

Speaker 1 ([00:00](#)):

Hello, everyone. Welcome to day five. We're so excited to be here today is really that big bringing it all together day, where we're talking about the entire IEP team. So before we even get started, though, I wanna preface this whole conversation today with this thought. And I want you to keep this in mind as we use certain specific terms. Keep this in mind. So whenever I say the term parent, or we say the term parent, I want you to think the caregiver, whoever is in charge of that child, whoever that may be, I use the term parent because that's just what automatically comes out of my mouth. But parent, I mean the caregiver, whoever's the guardian of that child. When you hear the word general education teacher or gen ed teacher today, I want you to thank any member of the IEP team, not just the gen ed teacher, not just the special ed teacher, not just admin, but everyone on the IEP team as a whole.

Speaker 1 ([00:55](#)):

So just keep that in mind because we are gonna use those terms, but we're not singling anyone out it really, the whole IEP team as a whole, it needs to be cohesive. So, and as I've been saying all week, we're not throwing anyone under the bus. That's why I wanna the preface that with this, I know a lot of our experiences are I've been there with IEP teams and certain members not implementing certain things. Um, I've also worked in schools where it happened to be the special ed teacher, not implementing things. So it really can be anyone on the IEP team. So when you hear the term special ed teacher, gen ed teacher, really just think about any person on the IEP team. That's struggling with implementation of the IEP. So I wanted to preface that with this. I feel like that's really important in getting this whole conversation started. So welcome to day five. We're talking all about collaborating with the IEP team. My name is Stephanie DSI. I am the IEP coach and veteran special education teacher behind Mrs. D corner. The intentional IEP, Tim, please reintroduce yourself for day five and then get us rolling.

Speaker 2 ([01:57](#)):

All right. Hi everybody. My name is Tim Kuman and I'm the educational strategist and founder of action driven education, where we proudly bring you Amos, which is designed to help you find the accommodations and modifications that you need, the indivi individualized instruction for your students with special needs, whether that's in a pullout environment, inclusion, uh, pullout environment inclusion, or anywhere that they may be struggling, we wanna help you find out accommodation. So yeah, we wanna get started by talking today about that IEP team. And I, and I have to tell you, um, I spent a lot of years working with gen ed teachers. There we go. I'm glad Stephanie, um, um, started with that preface, right? Um, and helping and, and, and, and just kind of getting to know the, I guess, the driving force and what makes gen ed teachers so special is gen ed teachers.

Speaker 2 ([02:43](#)):

And I learned two things and yes, I'm sure that someone can break this rule, but as a whole, and let's just always presume this, okay, this positive thing, the two things was gen ed teachers. Number one, they went into the profession because they love kids. Um, sure. We all have different ways of showing that we love kids, but at the end of the day, we love teaching kids. We love, um, helping children prepare for the future and doing our part to get them to that successful future. And the second thing that I noticed with gen ed teachers is that they also love a subject. So especially when you talk about middle school and high school teachers, they kind of declare, Hey, I wanna be a math teacher. I wanna be a PHY ed teacher. I wanna be a, a social studies teacher because they love the subject.

Speaker 2 ([03:28](#)):

So because they love the subject, they find significant value in it, and they want to teach those kids that they love so much everything they possibly can about their subject. So those two things I find, if I keep that in my mind, it really helps me win. Or if I ever get into a conflict or any kind of a disagreement or argument over a student or something that we're working to do, because if I keep them in mind, then I recognize that they have a goal here to teach this child, everything they possibly can about their subject. What I've noticed is that when conflict arises, when there's a disagreement over something like implementing an accommodation, or even the child's involvement in a class, it almost always goes back to a frustration. So here's this person that loves kids and loves teaching their subject, but they're frustrated. And then they don't know what to do. And that leads to some of the problems that we experience. So, and I, I, I wanted to get that out early because I notice, I remember, and I know that if we focus on those things, the fact we love kids and they wanna teach their subject, and then we help them to find ways to do that. It almost always goes better. So I wanna start by saying that

Speaker 1 ([04:49](#)):

I love that I wanna add on to that as well. Kind of just ride the coattails of what Tim just said, cuz it fits perfectly with that. Most of my experience when I have worked with, or worked with teachers who are on IEP teams, where other teachers, IEP team members refuse to implement the IEP, or they say, Stephanie doesn't need that. She can do that task without, without the accommodation. She doesn't need it a lot of time where I have found my own experience again, where those comments and those actions of not implementing the IEP are coming from is one. They don't see the value in the child having the IEP or those specific supports. They don't understand the connection between the through and around, right. They don't understand that connection or two, it often comes from a place of not understanding how to implement the IEP.

