack of resources, whether that's things like flexible seating and, and opportunities for new equipment for movement or if that's people, educational assistants in the classroom or even just time time would be a big one, time to collaborate and plan. Um, all of those things I think are universal barriers that were in inclusion that we're up against a lot of the time.

Tim Villegas (14:10):

Definitely everything that you just said is our, our things in the barriers that are very real for the educators that I speak with. Um, and, and so you have educators who really do have this philosophical foundation that all children should have access to the general curriculum, whether or not the, the, you know, uh, they're able to keep up or not. But, um, it's, it's definitely difficult to put that into practice when, like you said, the resources are slim and, um, and not only, you know, where the resources, there's, there's other expectations other than just access to the curriculum. You have, you know, all the other testing and accountability requirements and um, so it's, it's a very difficult place

Kristin Wiens (15:10):

know just on that note, we've just recently started a new process in our district that still kind of in the pilot stage and we're really, I'm liking it. We, we call it Camp C, I p t, t d inclusive ponds with purpose and it came out of, in our roles as including coaches. We found that we were often going out to schools, um, gave recommendations left the school, called back for the same thing with the same students sometimes or at the very least the same sort of issues with different students. So does the knowledge, wasn't being transferred to other students in our big push now is trying to build capacity within all of the team members, which is really hard to do, like we say without the time or motivation or to concentrate on that. And so we switched it and we are at now inviting teens to come to us.

Kristin Wiens (16:09):

Um, we haven't, most of the time it's at our board office in our board room and we have the teams come in with one child in mind that they want to support and then we take two afternoons that we

carve out the time. And so again, we supply the money to release the teachers, which is a big deal. They come, we try to have a classroom teacher as well as our integration teacher there sometimes educational assistance as well and we'd spend the time doing two things going over the big ideas that we think are important and in between each of the sections of big idea. So for instance, behaviors, communication is one of our big ideas. We talk about that, but then we give time to plan specifically for that student when we call them the wonder child. And I'm taking that from a colleague morning Dr.

Kristin Wiens (16:55):

Org who talks about our language being really important. And so instead of saying a child that won't learn that child, we can't get to that behavior child, can we call them the wonder child as in I wonder how we can connect with his child? I wonder how we can plan for this child. I wonder how, what's motivating this child? So we asked them to plan for that wonder child based on the big idea. So we talk about behaviors, communication, and then we say with your wonder child, what do you, what are they communicating? How are they communicating that with behavior? Oh, when they both out of the classroom, what is that telling you? What happened just before what happened earlier that morning. And then we talk about visual, the big idea and give them time and the thing that is we'd had really exciting responses from this and the thing that comes up over and over again is thank you for the time.

Kristin Wiens (17:48):

And so I think it's because we often talk a lot about a lack of resources being people or things and I, I'm wondering now how much those complaints would go down. They are still gonna be there, right? I don't want to sound like I know I wish we had more people in more things and more money, but I think we undervalue that. Just the time that people need to think through and plan and feel supported because that's the biggest thing out of these two afternoon meetings is thank you for the time to talk about this and plan and pe teachers are leaving with a new excitement and even within these two afternoons are leaving saying, oh well they, they come planning for Johnny and they're leaving things. I think maybe susie could it use this too, and so all these things that we're trying to do for so long are kind of happening in a much shorter period of time, but it's really honoring the, the need that we all have to sit with information to process and to add to plan purposefully and so it's exciting and I, I wonder how much we all can learn from that.

Kristin Wiens (18:55):

Yes, we need more people. Yes, we need more resources, but really important is the time to plan.

Tim Villegas (19:03):

Yeah, absolutely. Everything that you're saying is, it's really resonating with me because as, as I'm sure that your district is, well, you're spread thin, you know, I'm sure you get lots of referrals and a lot of requests to come out to help with certain situations or students in there is just not enough time to adequately address. But I love what you said about, about taking the time with a particular school and focusing on, on one, one child, one student, and not just for, you know, a one hour, but like a, you know, a longterm process, not, not, you know, not huge lead longterm, but a couple afternoons where you really have a deep dive into the supports for that student and, and that it's outside of a, uh, you know, um, um, yeah, I, I can't remember what it can't do you call them idps in Canada as well. Take the meetings for the students.

