

00:00.00

theautismhelper

Hi Tim thank you so much for joining me I'm looking forward to chatting about accommodations I think this is such an important topic and something we really don't discuss enough.

00:04.53

Tim Kretchman

It's my pleasure. Thank you for having me on.

00:16.90

Tim Kretchman

I agree a hundred percent um that's actually why I'm doing what I do right now we're trying to ah help teachers and parents to understand the value of accommodations I I observed over the years that they just seem to be misunderstood and and often a point of ah contention I guess you can say. Um, so I'm out there trying to change that. So thanks for letting us talk about it a little bit today.

00:34.75

theautismhelper

Um, I think you kind of hit the nail on the head with the misunderstanding right? We're just not even getting it so to kind of rewind for a minute. Why are accommodations helpful and really necessary for so many of our learners.

00:52.23

Tim Kretchman

Um, it's interesting I like to use the word around when I talk about accommodations and the reason that I use that word is because as a special education teacher. Um, way too often I had general education teachers or parents. Even. Saying to me. Um, you know why do we use this accommodations not helping a child become better at fill in whatever their need is and that's kind of not the point of an accommodation and accommodation to support the child around their need. So. In other words, it's to minimize its impact. Um, and that's exactly what the word around helps helps a parent and and a teacher understand that it supports the child around their need. It doesn't necessarily help make them better reader or help them become better social skills or whatever their need is. It's designed to support them around their need. So Um I think that in my mind when I think about the function or the purpose of an accommodation. It's to effectively support the child around their needs so that it's not not impacting them as they work to learn or take tests or whatever they're working to achieve that day.

01:53.86

theautismhelper

Yeah,, that's a great way to think about that and you know you made a point earlier that kind of struck my interest because I agree with you

when you say it that way every educator would be like yeah we're on board with this of course we want this but accommodations can become a source of contention between teachers. And why is that Why do you see that happening.

02:15.43

Tim Kretchman

I mean I think sometimes that there's um, some of the misunderstandings around accommodations. 1 of them is is the idea that they make things easier for a child.

02:21.88

theautismhelper

Are.

02:24.59

Tim Kretchman

Um, and that's just simply not true. Um, we we talk about the fact that accommodations make things accessible, not easier, but when you think about Education. Um, Unfortunately, we're still facing a little bit of that factory mindset where everything's supposed to be the same for every child and so many teachers still kind of feel that way. Um, you know we're we're working every day and that's getting a little better. Um, you know every time we we explore the idea of accommodations and how they work. But so many times teachers still feel like they have to be doing the same thing for every student and and that's just simply not True. So The idea that accommodations do make a change um in terms of the education that a child's receiving or the way they're accessing their education. Um it. It kind of gives ah the feeling that it's that it's um, not being fair and and that's just simply not True. So those 3 things that idea that things make it easier.

03:10.74

theautismhelper

Um, yeah.

03:18.81

Tim Kretchman

The idea that things should be equal or fair I guess you you know you hear those 2 words kind of tossed around and there's certainly different words. But um, those types of things are what lead to the the idea that that teachers and and sometimes parents can be resistant to accommodations and it can and it can cause a. There's disagreements I guess you can say or or misunderstandings.

03:36.73

theautismhelper

Yeah I hear that a lot too. Well, how will I explain to other students Why he gets something different. It doesn't seem fair and that word

you're right is often thrown in there and it often comes back to like.

03:46.59

Tim Kretchman
Right.

03:49.20

theautismhelper
Culture of the classroom like it shouldn't all be the same for everyone Even if nobody needed accommodations which would never happen.

03:57.59

Tim Kretchman
Ah, hundred percent I mean the idea of individualization for every child where every child is getting what they need to be successful today if the classroom culture is firmly founded on that idea. Then yes, there is no one size fits all in that mindset other than the idea that everybody gets what they need. Um, you're right about that and changing that culture just sometimes means you know education helping people to become informed and clear up misunderstandings and that's kind of what we're working to do.

04:16.10

theautismhelper
Um, yeah.