Speaker 1 ([05:43](#)):

Okay. And that's a huge thing. And as special education teachers, it is partially our responsibility to make sure that everyone on the IEP team knows how to implement the IEP. So I'm gonna roll right into, um, a suggestion that I have. And then Tim's gonna talk more about accommodations and all of that fun stuff when it comes to the whole IEP team. So when it comes to IEP goals, writing IEP goals in for whether it's a new annual IEP or an eligibility or whatever it may be, we know. And I've said this all week that we know that you, the present levels are where all of your data is and that's gonna leave you breadcrumbs through the rest of the IEP to write the rest of it. Your data's really gonna guide you. So not only should there be input and data from the other IEP team members in the present levels, but once you, as the special education teacher, look at that data and determine, okay, I think that Stephanie needs these.

Speaker 1 ([06:41](#)):

I'm just gonna throw out a random number six IEP goals for the next upcoming year, these six skills. This is what I'm going to recommend as the professional. We need to go sit with, let's say Stephanie has a math goal. And she spends the majority of her time in the general education classroom, but we have pullout minutes for resource. So Stephanie's gonna be in that general education classroom. I need to go meet with that general education teacher and say, here are the proposed IEP goals that I'm going to recommend for Stephanie for the upcoming IEP. Here's the data. I also have your data in here. Here's the data that's leading me to that decision. One. What do you think about that? Do you think they align the data? Does that align with the IEP goals? The next and most important thing that you can do as a special education teacher is ask the general education teacher this, how can one, how can I help support you in your classroom to implement and collect data on these goals? And two, what accommodations

modification services supports do you think Stephanie will need in your specific classroom to make progress on these skills?

Speaker 1 ([07:52](#)):

Why do you ask those two questions? You're putting the ball in their court, but you're asking them about their specific classroom. You're asking if they need supports, how can I help you? You can write teacher teacher supports into an IEP under the school. It's, uh, school personnel supports it's labeled something differently in every state, but you can write that into the I E P but asking them what they think, what gives them that onus like they are part of the IEP team and they are general education. Teachers are the grade level content experts. Let me say it again, grade or hold. I'm gonna mess it up. Now this time general education teachers are the grade level content experts. We cannot make decisions about student supports and services without them because yes, our students might be multiple grade levels behind, but how do I know what Stephanie's peers are doing without that general education teacher's knowledge and experience because I'm teaching Stephanie where she's at.

Speaker 1 ([08:58](#)):

I know where she needs to go because the general education teacher is there with me. And we're working as a team. So meet with your general education teacher prior to the IEP meeting, ask what supports does Stephanie need in your specific classroom to make progress on these IEP goals? And what supports do you need as the teacher to implement and collect data on these IEP goals? Two very important questions, and it completely changes the game when it comes to that IEP meeting. And more importantly, to the implementation of that IEP. That's what I've got today.

Speaker 2 ([09:30](#)):

That's a, that's a really good blueprint and I appreciate the way you're doing that too. Uh, proactively meaning, um, going to them ahead of time talking to 'em about those things. Because honestly, historically my experience is if we wait and then just go to them with the results of the IEP and we wonder why they're not, um, necessarily engaged because we didn't engage them proactively on the front side, excuse me, that's frog in my throat this morning. <laugh> so Stephanie mentioned the second thing about asking what accommodations and modifications they may need. Wow. Um, and that's kind of where I wanna jump in a week long as that's been my focus. So, um, I have a, a kind of five steps that I'm gonna lead you through. And we've talked about all five already. So it just kind of today, the last day, bringing it all together.

Speaker 2 ([10:15](#)):

Right? So the first thing obviously that I like to talk about, especially when it comes to accommodations with gen ed or other members of the IEP team is obviously identifying and understanding that need, we started day one with that, because that is the most important thing. And again, I wanna highlight, I didn't say identifying the disability, that's the job of a school psychologist. I set identifying a need. In other words, that's something that we can see in the classroom, a barrier that's preventing the child's performance or their ability to show what they've learned on a test. So when we talk to our colleagues, if we say, what do you see? Where, where do you see this child's struggling? Or what do you see as a barrier for the student? What you're talking about is the need. Okay. Their ability to see that is incredibly important because when they can see that, that means that we can identify it so that we can move forward.

Speaker 2 ([11:10](#)):

Okay. So when you have a colleague come to you and say something like someone says, no, I'm making it, my class say them, well, what do you see? What need, where do you see them struggling? And Ashley pick it down to that need level. And I know cuz I've had to the hap, it hadn't happened before where they say, oh, everything. Well, okay, you can't address everything. So let's be specific if it is everything let's list 10 things, whatever it is, right? Because that gives us the blueprint to move forward. So once you've identified the need, the second thing you want them to do and to recognized is the function of the accommodation. That's that around thing we've been talking all week, the purpose of an accommodation is to support a chat around their need. So they can be meaningfully engaged in class and instruction and assessment.

