

Stephanie:

Hey everyone. My name is Stephanie. I am the founder and your host here at the intentional IEP for all of these summer PD series mini trainings and the monthly guest speaker chats. I'm here with my friend, Tim, and we are gonna be talking all about accommodations and modifications today. But before we get started, Tim, will you please introduce yourself? Share about your educational experience and your role at the IEP table? All

Tim:

Absolutely. My name's Tim Kuman, I'm a Pennsylvania based, uh, special education teacher and administrator. I spent 24 years working in the field of special education and, uh, um, it's exciting to be here to share some of the information that we've been working on, um, to hopefully be able to drill some, some actions down to practice for some teachers and, uh, you know, a little fun in the meantime. So thanks for having me. Um, it, I, I started my career as a special education teacher in the field of learning support, spent some time and emotional support and life skills before going off to become, uh, an administrator director of curriculum and director of special education. So my, uh, my experience kind of runs across the board and, uh, now it's my pleasure to be, uh, running my own action driven education, where we're working to provide teachers with the, the tools they need to individualize instruction.

Stephanie:

Yeah. And if you, inside of the intentional IEP, if you click on my account, you'll see one of those little boxes there in your account hub that says S is my, do I pronounce that correctly?

Tim:

Hacks? Yeah.

Stephanie:

S um, you'll see a link there. It'll take you to another page, Tim and I have another video there where we kind of explain how the intentional IEP and Amos kind of work together, which we didn't build them that way, but they work perfectly together. Um, and then you can read more and hear more from Tim about action driven education and all of those things. But today we're here to talk about combinations and modifications. So let's start at the very beginning. What are accommodations? What are modifications and where do we find them in the IEP?

Tim:

That's a big question. So accommodations and modifications. They literally almost always roll off our tongue. I said, they're the same word, right? But they certainly are not. Um, in general, basically in accommodation changes the way or the how of, of, of a student and how they access or demonstrate their learning. It doesn't change what they're learning or anything like that. That's the function of a modification to change what they're learning. So the difference rests really in intensity, um, in the fact that a modification makes a change to what the child is learning. Um, as far as we, where do we find them in an IEP? My golly, it might be easier to answer the question where don't we find them in the IEP. I mean, really, um, uh, to make it clear, I guess I like to always say that the function of an accommodation is to support the child around their need.

Tim:

Um, basically it gives a nod to the fact the child has a need. It's gonna take us time to fix it, um, to overcome that need. So in the meantime, we support 'em around it. So anywhere we're talking about where and how a need might be impacting the education, the child is, is receiving, we would find accommodations and modifications. So it can be most commonly you'll find them in the program modification section under special ed related services, things like that. But, um, you'll find them in supports for school personnel, um, related services, of course, um, you know, with respect to the services that, that they are receiving and how those services also impact that general education classroom room. Of course, we see 'em all over the place in the assessment section. So, um, you know, when you talk about state and local testing, uh, the accommodations or modifications that might be used there, um, uh, supplemental aids and services, we'll, we'll see some accommodations sprinkled in there. And then, um, oftentimes I even see them written in like behavior support or communication plan as they relate to how we're supporting the children around those types of needs. So, um, they're, they're really present all over the place in the IEP. It's wherever it's appropriate that we're talking about a need and we need to support the child around that need, we'll find an accommodation.

Stephanie:

I love that. And they truly are sprinkled throughout the entire IEP. And I think it's really best practice is not just having them on the supports and services page as just like, Stephanie will have a read aloud. Like, what does that mean? What does that look like? Right. When, you know, um, so Y you will find them everywhere. Yeah.

Tim:

Embedding them where they make sense. In other words, if we're talking about a behavioral, uh, accommodation, then putting them in behavior support a plan, it makes sense to have them there. And it, it really has to do with that application, or where do they make sense to be used. And then it makes sense to reflect them that way in the IEP as well.