04:25.63

theautismhelper
So it can become quickly overwhelming with how many different types of accommodations. There are. There's obviously like unlimited ways you can accommodate an environment a setting and activity and how do you know where to start with this. How do you know what types of accommodations are right for each student million dollar question

04:44.74

Tim Kretchman
Well, that's a big question. Yeah, that's a big question. How much time how much time do we have today? Um, now I mean I have to go back and in your right there are an unlimited number of ways to um, adapt or accommodate a child in the classroom.

04:45.41

theautismhelper
Yeah, give me your elevator pitch on that. Ah.

05:00.98

Tim Kretchman
And you know the the point of how do we select accommodations begins with exactly what you say when you say a child so we put the child to

the center of the conversation. Obviously we're not thinking about things that we've done for other kids. We're not thinking about anything outside of the child individualized. Um, so obviously. You know when you start to think about the fact that we're individualizing focusing on 1 child then some elements start to become kind of clear I throw them out. We can talk about them. You know, maybe a little more in depth here in just a minute but in our mind um in my mind as teachers. What I think we need to focus on are really 4 variables. Um, the first variable is the child's strengths. Um, the second variable are the needs of the child. So. In other words, if the child's struggling to read or struggling with a sensory impairment or something like that then that's a child's need. Okay, so again, it's specific to the child that need then um. Can become a little more specific in the third variable which we call the degree of need that's kind of the data right? So we talk about maybe like reading fluency for example and the data that goes along with reading fluency is words per minute so how fast or how slow does a child read. So um. The need and then the degree of need for that child. Um are specific to them and then the fourth piece of information which I think really helps with that earlier conversation where we talked about resistance with teachers is the idea that an accommodation should be designed to fit a teacher's instructional practices.

06:35.14

Tim Kretchman

In other words, it's designed to fit in their setting. So in our mind we have 4 variables strengths need degree of need those are specific to the student and then the instructional setting is but is individualized to the teacher. So those 4 variables are what we try to use to kind of identify.

06:37.76

theautismhelper

Um, the.

06:54.11

Tim Kretchman

Um, what makes a perfect accommodation.

06:54.85

theautismhelper

I Love that model that you're considering you know primary that child. But that last piece is really important too that like what does the instructional setting look like because you know I'm sure as special Ed teachers that have collaborated with Classrooms. We've all been there like hey I've got this great idea and if. If that teacher is not sold on it. It's just not going to happen like you have to get something that works in their environment with their style or it's just not going to happen.

07:20.34

Tim Kretchman

Right? I always say I always say you know as special education teachers we focus on the individual right? And that's kind of like it's in our backpack of of what we we focus on right? The individual student and. It's Funny. We tend to lose a little bit of that when we think about our colleagues but we really shouldn't We shouldn't be looking and thinking you know what works for everybody now we should be looking at that teacher and saying for whatever reason if an accommodation isn't working in their room. Um, then we should be looking at them as individuals and saying well what we're doing here isn't working So Let's focus on the them specifically as well and that's where that collaboration and that idea that a Gen E teacher has a voice in the Iep meeting and he comes into play. You know if we're going to go in there and say all Gen E teachers must be doing this. Um, which in some cases does have to happen I mean I'm real about that. But if we think about that teacher individually. Then we recognize the value of their voice and we also recognize that when there is resistance. There's another way to tear it down and that is by seeing that person as an individual.

08:17.35

theautismhelper

For sure and that teacher knows about you know the competing contingencies in that classroom about the other students about you know the specific academic needs that like maybe as the special Ed teacher. You don't have as as close of an eye on because you're not in there every minute of every day.

08:24.59

Tim Kretchman

The.

08:33.20

Tim Kretchman

Absolutely and and you know when think about the variables of an instructional setting. Um, that could be anything from the pedagogy. The practices of that general education teacher you know are they ah a technology savvy person that uses a lot of Google Docs and 1 lines resources and stuff like that. Or are they a more quote unquote traditional teacher that relies a little more heavily maybe on lecture style or something like that you know by focusing on their style and the ways that they teach we can see how a child's need is going to be impacted by that methodology by that practice of the teacher. Um, so you know that's ah their their pedagogy is one of the variables. But then it also spans all the way across as you mentioned to the other students that are in the classroom to whether or not there's a paraprofessionalness available to go in and support that classroom. You know we talk about the variables of an instructional setting. It really is a puzzle. And when we think about each of those pieces

individually. We can see maybe where accommodations can fit that puzzle piece versus just being you know out there and having no place and and that's why it feels like it doesn't fit because sometimes they just don't.