Speaker 2 ([11:58](#)):

Right? So help them to realize that the goal with the accommodation is to support them around the need. You will hear things if they don't understand that, like they can't be involved in the class because they can't read or, um, how's this going to help them become a better reader. That's not the purpose of an accommodation. The purpose of an accommodation is to support them around their need. So by helping them to realize that, then it registers in their mind, oh, I get it. If I help them around their need, then I can teach them the subject that I love. Exactly. The third thing then is to have a meaningful discussion with them about the things they're already doing in their classroom. That's that three levels of support, universal small group. And then if necessary individualized accommodations, if we're talking about a student that's struggling with organization, one of the days this week, we talked about the idea of a teacher writing on the top right hand corner of their board, everybody's homework assignment, and then giving the students a half a minute to write it in their assignment book.

Speaker 2 ([13:02](#)):

Well, if a student is struggling with an organization need and the teacher's already doing that, then we are able to identify a universal accommodation that's being used in that classroom already, by identifying that we're calling out the things that teacher's already doing well or things that they're already doing, that's supporting the child. If we identify universal and small group things, but there's still a need being present. Then we should begin to talk about individualized things or things that we can do specific for that child. So the third thing that we worked to help them to do is to recognize the levels of support and things that they're already doing in their classroom. The fourth thing, and this is, um, something that I saw in some of the comments that was, uh, a newer content. So I want to re revisit it. And that is to recognize their class.

Speaker 2 ([13:56](#)):

I appreciate it. And again, Stephanie and I, we, we, we kind of chatted about the content obviously to put together the, uh, the list of things we were going to talk about. But we don't like when I hear her talking today, it's the first time I've heard what she was actually going to teach. We know the goals and, and that kind of thing, but it was interesting to me to hear her talk about and say, you're talking to your colleague about their class. That's incredibly important when it comes to accommodations too, because ultimately it's like a fifth wheel on a car. Sometimes you put an accommodation in place in the class that doesn't work with what's going on. Then you're going to have problems. You're going to have that frustration of the teacher, not necessarily being willing or in some cases, maybe even able to implement an accommodation.

Speaker 2 ([14:45](#)):

So if you are able to hone down to their class, their methods of instruction, the resources that they have, um, the things that they like to do, the types of tests that they like to give, um, the way they question their students, if they give time in their class for rehearsal of skills or that's something that's done in home, um, all these different things become the practices, the methodologies, the pedagogy of that teacher, by helping them to see that, or maybe by helping you to see what they're doing is the right way to say this. Then you can find accommodations that fit those practices by finding an accommodation that fits that practice. What you're doing is finding one that will naturally be implemented then in the classroom, it'll feel like it fits. And for that reason, it's tremendously more likely that it will be successful.

Speaker 2 ([15:44](#)):

Now I have to take a second here and, and give a, a timeout and kind of add one little layer to that. That doesn't really fit that conversation. And that is to say that as a special education teacher, I know sometimes there are accommodations that need to be used across the board. That's true. And those will always that that need, or that that fact will always be present, but as much as possible, we want to try to find ways to fit them into the teacher's classroom. So working with them to first of all, find the ones that are unique to their room, and then helping them to understand why sometimes these, these ones that are stretch across all teachers that's necessary, because then that gets their buy-in for them as well, help 'em to fit 'em in though, say, what can we do to help?

Speaker 2 ([16:29](#)):

What can the teacher or the student or the paraprofessional or whatever, help them define that natural way to fit it into their classroom. Okay. So as a role, we want the teacher to be involved in finding the accommodation that fits their practices. Now, the last thing, the fifth thing I like to say is empower. Um, I've used that word multiple times this week already. It really is, um, my biggest philosophy. And that is that we need to find ways to not have people, children, teachers, whoever it is to be dependent on us. We need to make it that they can do things for themselves. Right? And that's honestly where Amos came from because its goal was not to make it that any one person held all the secrets, right. Rather that it was available for anyone that wants to be able to select and implement individualized accommodations.

Speaker 2 ([17:26](#)):

That's where Aons came from. So I need to tell you a story and I'm sure that every special ed teacher in the, in the room will be able to relate to this story. And that is I grab my book bag. I'm headed out of the school at the end of the day, feeling like, yeah, I'm gonna go home and, and have a nice evening. Right. And as I walk down the hall, one of my colleagues yells out and says, Hey, Tim, I, I have a question for you. Um, and then they proceed to ask the ever famous question, what on earth are we going to do to support Billy in my class? In other words, Billy's not making it, Billy's failing. Billy's whatever. Right. There's a problem. What are we, what, what are we going to do? I'm sure you've been asked that question because I know I've been asked that question seems like hundreds of times over again.

Speaker 2 ([18:13](#)):

Right. And my normal response was, well, tell me what's going on. Of course, that's that first step, identify the need. And then I usually would say, well, what about this or that? Or maybe I'd say something like, well, let me get back to you on that. And then I'd go about my day. Um, thinking about

it, brainstorming and maybe developing a solution that I would later go back then to deliver to them. I wanna change this practice with you a little bit today. If I can, and I'll show you how I would do this. So I'm gonna bring my phone up here. Stephanie used your iPad the other day. I thought that was kind of clever. So I'm gonna bring my phone up today. So on my phone and I have my ADEs okay, I'm logged in and I have impulsivity up there and I'm gonna go ahead and scroll up through the list of accommodations.