Stephanie:

Well, one question that actually was brought to me, someone asked me this on social media a couple of weeks ago. And then when you scheduled your chat with me, I was like, yes, I'm gonna ask Tim this a question. Cause he is the expert on accommodations and modifications. So our students with IEPs, the only students who can have accommodations and or modifications,

Tim:

That is a great question. And I tell you what, um, we're working with a lot of different schools and, and with COVID and COVID gaps, um, being on the table now, the way that they are, it's more relevant than ever to ask that question. So thank you for asking it. Um, no, the, the answer is, uh, for, for the case of accommodations, um, you can often find accommodations being used for any student that's struggling with a need. Look, the, the purpose is to support them around a need. Um, there's nothing saying that a child with IEP is the only child that would demonstrate a need, right? So we, um, I guess the way I kind of see it is when the need becomes kind of pretty advanced, then you start to explore the fact that you would need an IEP. But before that, the law actually directs that we should be doing pre referral things to try to prevent the child's need from escalating or growing to the place where they need an IEP.

Tim:

Right? So these pre-referral things that we would do include using accommodations. Um, so we might have the child in like an MTSS thing where they're, they're working on their reading skills, right? And, and, and working to improve reading takes some time. So as we're working to improve the skills, we can support the child around their needs so that they don't see, we don't see frustration. And these, these problems that kick up when a child demonstrates a need. So, no, I believe, and I, I believe it's best practice that any child is STR anytime, excuse me, a child is struggling with a need, an accommodation can be used. Um, now obviously, as we talked earlier, modifications being more intensive, typically modifications are reserved for those children with the most intensive needs, because you are changing, um, what they're learning or, or, or what they're demonstrating, um, that they've learned. So, um, typically modifications are reserved for a child with an IEP, but accommodations are for any child with a special need.

Stephanie:

I love that you brought the law into it. That is like, my teacher love language is just when someone is like, well, the law says, and I'm like, yes, please keep going.

Tim:

Actually, usually

Stephanie:

It's just me that says it.

Tim:

Yeah, no, I actually admire the law in the sense that it's written in such a unique way that it's written in, in a way that says, if you do this right, you don't need the law. In other words, the law forces you to implement accommodations. The law also says, Hey, before you need to use me, why don't you try some accommodations? Right. So it's almost like it tries to prevent you from needing to, to jump into the law, to write an IEP, to, to make it that the child has a special need through these pre-referral things. So identify a need early, um, support the child around it with an accommodation early, and you don't need to use the law in the sense that you don't identify the child with a special need as with an IEP. Right. That's how it's designed to work. It's pretty cool.

Stephanie:

And all of those pre-referral things that Tim is talking about, give you that baseline data for that initial eligibility too. So when you're using them and you're implementing them, keep track of it,

Tim:

Right.

Stephanie:

Just in case you just never, when you're going to need that data for students, maybe initial IEP. So, well, what is the process then for choosing the correct inappropriate accommodations and modifications for a child? Do they need both? How do you know, like, what does that look like?

Tim:

So, uh, we like to say that we there's three variables or three, three piece of information. We like to see being used to select an appropriate accommodation. But before we get to that, I wanna, I wanna kind of remind you of a little story. That's become like my favorite story to remind teachers about when this question is asked, and that is the Goldie locks in the three bear story, right? So the Goldie locks in three bear story, when you think about it, it's about finding just right. So one bed was too hard and one bed was too soft and the gold Goldie locks was working to find just right. That's kind of how accommodations are. Right. I will talk to teachers that say, oh, this kid has 30 accommodations in their IEP. And I'll say, whoa, we're trying to find just right. That might be providing too much support.

Tim:

Right. And then we'll have other teachers that say, well, I have a kid that uses this, that I use the same accommodation for five kids or eight kids, or all of my kids. And that might be providing an insufficient support. Right. So this idea of just right, um, leads us to the table of trying to figure out, well, then how do we find just right. So with that conversation of just right on the table, the three variables that we like to use are first strengths. Um, when you look at the student and the things that they're good at, we want you to empower them with a good accommodation that's aligned to his strength. So what do I mean by that? Let's say a child is struggling with a reading fluency problem. Right. But they're very good at using technology. Okay. So they like using their cell phone or a computer.