Kristin Wiens (20:20):

Yeah. Outside of that, an interesting even. I think it's important that it's outside of the school building.

Tim Villegas (20:26):

Yes.

Kristin Wiens (20:27):

In the school building. Even if we up that same amount of time, then it's actually extremely telling about how demanding the job is because we, we have um, teachers on call come in, we released the teachers. Yeah. And yet still, how many times do you get a knock on the door? We need you right away because it all. No, I know we need you in their teachers are being pulled out of the meeting. So even I think the significance of we're removing you from your school building saying this is important enough that we want you to be able to focus just on this.

Tim Villegas (21:00):

Yeah, I like that a lot. This is great. I'm learning so much. I really appreciate. I really appreciate your time. I love talking about this. I feel the same way. Um, so, uh, I wanted to ask you about the differences because I know that you have a, that you talked about self regulation as far as in, um, in the content that you produce for northstar paths. And uh, even thinking back to that behavior is communication graphic that you, that you did. Um, I know that some people that are more on the applied behavioral analysis side, we'll look at that graphic and go, no, no, no, no, no, that is completely wrong. Like there is no research to back that up. You know, we have the four basic functions of behavior, you know, you described the student that was eloping from his, his or her class, you know, that must have been a, you know, either to get attention to have escaped or avoidance to access something or uh, you know, suffering, enforcing sensory need. How do you, it? Do you feel like the, to the self regulation and behavioral analysis, can they, can they coexist or are we talking about two separate ways of looking at behavior?

Kristin Wiens (22:35):

I think they could and I have to confess that I have limited experience with, with Ada just because of the past that our district has taken in the experiences I have had. So I'd be delighted actually to have that conversation with, with somebody, but this thought just on the surface, I would, may, I think they would coexist because those need say the sensory need for me, it would fall under a biological need and he would still look at that, um, the, the needs that from an Ada person perspective would be identified. I think that I think I could fit them within the, the domain. So the domains on the iceberg that I have listed, there's five biological, emotional, social, pro, social and cognitive. They all come from Stuart shanker's works and he has established the Marriott Center here in Canada and his approach is called self reg. And so it's obviously about self regulation and it, but it's a very specific approach and there is um, he points to a lot of research and a growing body of research.

Kristin Wiens (23:46):

So he has, that's a marvelous websites to look to see if I actually went into that conversation beforehand, I would be looking at that research again. But if somebody was interested, that's where I point them. As far as the research behind what I'm looking at as far as self regulation is, is concerned. And so for me, I would, I think that I could easily say, yeah, that those are the motivators drew an Aba Lens and I see them working here to the, the common ground I believe would be to, that we're, when we're supporting students in schools, that behavior is seen by others as unexpected behavior, that tip of

the iceberg. And so whatever is below the iceberg, whatever you're calling it is what we want to start looking at as far as that detective work of. So how can we find a replacement behavior? How can we support the student to be more regulated in the classroom? Um, so I think their approaches are somewhat similar. Um, and I, I know actually if you go deeper, there's going to be some broad philosophically what, um, how you're approaching it, but on a surface level, I think that there would be some commonalities as far as we see unexpected behavior and our desires. Tried to try to explain it and then support that student to be able to go from a maladaptive strategy to a more adaptive strategy.