Speaker 2 ([19:02](#)):

Now I wanna point something out here. I didn't develop these ideas. They came from Amos. What I'm doing though, is I'm saying to this teacher, instead of let me get back to you, I'm saying, which of these ideas do you think would fit in your room? I'm changing the narrative in the sense that I'm not telling, I'm asking, I'm not saying this is what you should do. I'm asking what do you think would work? And there's a little clever thing that happens with AMAs. And that is like this. You spent five days with me now. I hope that I've shown you that I'm kind of a, I, I think I'm a pretty nice guy, right? <laugh> so, I mean, I like to think that <laugh> and when I worked with my colleagues, I got along with every one of them. So in the old way where I would be asked, what should they, what should I do?

Speaker 2 ([19:56](#)):

And then I'd tell them, the teachers would just kind of be like, okay, well, Tim's the pro, right? He's the special ed teacher. And he's a nice guy. So why would I tell him his idea is kind of, that's a crappy idea. Why would they say that to me? Why would they say, oh, that's terrible. No, typically they would be like, well, okay, because I'm a special ed teacher. I know what I'm doing. And I'm a nice guy. Well, I change that whenever I use Amos. See, when I put that on the screen, they didn't come from me. So you can feel free to talk freely about them. Tell me which one you like and which one you don't like. Um, in other words, I'm empowering you with the ability to select and implement an accommodation that works for you in your rear, right? That's the whole idea behind giving those multiple solutions and engaging that teacher in the conversation.

Speaker 2 ([20:54](#)):

Right? So that little story or that conversation, I, I use that quite a bit because I know it happens first of all, but because the second thing that it does is it changes the script a little bit in a very meaningful way. It changes it in a way that gives the power that empowers that gen ed teacher with first, the ability to find and say, I think this will work, but then it also gives them the authority and the power that obviously to also implement it, which makes a very important change that I personally am trying to make in education. And that is, I want gen ed teachers to be on the front lines of finding and implementing supports for their students. Maybe it's a pre-referral student, in which case as a special ed teacher, I may not even be involved or maybe it is a special ed student, but because it's their classroom, they're seeing certain things that are happening that I may not be aware of.

Speaker 2 ([21:52](#)):

So by putting gen ed teachers on the front lines of selecting and implementing accommodations and modifications, I'm empowering them with the ability to identify and implement accommodations without me having to do it for them. That's important because I remember as a special ed teacher, it seemed like all I ever got done doing was helping to implement accommodations when really what I needed to be doing was that instructional side, that through side, that I'm working to improve their skill side. Right? So if I can find ways to make it, the gen ed teachers are kind of taking a little more



responsibility, but not only responsibility, cuz that's not print, not the right word at all, actually, but doing a little more of the, a round part, then that gives me a little more time to do the through part. And then that makes that graph that we shared the other day actually work.

Speaker 2 ([22:45](#)):

So I guess my point is this, by using the five things I talked about helping your colleagues to identify a need re recognize that they can support the child around the need with a function of the accommodation, see the things they're already doing in universal and small group, and then implement an individualized accommodation necessary, recognize as certain ones will work well for them in their classroom. And then finally empowering them with the ability to identify and implement an accommodation. I feel like now I, as a special ed teacher can really take on that responsibility of improving the child's skills because I have that partnership of the gen ed teacher. So I know I kind of went off there a little while. Stephanie, am I am everything resonating there?

Speaker 1 ([23:33](#)):

No, it makes sense. I'm responding to a question. So yeah, you are. I mean, I'm taking notes because I'm like, man, we need, I'm gonna make Tim go out of his comfort zone and like, you need to write a blog post about this and like, you need to do like all of this stuff because that is it's good. It's good stuff.

Speaker 2 ([23:52](#)):

Knocking my stuff around here on my desk. <laugh>

Speaker 1 ([23:55](#)):

You're cause you're excited.

Speaker 2 ([23:56](#)):

I was excited.

Speaker 1 ([23:57](#)):

You're excited. So well go. Yeah. Keep going.

Speaker 2 ([24:00](#)):

I mean the only other a the only really note that I have for today that I wanted to stress is, um, is, is an important part of PA with parents or caregivers. Um, to me, there's two things that I've noticed over the years with parents. First of all, they don't understand the function of accommodations. That's why we use that word around because it's a simple word. Everybody understands it. And it paints a very, very clear picture of what the function of an accommodation is. So when you're talking about accommodations, just start using that word around in there for parents. So if they realize that the purpose of that accommodation is to support the child around their need, they'll recognize then that if they see it working, they'll be like, wow, that's things doing its job. Right. Um, and then the second thing that I noticed with parents, and this is that Goldie locks in the three bears story is helping them to recognize just right, because my experience is parents hate to see their child struggle.