Tim:

So we might empower the child with a device such as, uh, maybe a prism go app that goes on their phone, that when they hold this Primo go app over the, the text starts reading to the student, see by taking their strength, the fact that they're good at technology and giving them that leverage to use it against the need, you are empowering the child. So by identifying strengths, we're to find ways to say to the kid you're good at this. And you can use that to overcome the thing you're struggling with. So identify strengths as the first thing that we say, secondly, is obviously all accommodations are aligned to needs. So you want to think about what need is this child demonstrating in your classroom and what accommodations are aligned to that? So you wouldn't just, um, let's just say, uh, common accommodation is, um, uh, a preferential seating.

Tim:

So if the child is struggling with a reading need, preferential seating probably doesn't necessarily apply to that. Right. Um, so you try to find accommodations that align to a need. So identifying that need is incredibly important. And then the third variable we call the degree of need that's that data you were talking about earlier, Stephanie, uh, funny how things go around, right? It's all connected, but degree of need tells you exactly how needy is the kid, right? Or how needy is this challenge that they're facing? Um, for example, uh, reading fluency, uh, a reading need of, of, of fluency challenges, you might start to say, well, what level are they reading at? Right. What fluency rate are they reading at? Because if they're reading at 30 words per minute, that number 30 words per minute tells you that's a really low reading rate. So you might consider an accommodation like reading the test or, um, a piece of literature to the child because their reading level or their reading rate, excuse me, is so slow that they're not going to comprehend that test versus a reading fluency of, let's say 70 words per minute, that's 70 or 80 words per minute.

Tim:

The child may just need extended testing time. So a little more time versus test read to the student, see that data, that degree of need tells you which accommodation to pick. Um, it, it leads you to the right one based on how needy the child is. So strengths needs and degree of need are the three variables that we want people to consider when selecting an appropriate accommodation. Now, there was one other part you said there, what was it related to using both?

Stephanie:

Well, how do you, how do you do, do they need to have both? I mean, I guess you kind of answered it, but do they need both accommodations and modifications?

Tim:

So I, I guess the data that, that degree of need answers that question. I mean, when you start to talk about the level of, of need, um, that leads you to the place where it starts to kind of Teeter over from an accommodation to a modification, right. Um, if they are completely unable read a given piece of text that they're maybe working, working through in a classroom, but maybe they're, they're, they they're wanting to demonstrate some aspect of comprehension or a reading strategy. Right. But they can't read the text, then you might start to say, well, we're just gonna change the text. So that's a modification just to make a change that text. So the child can demonstrate their, their, their, um, mastery of this reading strategy or something like that. So again, the data kind of tells you, should it be an accommodation, should it be modification or a blend of two? Um, uh, but largely, um, you know, obviously the idea is to find that just right, if you're looking at intensive accommodations, the data should show that that's what you need.

Stephanie:

Well, what data then needs to be in the IEP before you can choose those accommodations and modifications.

Tim:

So that's a really, um, I, I try to give some examples to make it make sense and why it's such a tricky question, because first of all, when we explore the idea of a need, um, the child is demonstrating, we're seeing something, right. Something we can observe. Um, we're noticing a challenge. That's that need, um, when you notice something, if you can try to articulate that to somebody else to say, you're going to go to a, um, a planning meeting, maybe with a colleague or a parent. You can't just go in there and say, well, I know something's going on. You need to be able to be specific about it. Right. And that being specific leads you to the data. So the data of reading fluency obviously is an easy example. So let me think of a different one. Um, let's say, uh, a child is struggling to take notes, um, on a, for, in a, in like a social studies class.