Tim Villegas (25:22):

Yeah, I definitely see how there can be some overlap. Um, and while I'm more familiar with the, um, I guess the ABA lands at looking at behavior. I certainly am not married to, uh, you know, the, that being the only way to look at behavior. Um, fortunately I have the freedom to do that because I'm not, I'm not, uh, be a board certified behavior analyst. So, uh, if you, if, uh, because if you were, you, you really do have to like that is your worldview. Um, so, and you, you, you have to, you kind of have to see and practice in that particular way. Um, but like I said, I've got a little bit more flexibility. So when I, when I saw your graphics and, and, and the about self regulation, I, that's definitely something that I'm interested in and I encourage anyone who's listening to go ahead and go on self reg. Stuart Shanker, right? Um, to learn more about that because that's something that I definitely want to, to utilize within my own strategies. So I wanted to talk about the, the path process. I believe that path is, is uniquely Canadian, is that correct?

Kristin Wiens (27:01):

It is, yeah.

Tim Villegas (27:02):

Yes. And, and path is, I don't know if it's in the same kind of umbrella of making action plans. Is that, is that the same type of thing?

Kristin Wiens (27:15):

Yeah, it is. I think there's a little bit of confusion, I believe, and I could be wrong here, but so path and a process called map were designed here in Canada. I'm Jack to your point and uh, I think it's more supportive than forgetting another name.

Tim Villegas (27:33):

That sounds. That sounds correct. Yes.

Kristin Wiens (27:35):

Okay. And they traveled. I'm Jack still continued to travel internationally teaching. Um, and so map I believe that's associated with path is different than the map that you're talking about. There's the McGill action planning and the making action plans that they're somewhat separate because the path and map process, um, they are, I do pass and there is a map process that we are trained in and I think it's different, but it might be similar to the making action plans making action plans. Is that a graphic recorded

Tim Villegas (28:11):

as well? I believe so. Um, although I was introduced to maps I think through the mcgill action plan system, so, uh, which didn't have to be graphically organized, although you certainly could. The ones that I've used with families have been a series of questions that you go through. What are your dreams and hopes for the student, you know, what are your fears or I guess nightmares and then it goes onto what a, what a typical day looks like for that student. Um, I have, I don't have the process memorize because it's been awhile, but so they

Kristin Wiens (28:50):

sound similar. And so the map that that when, when you're talking about and map, um, and path. Well the acronym there was planning alternative. Tomorrow's with hope and when I was getting the training maps was just map, like as in we're making a map and the difference between those two things, and it sounds similar to the one you were talking about, that path is I'm looking into the future about your dreams and hopes. First. It's an eight step process. And that North Star, that's actually where the north star was motivated. They talk about that northstar dreaming in the first step. Um, they, they look and it's anchored in where the individual wants to be and there's no, um, limitations there. They can just dream really, really big. And then you come back from there and you start planning step by step, how if you were moving towards your north star dream, what would be things you need to strengthen?

Kristin Wiens (29:50):

Who would be people to invite you on that journey where my job and then you get more specific and in a year and six months and you have action plans. Whereas the maps that they teach, they go back into the history of the person first to identify strengths that are there. Um, and they also identify the nightmares, things that maybe haven't, um, that had been struggling and then make a plan to move forward. So they're, they're similar in a way as far as you're really identifying strengths and dream and isolating strengths and challenges in a very systematic way. The paths moves forward into the future and anchors in the dreams and the maps in this process is about the strengths that you can find in a person's history. We have chosen to do path in our district because we use it, um, and I think either could be effective, but we just chose one to concentrate on and we use it mainly with individuals in grade 11 and 12 who will be transitioning into community support because we found that that was a big gap that I'm, I'm not a very nice analogy that I have used because that's how it felt was I felt like in, in our education system we are bringing them and supporting them.

Kristin Wiens (31:11):

And that kind of mountain a clip. And then when we got to the edge, it almost felt like we were just pushing them off the edge of the cliff because they weren't ready for what was there in the community to support, tended to be less than than what we had for them and families and individuals were quite shocked by that during that transition, they, it just didn't feel prepared. And so we went looking for something that would help us with those plans and found task. And so we use that as a way to say what is the future and what do we need to have in place in order for this transition and for you to be able to continue to follow your, your goals and dreams into the future. And so that's how we started using path and it's just been the most incredible process.