09:40.62

theautismhelper

Yeah, okay so let's go back to that first variable the strengths and start there. So what do you look? at first when you are approaching a student or a situation and and how do we analyze and identify their strengths.

09:55.20

Tim Kretchman

Yeah I laugh about strengths every time that comes up because I remember being taught very very early in my career. Um that the reason we start every Iep meeting is so we say something nice about a student and. And I think you know what it's that I don't disagree with that idea. I mean we all like to hear good things about ourselves right? and we all like to start the conversation on something Positive. So That's there's some truth to that. But at the same time we have to realize that the reason we start Iep meetings with student strengths is because we're supposed to be using their strengths. You know when you think about it. It's kind of the natural way of the world when I get against something I'm not so good at something that that's challenging to me I tend to think how can I use my strengths um to overcome this need right? This challenge. Um, it's just the natural way that the world works is what we do when we're. You know being ourselves when we're just being people in the world. So you know, student strengths We like to say we we can use student strengths as leverage. In other words, how can we use strengths to move the student's Needs. So As a quick example top my head here you know if we think about. The idea that a student might be really good at using technology then we can use that strength of technology in our accommodations. You know? Um, if we have the old text read to students accommodation.

11:17.19

Tim Kretchman

Then we might consider using an app called prismo go or even 1 of The New Google Docs that actually uses technology to read a document to us so by using the students' strengths of strength as leverage. They're good at technology we can offset that in their need. Um, as we consider the way the accommodations are implemented in a classroom. So um, we like to say student strengths should be used as leverage and should be matched and balanced in that accommodation right.

11:45.80

theautismhelper

Um, and that's a good way to think about it about like the leverage

component that it's going to just help bolster that up.

11:53.30

Tim Kretchman

Yeah, it's it's It's actually what we find is we it helps to make it more likely that the accommodation is going to work if a student is able to use their strengths. Um, then it's because it's so Natural. It's a whole lot more likely that a student will not only enjoy that accommodation. But it's be something that they can enjoy and and actually use because it matches their strengths. It just fits right.

12:15.10

theautismhelper

Um, yeah, and we see that in our own lives like things that we try to force that like we just don't like even in like healthy eating habits like I'm going to eat you know I'm going to do ah no carb and you're like why don't you really like doing that it's not going to stick for that long. You know so that kind of happens naturally with everyone.

12:30.15

Tim Kretchman

Right? A hundred percent I mean it's definitely the way if if we're reflective of ourselves I always like to say that we can become the best teachers in the world by focusing on ourselves on the things that we do naturally and just being real about it. You know and if you think about it next time you're doing something or facing something that's a challenge to you. Consider what you do to fix that problem and you're going to find that you will use your strengths as leverage who it is absolutely I mean need is definitely the meeting potatoes but you know as a special education teacher myself.

12:52.36

theautismhelper

Yeah, okay, so we got our strengths as leverage and then we move on to the needs which is like kind of the meat and potatoes of everything I'm assuming.

13:08.20

Tim Kretchman

When I think about accommodations you know I realize that there's kind of like families or groups of accommodations. So I mentioned um you know a sensory impairment. Ah um, need for a child. You know there's a certain group of accommodations that are really good at at helping to meet that need. Um, you know there's others that are great accommodations but because they're not aligned to the need. Um, they're really not appropriate. We like to talk um about what we call just right accommodations and these variables strengths needs degree of need and fit to a teacher classrooms are the acom are the variables to just write. Now when you think about just right as in Goldilocks and the 3 bears so you know when we were reading Goldilocks you think

about she goes in and she finds a bowl of porridge and 1 one bowl is too hot and 1 bowl is too cold. Okay, when we think about accommodations that suggests then that some accommodations might provide too much support. And other accommodations might provide too little support but that alignment to support and finding just right means that we're paying attention to their need in other words does it fit the need. It's not just something we're doing to write to fill in a space in the iep. No, it's actually aligned to the need. Um, and that means we're. Bringing to mind this family or group of accommodations that are specifically aligned to a need not just doing something for the sake of doing it because that could be providing too much or too little support.