Tim:

And when they're struggling to take notes, that's of course leading them to fail tests because when they take these notes home to study them, they're failing to take, they're failing the test, right? So the data I might collect for that is to say, I see his notes, right? Here's this paper with his notes on it. And in the notes, he only has three important content topics written down where he should have had 12, right? So he only recorded 25% of the necessary information to pat asked this test. See, I quantified poor notes. I, I put a number to it. I said, I identified that he should have, should have found 12 important things to write down. And he wrote down three. Okay. So now all of a sudden that led me to the fact that he

needs an accommodation, maybe something like a guided notes or, or something like that, to help him make sure he gets the appropriate content written down.

Tim:

Right. So I had data 25% of important content was recorded. That led me to an accommodation that now I can test to say is working based on his performance onto the exams. Right? So when we think about what we're seeing, we have to be able to put numbers to it. We have to be able to say, we, why do I see this as such a problem? And that data is really at the heart of what leads me to that. When I see the problem up front, I can articulate the problem with that data. I'll implement an accommodation. And then I can use that same data to say that accommodation is working. That's how that journey, that, that, that trip through works.

Stephanie:

That makes sense. I am. Wow. Like, as I know how to do this, like I know, like I can sit with a child and them be working on something and be like, they need this, but you just explained the whole process in very succinct, very easy to understand connecting the dots. What I, you, light bulbs are going off in my brain,

Tim:

Stephanie, without, without being able to identify the, like, you can't sure as teachers, we do, we tend to develop that. Well, refined gut, right? My gut says, okay, well, that's good. And all, but when you start to talk about, um, selecting an appropriate accommodation, um, you kind of need to have something more to work from, because let's just say I have 15 possible accommodations that I'm considering here. Right. And if I have data that shows the problem up front, then I implement accommodation. I can now say, oh, look, it's working because the power of accommodations is their almost instant. Like you should see the data change very quickly, right? It's not the same as, um, some of our other things we do in an IEP, like writing a goal, um, goals tend to take some time, right? So that level of support, um, takes time to implement. But an accommodation is almost immediate. Like you implement the accommodation, you should see the child's performance change very quickly in the sense that you supported them around their need. So that data shows you that. And the interesting part is if the data doesn't show you that, then you can come back to the middle and say, well, let try a different accommodation.

Stephanie:

And it's important to note that if you're at an annual IEP meeting and y'all, y'all make decisions based on data that we're gonna do these accommodations, these modifications, and in a month, let's just say, it's four weeks down the road. You realize there's no improvement. You can have an amendment IEP at any time. You don't have to wait for the next annual you even actually, there's nothing in the law that says you have to have like a physical in person come to the school, everyone around table IEP meeting, it could be a phone call, right. It could be, Hey, we're gonna change this. What do you think? Do you approve of this? Do you have questions? Like, there's, you don't have to have an official IEP meeting, but you can make amendments at any time and you can make as many amendments per year as needed to make that IEP fit that trial.

Tim:

Right. Exactly. And that's the best practicum. It's just as simple as making a couple notes on the cover page, right? That says, Hey, we held an amendment is what we changed. I mean, it doesn't need to be a

big blown up process. I mean, it honestly should be a fluid document that changes if the data is showing it's not working, that's the key.

Stephanie:

Yes. And data drives our instruction. Data also is driving what we put in the IEP. Well, when we have the IEP meeting, then, so that we're gonna talk about the actual annual IEP, whether it's virtual or in person, how can special education teachers help the rest of the IEP in implementing those accommodations and modifications?

Tim:

Oh, that, that's a good question. Actually, we're, we're working to try to help to change the narrative on not just a little bit. And here's what I mean by that. Um, we, uh, um, help teachers to recognize that there's actually three different levels of support that you're gonna find in a classroom. We talk about universal supports, small group supports, and then individualized supports right now when it was always of kind of a puzzle to me as a learning support teacher. How I'd see this one kid he'd be sitting in, uh, so and so's classroom, um, and, and seemed to be like, completely fine. Everything's good. There's no needs being demonstrated at all. But then interestingly, they they'd go across the hall. And it seemed like, like they were completely incapable of performing and, and to put my thumb on exactly what was going on there.