Speaker 2 ([24:58](#)):

I know I'm a dad of four. I mentioned that already. When I see my children struggling, it just breaks my heart. So for that reason, oftentimes they'll come in and ask for and push for, and then sometimes maybe even necessary fight for a, a lot of accommodations. It's not about a lot. It's also not about a little it's about just right. And by helping parents to realize that if we do too much, we're gonna cause their child to be dependent. But if we do too little, we're gonna cause their child to frustrate to be frustrated. What we're trying to do is find just right. And by helping them to realize that we'll get them to be our partners as well in, in identifying and recognizing that we found just right. So to me, those two simple things around and just right, are probably the most important things that we need to share with our, with our parents and caregivers.

Speaker 1 ([25:50](#)):

Were you a fly on my wall last yesterday afternoon when I was having a, I had a teacher friend text me and she, the situation is just, she said, you know, we have a parent who is really advocating for these accommodations that the child isn't using. And so I was trying to walk her and help her through that, but I'm gonna have to go back and re-watch that like, just pull that little clip and send it to her because yeah. That'll help her at the IEP meeting on Monday. So, whew. That was man. That was good. That was good. Um, yes. Um, the only thing that I have that we haven't talked about that I have on here is, well, I have, how do you determine which accommodation fits a classroom, but I feel like we've talked so much about just right. That if you're wondering that question, go back and watch day four, when we really talked about Goldilocks, the, the story mm-hmm <affirmative> and just right. But then we didn't talk about this yesterday, so I'm gonna bring it up now, but it's about data. What data do we need to make these decisions at IEP tables?

Speaker 2 ([26:54](#)):

Okay. Like in terms of, in terms of accommodations or just in general to find just for

Speaker 1 ([26:59](#)):

I anything, I think that anything that we can give them would be helpful.

Speaker 2 ([27:03](#)):

I, my, my point my yesterday I said this I'm, it is worth revisiting. And that's the idea of if we see the child struggling with a need, right? When we, like, when you see things happening, there's things that clues that, that, that, that information is that gives you the, that gives you the knowledge, the ability to identify that a child is struggling, whatever that thing is, that's your data. Now you have to sometimes be clever about it in terms of how you identified. And that's why I use what I think is a, is a really good example yesterday where they, the, the child is not getting good notes. Well, I see that they don't have good notes, right? So what's the data with that. Well, and I use the data of how many pieces of information does the teacher think the student should have gathered?

Speaker 2 ([27:49](#)):

And how many did they gather, right? Or maybe like a, a previous example as well, was that the student is not engaging in class after a reading assignment. Okay. Well, when we gave them no support and they just sat there with their head down because they couldn't read the assignment versus we gave them Primo go, they read the assignment and now they're participating in class. Right. All of that is data. Data is, um, it is so hard. It's such a tough question because there's no right answer. There's no, you know, I can tell you, my shirt is gray. The sky is blue. Um, but I can't tell you exactly what data to use for



everything. It, it, that's what is so hard about it, but the data that you have that you can get is what you can see is the same thing that causes you to see the problem in the first place.

Speaker 2 ([28:41](#)):

And I think that's the best advice that I can give. Just always say to yourself, well, how do I know? How do I know this child is struggling? Well, what do you see? What's the result? What's the byproduct, right? And then if you implement an accommodation or plan a goal, you should see that change. Well, if you don't think you're gonna be able to see a change because you don't think that's like, if you don't think it's going to indicate change, and that's probably not the right data to be collecting. So, uh, to build on an example, I'm trying to craft one here in my head real quick. If we think that the, uh, Stu the student is failing tests because they get poor notes. Right. But in the meantime, we decide to flip that around. And we say that the student is failing tests. Um, uh, because they're, they're not reading, uh, their, their homework assignment or something like that. And we, we implement a way to get them, their homework assignment read, but the, the test data doesn't change. And we're like, well, then we must have been wrong. Right. Exactly. So the idea is by seeing the problem and then saying, well, how will I see this change? I'm able to identify the data that I, that I should be tracking that Paula.

Speaker 1 ([29:52](#)):

Yeah. I love that. You said that actually, because, well, yesterday I shared with Tim that I, I finished this data book last Saturday, and I was like, look, I'm a data nerd. Like I love it's, it's my thing. I finished this data book and I forget the very specific professional phrasing that she used, but exactly how you worded it is true. So let's say that a student fails a writing assignment and you go, and you're like, well, it's the pencil's fault that the student failed the writing assignment. Like you can't, you have to think of the environment. You can't think of it as like one specific reason. You really have to look at the whole environment itself. Um, so just take that and, and think about that. When you're looking at accommodations and modifications and choosing IEP goals. I also think it comes down to that baseline data, making sure you have that for when you're writing IEP goals.