Kristin Wiens (31:59):

Um, so rewarding. And it's a two hour process. I don't know, any other process that gets so much richness in planning and honor the student and their family and supports them so well then this one, it's been a really incredible thing for us to add to our district. Are you, are you, are you the one who does

the illustrations? I am the graphic facilitation. Generally I'm printing reasons. It is my passion and I find actually yes or more people are a bit more familiar with some of the work I do in graphics. They I think they hesitate to pick up the pen which too bad because we actually do path training as well and I. I do the training for the graphic facilitator. Then I love the philosophy there because we say it's not about art. You don't have to be an artist. It's about mark making.

Kristin Wiens (32:53):

If you put a mark on that pay for that, that connects with the person you're planning for, then you've done your job. It's just about trying to put a visual representation of to remind them of the conversation so that I'm very difficult for some people. People have a lot of a fixed mindset, a critical mind about their artistic ability, so it's actually quite a joy to to spend an afternoon with people, getting them to doodle and explore that and they're quite happy when I can say, you know what? I can get you to draw a bicycle and

Tim Villegas (33:26):

five need easy moves in and it's quite exciting.

Kristin Wiens (33:30):

And, and my path, I mean it's, it's real time graphics. They're um, they're colorful and fun and, and I do a fine job, but it's nothing like the graphic work where you get to do revision after revision and so they're, they're, they're separate processes. But it's interesting that the, when I went and got the path training, uh, I just fell in love with the graphic recording. I'd always been a little bit of a, a dude learn creativity was always part of my life. My Dad actually is a graphic artist and, and the cartoonist and beautiful water. Yeah, color artists. So I grew up surrounded by creativity and it just, it got a hold of me. When I took this training, that graphic recording, I started doodling more and more and more and it was like an invitation to put more creativity into my life. So a lot of what I'm doing now, I know I'm stemmed from the excitement of that graphic recording.

Kristin Wiens (34:29):

And again, like that was the first kind of marriage of my creative love and my love of inclusion of meeting them at hello, look at it. That possibility. And if you look back actually the first long story short stop motion animation we did was on a universal design for learning and I did that as an assignment in when I was doing my master's degree and I'd always wanted to do a little bit of stop motion. I thought, oh here's the time. And if you look back at the office there, they're very much kind of a path inspired graphic. They're much more basic, very simple, not a lot of color in there. And so you can see the influence of the path and the graphic recording in that first long story short. And from there I kind of got excited and thought, oh, I don't need it to limit it to that. And, and our more recent ones actually are involved more cut paper and more detailed illustrations. But the root of it came from that graphic recording that was inspired from the path process. So I'm really grateful for that.

Tim Villegas (35:35):

Yes, I have seen the, I've seen the growth in the, in the videos and I've really enjoyed it. I've definitely seen a, I've enjoyed seeing that and I'm, I'm hopeful for, I guess what is coming next? So let me ask you what, what do you see as far as a norstar paths? What, what vision do you have for that in the, in the feature?

Kristin Wiens (36:01):

Um, well, a few things. This is like I have, once you become a facilitator, I think you start thinking through that. So I have so many doodles though in my journals have a path and what do I want to do and where do I want to be with it. And so some of the things that come to mind, I'm definitely more um, stop motion videos. We're actually recording one this weekend that will be out soon and it's the first time we're doing one for somebody else. It's based on a Karen Copeland's blog. She has um, champions for community mental wellness. I think they said that right. Her organization. And so she approached us to ask us to do one and it's been a really wonderful process and learning posttests and it's the topic is to start with strengths. So it totally fits with our philosophy. Uh, I don't know that we'll do collaborations like that anytime in the near future, just because of the demands on time.