Tim:

We discovered this concept of universal and small group support. So this first teacher is likely doing something that's leading the child to success without the need for individualized supports. Okay. So those universal small group, things that they're doing are helping or enough support that the child is successful across the hall. We may need to talk about more individualized supports because these universal things that are going on there, aren't providing enough support. I say this to say that we need to look at needs in individualized environments, right? So in math class or in this room, the child is demonstrating a need. And in that room, we may need to talk about an individualized accommodation. Now think about it. That's why the law says every teacher is supposed to have input into the IEP, right? Because this teacher may see a need where this teacher isn't seeing the need.

Tim:

All right. So, because this teacher's seeing a need, well, what accommodations can we use in your class to support the child around the need? Right. Okay. So there's a dialogue now, special ed teacher, gen ed teacher dialogue of, we noticed a need in the room and we're working to find a way to support the child around the need. Okay? So as we find this thing, this accommodation, this method that we're going to use, support the child around it, guess what that becomes input for the IEP. That's the meaningful input that a gen ed teacher can now bring to the table. They literally can say, I noticed this need in my room, not don't fear. I have an accommodation idea. We're going to implement in the room to support the child around the need. Okay. Oh, and let's record that in the appropriate section of the IEP, right?

Tim:

So this engagement, what we want special ed teachers to recognize is the, that dialogue is focused on the individual teachers classroom. Right? See, when we think about an IEP, we think about it individualized on the students side of things, but we need to look at each environment individualized too. When we look at each environment or a teacher's classroom, their methods, their practice, as

individualized, we might see that there needs to be something in this room that needs to be done a little bit differently than the Navy is being done across the hall. So this process is what the IEP brings together in a single document. Here's this room, what are we doing here? Here's this environment, what are we doing there? Here's this type of test. Are we going to support the child with that type of test? Here's this, um, instructional strategy that the teacher's using? Um, how's it impacted by the child's need? And the bringing together of all those things is the IEP right? It's the plan that we're going to implement. So when you look at it that way, all of a sudden the gen ed teacher and what input they're seeing in their room, all of a sudden becomes a very valuable piece of that document to capture the efforts of what we're going to do to support child. And so, and says, classroom period, three, social studies class, or whatever makes sense.

Stephanie:

It does. And I've never thought about it that way. But I mean, one of the biggest struggles that IEP teams that I see and I've had experience with is, and not for on the gen ed teachers part, but just the lack of involvement with the IEP team. They just come sit at the meeting sign and that's it. I love that. That's like an action plan for them before hand, because that, they're not just saying, yes, Stephanie comes to my class for reading. She's here for 30 minutes. Like they're really looking at their classroom and how they can support Stephanie in their specific classroom. I've never thought about it

Tim:

Now, Stephanie, here's the thing. And why this, why this is a, is, is a best practice. Let's say it this way. Right? We have to stop thinking about accommodations as something that's being done to the gen ed teacher, rather something that's being done with them. In other words, I want the gen ed teacher to embrace their classroom. Every teacher sets off to develop the most effective environment they possibly can. Now I'm a different person than you are Stephanie. So I'm going to likely design my classroom a little differently than you are, right? Yeah. There's nothing wrong with that. Ultimately, the goal with all of us is to take our style, our method, make it us right. And what makes us the best teacher we can possibly become works for 90% of the kids, 95% of the kids, right? That's what we all work to do.

Tim:

Maybe I lecture and you're very hands on. Maybe I like, um, whole group and a whole class. And you like small group, all these different things make what is a general value education for every child. The fact that we all have different things. That's what makes us part of the world. Right. But when I design my environment, there's going to be a couple of places where kids need is gonna kick up based on the things that I'm doing. Right. That's okay. Because it's almost impossible to design. The perfect environment meets everybody's needs in the world of individualization, right? I mean, it just can't be done. That's where individualized accommodations come in. So it's a special ed teacher. We need to kind of put our arms around that gen ed teacher in their environment and say, I love what you've done here. Do you see any needs from a kid that maybe is struggling?

