

The Shapes and Sizes of Support



action driven
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A Common Goal: Rigor

The function of an accommodation is to ensure a child's meaningful participation in a rigorous education by empowering them around their needs. This support may look different in each class, and that's okay! The key is that the child reaches their fullest potential through an effective, supportive system that works for them!

Frustration Vs. Productive Struggle

Recall a time in your life when you knew you were facing what seemed to be an impossible task. How did you handle it? We recently asked 100 people this exact question, and 96% responded that they would either avoid it altogether or get someone else to do it for them. Why? These two options are our most natural way of responding to a difficult task.

However, avoiding a task or getting someone else to do it isn't an option for our students! How do we get our students to engage in such a task, especially when they are a child with special needs? Providing an appropriate level of support moves a task from impossible to doable through a concept called productive struggle. As outlined in this [fantastic article from ASCD](#), productive struggle involves making a seemingly impossible task possible through the use of accommodations. In their absence, we can expect a child to experience unproductive frustration and likely try to avoid the task; that's just human nature!



Accomods™ is designed to empower the ability to select and implement appropriate accommodations and modifications to meet your child's learning and behavioral needs. [Log in now](#) to explore the possibilities!

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Support for All, Few, or One

Tell Me the Story...

Two fifth-grade teachers, Toby and Judy, dropped their students off at lunch and were walking down the hall. With a frustrated look, Toby turned to his colleague: "Scott is frustrating; he's so disorganized. It takes ten minutes for him to find his homework in his backpack; if he does it at all!" Judy replied, "He's a bit scattered in my class, but he usually has his homework done and is typically ready to go with the rest of the class. That's odd that he doesn't do your homework because he always tells me he likes math more than reading." "Are you serious?" Toby replies. "What's up with that?"

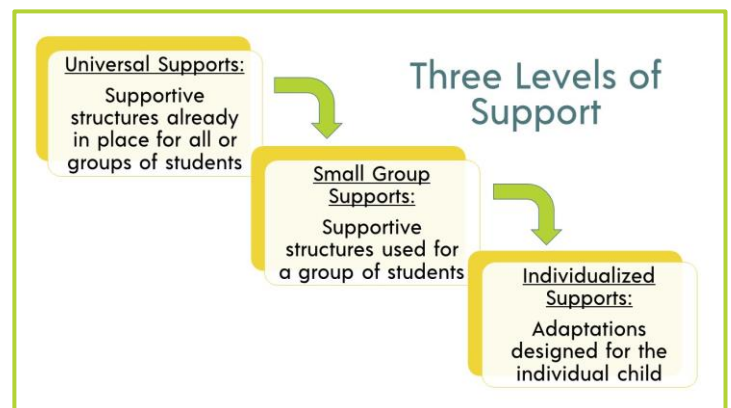
What's the Context...

In education, we get so stuck in our classrooms that we become unaware of our colleagues' practices, even if they are just across the hall. The use of appropriate accommodations to support our students is a perfect example. [Action Driven Education](#) has been working

to help teachers recognize that accommodations can be used in three tiers: universally for all children, in small groups for a handful of students, and finally, as individualized support for one student. Frequently, teachers utilize an accommodation universally in their classroom to support their students.

This support helps to minimize the needs of all students, including those with a more pronounced need. In the absence of these class-wide, universal supports, teachers may see their students struggling to find success. By first recognizing the presence of these needs, we can begin to identify their prevalence in our classrooms. If we see many students struggling in the same area, it may be appropriate to consider implementing a universal accommodation to support

all students around their needs. If you observe a need that seems to be impacting a few students, a small group accommodation may be necessary. Finally, if you observe only one student demonstrating a need, implementing an individual accommodation is the ticket!



As we discussed in our [Spring 2022 Newsletter](#), there are two important tiers to supporting children who are demonstrating a need. First, we plan how to support a child, or even a full class, around their need through the use of an accommodation. However, we can't stop there. We also need to be planning ways to empower the child through their need by working to build their skills. This

Featured Accommodation: [A45-Restate assessment questions using different wording to assist the student's understanding of the question](#) is an excellent accommodation that can be used to provide universal, small group or individualized support!

Through-and-Around Process is how we effectively eliminate students' needs.

Get to the Point...

Educators should remain alert to the needs of their students. By recognizing the presence of a need in the entire class, small groups of students or a single child, we can address these needs before they reach the point of frustration. Through the use of universal, small group, or individualized accommodations, we can ensure that all students are engaged in our class, instruction and assessments in meaningful ways!

The Story Continues...

Judy and Toby head to their respective classrooms to eat their lunch. As she eats, Judy reflects on the practices she uses in her classroom that may support Scott's disorganization need. She always posts her homework assignments in the same location on her board and gives her

students a minute at the end of class to record them in their assignment books. She also provides her students with a yellow folder for them to hold their assignments, and she makes a digital copy of homework assignments available in her Google Drive with details to help students understand them when they are working from home. Put together, these strategies are likely meeting Scott's needs, making disorganization not an issue in her classroom.

Lunch quickly comes to an end, and it's time to retrieve their students from the cafeteria. As the colleagues walk down the hall, Judy shares the strategies she uses with Toby. "My goodness, I don't do any of those things. Maybe that's why Scott struggles so much in my class," Toby replies. "Thank you so much for sharing!"

After reflecting on his practices, Toby realizes that Scott isn't the only student struggling to complete

assignments consistently. He begins taking a minute at the end of every class to permit his students to record their assignments. He also starts a Google Drive to share a digital version of all assignments. Finally, he meets with Scott and provides him with a green folder to be used to keep his math papers together. These universal and individualized accommodations support Scott, and several other students, around their organizational challenges. Toby realizes that he also needs to help his students to develop organizational skills, so he begins highlighting the effective strategies he observes other students using to help them to organize their day. By highlighting these practices, he's helping all students to become organized. Toby also begins individually checking Scott's assignment book to reinforce and support him as he works to develop effective organizational skills.

Be Action-Driven...

1. Reflect upon and share with others the universal accommodations you use in your classroom.
2. Jump into Accomods and explore ways to meet your students' needs!



Individualized Inclusion Made Simple

accomods

Empower a child around their needs.

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