Kristin Wiens (37:06):

I do this stop motion with my partner Paul, who is not an educator, not involved in this field. We both have our, our day job so to speak. And so the time that it's taking is um, I, I think, I think that will be a great retirement job so that I think it was six to m to stop motions that are kind of more based on the work that I do personally. So that was great learning. I'm learning so much as I go. I've also been approached to do graphics for a few different people's books and publications. So that's exciting. I'm doing a little bit of experimenting with some stuff for the merit center in software ag with one of their new publications coming out, so don't know where that will go, but doing graphics with them has been really rewarding. The graphics is easier to do in collaboration with someone because it's not as involved as the filming process, so I could see more collaborations with the graphics with other people.

Kristin Wiens (38:06):

And then another thing that's increasing in my life right now is, is speaking at conferences and things. And so, um, I, I'm really enjoying that. Again, I have such a desire to help build capacity and in other teachers, uh, and conferences are great places as far as they carved out a bit of time and I know the efficacy of having a speaker come in and go, it is not that great, but I, I hope it's a one small part of a plan for districts to build capacity. So I'm, I'm liking accepting those invitations and I'm moving forward and creating my workshops around the visuals. And so for instance, next month I'm doing one specifically on visuals and it's a our visual, which is nine reasons to use visual. The workshop is being designed around those nine reasons. And so that's kind of another marriage of I like I'm presenting workshop enough teaching adults.

Kristin Wiens (39:06):

I teach our education assistant course here in our district, in the evenings and I'm working with adults. I really, really loved that. And so again, that combination of here's a visual and here's a workshop built around that visual. I also, it's quite fun because people tend to like to leave with a visual reminder of what they've just learned. So it's again, what we know about what good learning is, it's having those visual notes and I'm visual reminders so. So those things are all kind of moving forward together and I, yeah, somewhere in there will be where I spend the next few years, which actually now that I say it seems like maybe a bit more. Oh, and I'd lost, right. Another children's book.

Tim Villegas (39:58):

Oh,

Kristin Wiens (40:00):

I don't know where that's gonna fit in there. Again, that children's book actually was my final project for my master's degree, which I, I, I give a great big shout out for Vancouver Island University to, for their flexibility. When I approached my supervisor with the idea, I thought for sure that the answer would be no and that would be fine, but I am a true believer and it doesn't hurt to ask and they said sure, that's great. So I was focusing on mindfulness and self regulation and those are the themes in that book and I tell you I was really motivated to do the research behind that and I probably one of the most involved students with their projects going on because that was several years ago and I still continued to do work around using that picture book and going into schools and doing presentations around gratitude. So I very exciting and that was good fun and I love to do it again, but I had the motivation of a master's degree to get me to that final product. And I, I find that without those deadlines, I don't tend to get the next picture book that.

Tim Villegas (41:05):

Right. Well, it sounds like you're certainly busy enough, you have a lot of things going on. Um, but um, I want to, I want to thank Kristin Wiens for being on the collusive podcast. You can find her on twitter at, at k, W I e n s 62 a. You can look up her on a, at her website at North Star Pass Dot com. Is there any other place, any other social media thing that you'd like to promote?

Kristin Wiens (41:43):

We're all on our youtube channel, which is long story short with a zed or z as you would say. Okay. If they're wanting to do is look at the video, they, they're also on, on the north star pass website as well.

Tim Villegas (41:55):

All right. Fantastic. Thank you so much for your time.

Kristin Wiens (42:00):

Thank you very much for the invitation.

Tim Villegas (42:03):

That is our show. We would like to say Kiersten Wiens for coming on the podcast. Make sure to follow her on twitter, facebook, and instagram as well as on her website@Northstarpass.com. Follow thinking inclusive on the web and things inclusive about us as well as twitter, facebook, Google plus, and instagram. Today's show was produced by myself talking into USB headphones, the zoom h one handy recorder, Mac book pro, Garageband, any skype account. You can also subscribe to the podcast on apple podcast, Google play, stitcher, or podomatic.com, the largest community of independent podcasters on the planet from Marietta, Georgia. Please join us again on the podcast. Thanks for your time and attention.

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