Tim:

Oh yeah, here's this, this, this, this situation seems to be causing the child a, a, a challenge. Okay. Well, what accommodation will work within this nice environment that you've designed work for you in your methodologies, in your practices to support a child around this need. Okay. Now all of a sudden the teacher says, oh, I get it. I have all these cool things going on, but there's still a little hiccup, right? And accommodation supports a kid around on that hiccup. What fits in my room? Hmm. Uh, this

accommodation will work really well in my room, in my setting and the way I'm trying to do things. See now all of a sudden that teacher, when they come to the IEP, when they are participating in input or whatever, they're saying, Hey, this is my environment. These are the things that I do. But I recognize that this is kicking up a need for this kid. So I'm gonna support the chat around him with this accommodation, by changing the narrative, to that type of a mindset, we will engage the gen ed teachers. And that's the goal.

Stephanie:

I have a question for you. I'm gonna go rogue and I'm gonna ask it, cuz I feel like maybe some people are thinking this and how do you, I'm gonna word this very, not correctly, but I'm just gonna say it. Okay. How do you deal with the gen ed teachers who, okay. We've had this conversation, it's your classroom. You do a great job. You just had, there's a need. How do you work with and help that gen ed teacher see the need when they maybe feel offended that my classroom isn't good enough, or I don't want that kid in my classroom or something along like anything along those lines. How do you that whole

Tim:

Situation? Yep. So there's three, there's three things that popped into my mind. First of all, way too often we say, what's the law. The kid's gonna be in your room. We say that way too often. Okay. Right. It

Stephanie:

Is. I mean, I say it gonna

Tim:

Be in the room. Um, and, and to be honest with you, I've moved past that. And it's, it's just an understanding that look, the general education environment is the, the place where we, as a society say, we teach the things that are necessary for success in life. Every kid needs that opportunity, period. Okay. We move past the law. It's best practice. Every kid needs to give the opportunity to learn and demonstrate the learning in the gen ed room. Okay. The second part of the, at them is how do you get the kid? The, the teacher to see this new, okay, well here's Tim's heart, right? Tim's heart says, every teacher loves kids and content different. Maybe some people will say, oh, the high school teachers love content more than, okay. I'm not arguing that. But at the heart of those two variables, maybe it's 50, 50, maybe it's 90 10. Right.

Stephanie:

But

Tim:

We want every child to learn our content. If I love social studies, I feel like every kid needs to understand the value of social studies. Okay. Well, I have data that shows that this kid isn't picking up what you're trying to teach them. And oh, by the way, we agree. It's really important, right? I mean, I need the kid to understand science. I need them to recognize the value of biology. I want them to be able to complete these mathematical things. All this is so important, but I have data that shows this kid struggling. Now this is where then the selection I'm an accommodation should be a collaboration. In other words, you want to teach this kid, this content, right? There's just something standing in a way it's called a need. Okay. Well, cool. We have a tool that supports the kid around their need.

Tim:

It's called an accommodation. Let's look at a couple of them. Might work for you in your classroom. Okay. See, I changed the wording. I changed the script. Look for things that will work for you in your classroom, right? I'm not coming to you and saying, you have to use this accommodation. I'm saying, oh, you wanna teach this kid? The content you're trying to deliver. Right. Well, there's a need, we can support 'em around it so that you can deliver that content. What, what, what, what way do you wanna support 'em around it? What accommodation do you want to use? I, at the end of the day, I feel like the headbutting that goes on around accommodations, 99% of the time happens because it's being done to the teacher, not with the teacher. So Tim's heart says presume the positive. And you might just find a solution presents itself with respect to that collaboration that we're, we're encouraging.