Speaker 1 ([30:43](#)):

So if you are just watching day five and haven't watched day four yet, make sure you go back and watch day four, but also when you're writing IEP goals. And I'm not sure if I remember we've talked so much this week, I'm not sure if I, I don't really remember if I said this or not, but when it comes to IEP goals, when it comes to choosing criteria, which we talked about on day two, when it comes to choosing criteria, you have to think about how you're going to be collecting data on that goal. So you're choosing accuracy. Okay. So how are you going to be collecting data on that goal? With that criteria? You have to think about data collection when you are choosing criteria, what is the easiest way to collect data on this? And what do I want the data to show me by collecting data on this?

Speaker 1 ([31:30](#)):

So you have to make sure that all of that aligns. So we're not just winging it saying, I'm just gonna write this IEP goal, and we're just gonna throw 80% accuracy. And then I'm just gonna take some plus and minus, and we're gonna call it a day and then we'll write a new IEP and that's yes. Um, I have been, I've not been that full person, but like, <laugh> you, if you are just taking data and you're not analyzing it to make decisions, your data is useless. So just to make sure that you are taking the time and you shouldn't be doing it yourself as a special education teacher or caseload manager, it really should be a whole team thing because the team makes the decision. So the team should know what the data says and be able to

analyze it together. Um, but making sure that at the same time, when it comes to the parents, I'll bring this back around to the whole collaborating with the IEP team, making sure at the same time that the parents understand what the data is saying.

Speaker 1 ([32:20](#)):

So whether that means putting it in a graph format and explaining what this means to Stephanie's parents, or we have this data, this is where Stephanie currently is performing here, where her grade level peers are performing. We're gonna meet somewhere in the middle or however you're gonna have that conversation. So just making sure, and I know this goes without saying, cuz we, we all know this don't use jargon. Don't use acronyms in special educa. Like don't use them at IEP meetings with families. Um, but just make sure that you're simplifying everything so that everyone on the IEP team understands the information that you're sharing, especially when it comes to the data,

Speaker 2 ([32:59](#)):

Stephanie, to help out. I went in and I went back in AMAs. I just randomly brought up a need. Just try to give another example. Yeah. So attending to instruction. So the type of data we would collect on attending to instruction, we think that the student is not doing well because they're not paying attention in class. Right. So that's one of the needs that we cover. And I'm thinking like, what would you do time on task? Right. See maybe would do the old, collect the thing, look up every 30 seconds and see on task. Yep, yep, yep. Whatever. Right? There's your baseline data. You implement some accommodations, you develop a goal, you should be able to do that same thing then ever again. Um, I'm gonna do a different one here. Working memory deficits is a big one. Um, I think that's something that if you don't know, if you're not familiar with and know a lot about working memory, I think most of our learning support students really struggle with working memory because partly they're struggling so much to learn.

Speaker 2 ([33:47](#)):

So they're using, so me much of that available working memory to learn that other things become overwhelming. So when you think about working memory, you know, that whole idea that what their seven bits of seven pieces of information that I can remember at one time and you start to think about, um, how can I see that? Well, I can see that in the sense that when there's lots going on in the classroom, it seems like the student can't follow directions or participate in instruction. Or if the student is taking a test and it seems like there's 15 questions on the page. If I cut it back to one, then all of a sudden they seem to do better. Like these distractors and removing things like that. Right? Again, the type of data that you can collect, leads you to the, to knowing that the accommodation that you implemented is working or not. Right. So the idea is, again, data is different depending on the need, but we can find that data by paying attention to what we see when we see the students struggling.

Speaker 1 ([34:43](#)):

I like that. I like that. I don't have anything to follow up with that. I think that that is a we're there,

Speaker 2 ([34:49](#)):

There it is.

Speaker 1 ([34:50](#)):

<laugh> um, I mean, I think that that concludes day five. What questions do y'all have for us about anything this week? Or just in general? I will remind you, um, before, cause I don't see any questions in the chat yet about what we were talking about. Um, Angela asked what the book called was that I read, um, I'll get that to you. <laugh> there's a couple different books that, that I've read about that. A collection, some are good and some are,

Speaker 2 ([35:22](#)):

I want, I wanna, I wanna show off what I've learned all week. I'm watching over here, the live questions. Okay. Which is like, Hey, Tim came the hallway. <laugh>

Speaker 1 ([35:32](#)):

Tim has come a really

Speaker 2 ([35:34](#)):

About 15 minutes after, after every live session, teaching me something new about Facebook. So I'm here and I see Gloria or Gloria wrote that. I think we could all agree that we're here because we want to do better for our kids. And I have to say honestly, I mean, I think it's amazing that teachers and we are all Saturday, June, July, and August, right? Yeah. And you guys are busting your butts out here to learn on your day off. Like I, I mean, I'm, I'm just thoroughly impressed. In fact, I, to some degree, wish I was still in administration, I'd be writing down everybody's name and calling, 'em saying, Hey, I need a, I need a new, special ed teacher. I now know the list to look for. Right. These people that sat in this week. No nice job. And, and I mean that like, I'm just thoroughly impressed and I have to absolutely take my hat off that, that I never got from earlier in the week, uh, to you for, for what you did to participate and to learn and to, and to push yourself. And because you wanted to push yourself, not because some administrator told you had to sit in a training or something like that. My hat's off to you. Nice job. Thank you.

