

Two Tiers to Success: Through and Around!



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Spring | 2022 Newsletter

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Special Education Doesn't Need to Be So Complex!

Action Driven Education is working to bring the tools and mindsets teachers need to simplify the process of special education. One example of this effort is the development of our unique Through-and-Around-Process™ (TaAP). TaAP is designed to make it easier to understand the process of special education by aligning all our efforts to two simple tasks. TaAP also strives to bring the power of special education to any child with a special need, including children in pre-referral settings and those struggling with an educational gap caused by COVID. TaAP guides teachers, parents, and even the student to understanding that there are two simple goals in special education:

1. Plan to empower the child "through" their needs by improving skills.
2. Support the child "around" their needs to ensure meaningful participation in general education.

What Makes Special Education So Special?

Individualization? Least Restrictive Environment? Specially Designed Instruction? What is it about special education that makes it so effective? What's the magic that happens between the covers of the IEP that has the power to overcome a child's disability, and can this power be harnessed for other children? Read on to find out!



Accomods™ is designed to empower teachers with the ability to select and implement appropriate accommodations and modifications in your classroom. [Log in now](#) to explore the possibilities!

Don't have an account? [Learn more here!](#)

Two Simple Tiers – One Result: Student Achievement!

Tell me the story...

Danny is your typical 12-year-old who loves fishing and dreams of owning a fly-tying business. However, Danny is not doing well in school and fights with his mother every morning about going. You see, Danny has a writing disability, and, among other things, he struggles to take notes during class. Poor notes mean he's not doing well on tests and struggles with his homework.

What's the context...

Everyday millions of children demonstrate learning or behavioral needs. These children may be formally identified with a disability, be participating in pre-referral interventions, be an unidentified child who has experienced a learning gap from COVID, or be silently struggling to reach their fullest potential due to an unrecognized need. In all cases, this child can benefit from a two-tiered structure designed to support them "through" and "around" their needs. It's a simple concept that holds tremendous educational power.

So, let's explore the tiers of this Through-and-Around-Process™ in more depth.

The goal of the "through" tier is to improve the child's skills. You're addressing the child's needs head-on by working to improve deficits and skills in the area where they struggle.



Elements of this tier are strategically designed based upon the child's need(s), are data-driven and intensive. Legally, and as a best practice, this tier should be built with the general education classroom serving as the foundation. Therefore, a targeted and intensive intervention plan should be designed and implemented to supplement the general education classroom and curriculum. Quality supplementary efforts to improve a child's needs may include IEP goals, Specially Designed Instruction, participation in intensive acceleration and remediation programs, opportunities for

additional practice, and etc., all with the goal of rapidly improving a child's needs. Schools have historically done a fantastic job of implementing "through" strategies in Title I, IST, MTSS, Special Education, and other program-based interventions.

But there's a problem with the "through" tier: it takes time!

This is where the "around" tier comes into play because it produces rapid results. The goal of the "around" tier is to continue meaningful progress in an age-appropriate general education classroom and curriculum by supporting the child around their need(s).



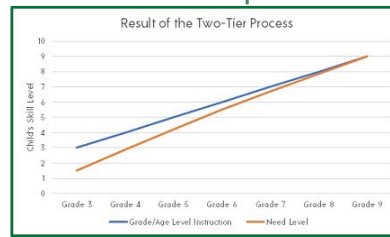
This second tier works to prevent the child from losing ground within the general education curriculum and supports schools in meeting the Least Restrictive Environment portion of the Individuals with Disabilities Act (IDEA).

Similar to the "through" methodology, "around" interventions should be strategically designed based on a child's need(s) and be data-driven.

As outlined in our video [Discover the Tools for Effective Inclusion of Students with Special Needs](#) effective "around" interventions are built using appropriate accommodations and modifications. Accommodations should be selected based on a child's strengths, needs, and degree of need. The degree of need serves as the data point to select and verify the effectiveness of all "around" interventions.

Action Driven Education's Accomods™ is designed to serve as a companion to teachers as they work to develop and implement effective "around" interventions.

Get to the point....



As illustrated in the graph above, the overarching goal of the two-tiered process is to sustain data-driven, individualized, "through" and "around" interventions with the child until a point is reached where the two elements converge. In other words, their needs have improved to meet their ongoing, meaningful participation in age-appropriate instruction. This convergence point emphasizes the importance of maintaining the child's meaningful participation in general education while finding creative and intensive ways to improve a child's skills.

...the story continues...

Danny's social studies teacher notices that Danny isn't doing well on exams because he struggles to take good notes in her class. So, she arranges a meeting with Danny, his mother, his English teacher, and the school's principal. During this meeting, the team discusses various ways to support Danny through and around his writing need. "Through" interventions are developed and include providing access to an online remedial writing program that Danny will work on at home and during homeroom. Additionally, as Danny works to improve his writing skills, his teacher supports him around his need by providing [word-for-word sentence fill-ins](#) in social studies class. Finally, to support Danny both through and around his need, he is provided the opportunity to individually review, edit, and revise all written assignments with his English teacher before submitting them for grades.

Learn more about Action Driven Education's Through-and-Around-Process™ in these videos:

[Function of Accommodations](#)

[Tier II: Through Student Needs.](#)

Individualized Inclusion Made Simple

accomodods
Empower a child around their needs.

[Learn More!](#)

Featured Accommodation: [L143 – Support appropriate posture/positioning](#) highlights the importance of proper posture and positioning on the child's ability to learn and attend to tasks.