Stephanie:

I think that whole just perspective shift from it's the law, you have to do it to, how can we make this work for you?

Tim:

Right.

Stephanie:

Is a game changer.

Tim:

Stephanie. Ultimately I went into education to, to teach. I, I believe so strongly that someone needs to learn something. And, and here's the thing I want to teach every kid I want to, but when I'm struggling, I also want, need to know what I can do. Okay. But that is me and my environment. And like, just for someone to come in and just say it's is not working and your, and, and makes me feel like I'm doing a terrible job. Well, engage with me. Talk with me, help me to, to find the right solution. And incidentally, I mean, we mentioned Amos earlier, so I can mention now that's why that was developed. We want gen ed teachers to have their fingertip at their fingertip a solution. And that's what Amos is working to do is to provide that idea that they don't necessarily have to have a special ed teacher tell 'em what to do. They can dive into Aons and, and explore it on their own. Or if a special ed teacher comes and we collaborate on it. That's awesome too. But the idea is we have to presume the positive that every teacher wants to teach and they just don't necessarily know what to do. And that's what, what we're working to try to, to try to,

Stephanie:

I have no words, well, I have one last question for you. Okay. What is your best piece of advice for when it comes to writing and implementing accommodations and modifications?

Tim:

I, I, I honestly want to go back to kind of where we started at with that idea, just right. I'm telling you, when you, when you, when you find just right, find the right accommodation, that's, that's, that's empowered by strengths. That's supporting effectively the child around their need. Um, all of a sudden the child becomes a child that doesn't have that need they're supported in such a way that they can learn that they can demonstrate their learning. Um, I just way too often, we find either two 10 of the

support or not intensive enough. And that, that extreme is what causes so many problems. Um, whether it's a disengaged because I, I, I don't need to try because it's made really easy for me, or I am so frustrated that I'm quitting. Right. Um, those are the problems come in. So the, the challenge, the, the goal with finding accommodations and modifications at work is finding that just right. If it's not just right, find a new one, find a different one, explore a different combination, um, at, at the heart of it all, is that, that Goldie locks in the three bear story.

Stephanie:

Wow. I, I have I'm, I wish I had a notepad over here cause I would've been taking notes fervently the entire time. So I hope that everyone listening is just like, oh my gosh, like this is a game changer for me. I truly hope that that is how all of y'all feel. So thank you so much, Tim, for being here and just sharing your expertise with accommodations and modifications on my mind is blown, but where can we find you on social media, on websites, all of those things. And I will link all of Tim's, um, social media and websites below this. So you can just click and go,

Tim:

Right? So we, my company's name's action driven education and we have a website action driven education.com. We are, um, active on social media, all the PNO activists. You are Stephanie. Um, we're working on that though. Cause we recognize we we're, we're really trying to get the message out there about how important accommodations and modifications are for students. And, uh, we appreciate anyone that's interested in checking that we are on, uh, Facebook, um, uh, obviously Instagram, uh, we have a YouTube channel that we're, we're growing every day. Um, so that stuff's out there, but you, that you can all find that from our website as well, actually driven education.com. So

Stephanie:

Awesome. So I'm gonna link that below. I'll also link all of the social medias and I will link, um, our little box from my account. So if people wanna check out our collaboration between the official IEP and AKAs, I'll link that below here too. So they can just click and go and don't have to go back through the, my account button and find the button and all of those things. So I'll put that below here for y'all. Well, thank you again, Tim so much for being here and sharing your knowledge and expertise on accommodations and modifications. I feel like we could talk for hours about this. Um,

Tim:

Thank you. Help us to get the message

Stephanie:

Out myself. What

Tim:

Thank you for helping us to get this message out. We appreciate, oh

Stephanie:

My gosh. Absolutely. It is very much needed in our community and I am completely here for it. So thank you so much again for sharing your expertise. All of y'all listening and watching. Thank you so much for being here. We will see you in the.

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