Speaker 1 ([36:33](#)):

Yeah. Thank y'all for being here. Thank you all for trusting us to teach you more about IEP goals and accommodations all week. Um, thank you, Tim, for, for being here and being, you know, the half of the equation and learning all about, I'm so proud of you about learning all about Facebook. Um, but also don't forget that we have the co-enrollment. The link is in this video. Again, I still don't know if it's above or below us, wherever you're seeing us. Um, you have the call enrollment links. You can join the intentional IEP for 180 9. You get three months free at the intentional IEP, and then you get a year free at AMO. So you have to use that link to sign up. We are extending that through next Friday. So we'll put some reminders in the Facebook group. So y'all will see us post.

Speaker 1 ([37:15](#)):

The videos do go away though on August 9th, which is 6, 7, 8, 9 Tuesday. Okay. So make sure that if you wanna watch any replays jot any, I was taking notes fervently today, Tim, like we're we got things to talk about after this <laugh> but <laugh> make sure you watch that before August 9th. However, if you are a member of the intentional IEP or AKA mods, all of these video replays will be going into both memberships. So you have access to them as long as you remember beyond August 9th. Um, so just don't forget that I'll put the link in the, the group it's also here. Um, again, above or below this video, there are some other resources that we shared throughout the week. I know Tim shared a course yesterday. Um, and then you have the IEP matrix that we talked about on day three. So I'll make sure to

do a Roundup post with all of those links for y'all and I'll make sure to send some reminders throughout next week to watch the video replace and make sure that you are joining so you can get access to the IEP goal bank as well as can I call it an accommodations bank?

Speaker 2 ([38:15](#)):

Sure. Whatever you wanna call

Speaker 1 ([38:16](#)):

It. Okay. It's much more than, I mean, it's much more, more thorough than that, but

Speaker 2 ([38:21](#)):

Yeah. Hey Stephanie, I have to tell you this too, because, um, as an administrator, I, I, I spent, I didn't follow this advice and now I've learned how important it is and that is you among you beyond anyone that I've ever met in my life, do a phenomenal job of reminding us to take care of ourselves. Like that's a big deal. So you guys all spent five days now doing some professional development, take care of yourself, alright, because you need to do that. Um, that's probably the most important thing in life. So do that. And then you will be even more of an amazing teacher because take care of yourself first. You can take care of everybody else. Second. So

Speaker 1 ([38:54](#)):

I love that.

Speaker 2 ([38:55](#)):

Remind all that.

Speaker 1 ([38:56](#)):

I swear you are a fly on the wall right now because after this, I am done working for the week and I'm gonna go get myself crumble cookie. That is my reward for being here and showing up all week and hanging out with all of you. So yes, I am onboard with that. It is something that I preach. I think I just shared a reel on Instagram today. That was, um, the three things that all teachers need to know. All educators need to go back to school. Um, I'll tell you what they are, but if you're on Instagram, please go like and share it and all of those things. But you matter, yeah. Your mental health matters and take your sick days.

Speaker 2 ([39:32](#)):

See told you you do it.

Speaker 1 ([39:35](#)):

Um, so I think we just have two, I saw two questions. The one there might be some more coming in. Um, as I've seen everyone saying, thank you. Y'all thank y'all so much. Um, I'm a, I haven't even told Tim this. See, I'm already thinking about doing another workshop series with him. So if there's something more that y'all wanna learn, something more that y'all wanna know about, let us know in the group or send one of us an email or just a DM, or just reach out to us and let us know what you wanna see. Um, we are here for you. We don't know what you need if you don't tell us. Um, so yeah,

Speaker 2 ([40:09](#)):

On, on my website too, action driven education.com. I have a place where you can sign up for a professional development consultation. It literally gives you my calendar. You can pick something. So if you wanna use that to, to talk about what you might need from us, we'd love to hear from you. So

Speaker 1 ([40:23](#)):

Yes, we would love that. So let us know what you need. We are here to help you. Um, Tamara, Tamara, I'm, I don't wanna pronounce it incorrectly, so I'm not sure which way it's pronounced, but she said as a, um, as a parent of a teenager with SLD, um, specific learning disabilities in math and reading, I'm concerned that the accommodations are not enough. What is your advice? That's all you Tim.

Speaker 2 ([40:44](#)):

Well, I honestly, um, here's my advice. First of all, identify the, the, the, the place where they're not enough. So the place where your child is struggling, still, these needs are present. Um, and then, and then the exact equation I gave today is my advice. Talk to that teacher about things that would fit in their classroom. Um, and then, um, maybe even explore what's working in a place where you're not seeing the need because that's, that, that, that often helps too, um, to find that, Hey, it seems like my kids constantly butting his head against the need in, in this class. But over here, everything's fine. You might find some universal and small group things that are being done that can be transferred across the hall. But, um, more than anything work with that teacher to identify if they're seeing those needs, um, you know, it might be something that, that, uh, they may not be aware of. So by bringing it to their attention, you might be able to help out and find that accommodation that fits and then empower them, help them to find the one that would fit in their room. So that would be my, my suggestion.

Speaker 1 ([41:44](#)):

Will you, um, I'm answering some other questions that I can just answer via chat, like our links and things to our websites. Mm-hmm <affirmative>, are there any other questions in the chat box that you can pull out?

Speaker 2 ([41:54](#)):

Um, there's a suggestion that I see there for down the road.

Speaker 1 ([41:57](#)):

Um, all right. Suggestion hit me with it. What is it

Speaker 2 ([42:00](#)):

Just about behavior adaptive goals and accommodations for, uh, training for that?

Speaker 1 ([42:05](#)):

Repeat what repeat, repeat.

Speaker 2 ([42:07](#)):

I heard to say behavior, I more about trainings about behavior slash adaptive goals and accommodations.

Speaker 1 ([42:13](#)):

Okay.

Speaker 2 ([42:14](#)):

Okay. So that's a possibility down road.

Speaker 1 ([42:16](#)):

We could do a whole thing on behavior goals and behavior, data collection and behavior.

Speaker 2 ([42:21](#)):

I tiring, I

Speaker 1 ([42:27](#)):

Restrain Tim might have to the same room for that one.

Speaker 2 ([42:33](#)):

That's all I see Stephanie now again. Okay. I'm not the Facebook guy, so I think I,

Speaker 1 ([42:37](#)):

No, you you. Yes. I see. I see it. Um, Randy said I would love more about behavior and adaptive goals and accommodations. Um, Juliana said, thank you so much. This has been the most valuable training I've had in a long time. I said invites to my sped director and other teachers. I look forward to you adding pre-K goals to the bank. There are pre-K goals already in the bank. There's pre in, in the intentional IP, in the IEP goal bank. There are already pre-K goals. It's the IEP matrix that doesn't have those skills yet, but we are working on it. And as soon as it is available, you will see me post about it on social media and email Juliana. So it's coming, we're working on it. Um, that's the matrix, the intentional IEP IEP goal bank though in membership is already pre-K to 12. So we've already got you. Um, yeah. And then for, I just asked for the links for both of our website. So I shared the co-enrollment for the intentional IEP and Amos. I also shared the intentional IEP website and then Amos, um, is action driven education.com. So that's Tim's website. So you can find, you find us through those avenues and on social media, Tim is not on Instagram, but

Speaker 2 ([43:43](#)):

Tim and I am personally, but I don't do anything in there. I'm still one thing.

Speaker 1 ([43:47](#)):

Well, for your business driven education, right. I I've tried to tag you on Instagram and I couldn't one thing at a time he's on Facebook.

Speaker 2 ([43:54](#)):

I am Facebook. Yeah. I, I can share a link, um, somewhere for, for my Facebook page. Yeah. Okay.

Speaker 1 ([44:00](#)):



I'll do that in the recap for the links. I'll just throw all of our stuff in there and I'll throw your Facebook link

Speaker 2 ([44:05](#)):

In there. Yeah. The, the other thing that might be appropriate to mention is that, uh, one of my favorite things is to work with schools. I don't like the teacher, the idea of teachers being on island. So oftentimes we do, um, subscriptions for school wide, um, AMAs that way all gen ed teachers have access to it too. That's a possibility as well. Someone out there is interested in that. That's a really nice way to empower everybody, right?

Speaker 1 ([44:26](#)):

Yes. Just let us know. We are here to help you and make IEP writing more efficient and effective, and especially with choosing the right IP goals and choosing the just right accommodations and modifications. We're here for you for that. So, um, I don't see any other questions, but again, thank y'all for being here. If you need anything from us, this group will be active through the end of next week. The, the training replays will go away the, the end of day, August 9th. So August 10th, you log in here. They're not gonna be here. Okay. So just make sure you get the trainings. The group will still be open until next Friday. You can still join the intentional IEP in Amos for the discount rate of 180 9 for both memberships for a year, um, to get access to all of the things through next Friday, I don't know is that the 12th would be five plus seven would be 12.

Speaker 1 ([45:14](#)):

So yeah, that would be the 12th. Okay. <laugh> I, how to read a calendar? <laugh> um, but we are here for you, so please reach out if you need anything. I'm also gonna put another post in the group and ask y'all what else you want trainings on so that Tim and I can work on that to set those up for the future, because I love doing this. Tim loves doing this. Um, I know it's not in all district budgets to do in-person trainings like this. So we would love to do more virtual trainings for y'all. Just let us know what you want. Um, have a good weekend, make sure to take care of you this school year, and we'll see you all soon. See you all. Thank you.