14:31.37

theautismhelper

And you've kind of seen I'm sure that mentality of like oh I'm just going to click a bunch of the accommodations on here because I can't hurt right? and it's like well wait a minute.

14:41.39

Tim Kretchman

Right? No, right? A hundred percent um we we realize that when we support a child around their need. You know the function of the accommodation support the child around their need. Um, that means that we are considering the fact that the accommodations are enough. Enough support to engage the child now anyone that spent any amount of time teaching recognizes that that word engage is really important because if I'm not provided enough support then. I might become disengaged because I become frustrated so you pass out an assignment to me that's not fit to my needs I just throw the assignment away because I can't do it I'm frustrated with it. So that causes me to become disengaged but at the same time as you are mentioning.

15:18.20

theautismhelper

Um, we scoshed.

15:31.82

Tim Kretchman

If you go through and you just check 15 accommodations for the sake of having something in the line then you're providing too much support and that causes the kid to become dependent right? They realize oh I can just sit back and do nothing because all these accommodations are going to do everything for me that idea of providing too much support. Checking too many accommodations means that we're not fitting it to the child. Specifically we're just throwing stuff out there to do things and that's not any more beneficial than providing too little support it both in both cases it it causes the child to become disengaged.

16:05.20

theautismhelper

Um, and like no child or adult even is going to be like oh gosh you're giving me too much help. Let me do this hard thing on my own like it's in our in our human nature to be like sure give me the hell I'll take it right.

16:11.63

Tim Kretchman

Yeah, right, Just sit back and say hey have at it right? Yeah, you do as much as you want to for me I'll just kind I'll just show up physically and be here and and not become engaged in any other way and then we wonder why they don't do so well and maybe they don't retaining information or whatever. We're not.

16:31.31

theautismhelper

Um, yeah.

16:31.45

Tim Kretchman

Encouraging them to dig in and do the work we're doing it for them. So yes, it absolutely would just sit back and let it ride.

16:36.13

theautismhelper

So that's really where you know the degree of need or the data really comes into play to know where that just right is.

16:45.88

Tim Kretchman

Yeah, degree of need is a huge um variable and and honestly that's one of the reasons why at the beginning of every iep we start with the idea of putting out their present levels right? In other words, what? What are the numbers. What are the numbers that tell us how much of a problem this need may be. Um, you know reading fluence is just such an easy way to talk about because it's so concrete but any any any need that we have we can see it with data and data tells us. Okay, how often is the child engaged. Well I went in and I did ah a checklist for every for a 30 minute time period and I see that there. They're they're disengaged 25 of those 30 minutes um through the data and that data shows us how big of a problem. It is so if we're paying attention to degree of need the data then we can do 2 things. First of all, we can select accommodations that are fit to that data. So for example, since reading fluency was when I started with I'll use that as you continue using that as an example, if I have a child that's getting ready to take a test. Let's just say it's a social studies test and they're expected to do some reading on this social studies test but their data. Shows that their word reading at 60 words per minute. Well 60 words per minute slow but it's not like painfully painfully slow.

So we might need to give that child extended testing time. In other words, we realize they're going to read slow. We just give them some extra time to take a test versus if the data.

18:10.99
theautismhelper
Um.

18:13.88
Tim Kretchman
The degree of need shows the child is reading at 20 words per minute. Well 20 words per minute slow enough that we realize you're not likely going to understand what you just read so in that case I may need to read that test to the Student. So The accommodation may become test read to students see reading Fluency was the need. But the degree of need 60 words per minute or 20 words per minute told me which accommodation was appropriate based on how big of a problem. It was so we like to say that the degree of need helps to make that family of accommodations that are aligned to reading fluency. Helps me understand which one I select based on their degree of need. Oh.

18:54.53
theautismhelper
It's a great sales pitch for data which I appreciate Um, you know as a behavior Analyst data is like my love language and I've found that you know the academic data is easier for people to get on board with and I. And I know the overwhelming workload of a teacher but sometimes getting on board with the behavior data like you said being off task on task things like that is is hard right? I've got 28 kids on my caseload I can't take data on this kid. How long he's on task. How do you overcome those conversations where we have that like resistance to taking data.

19:27.32
Tim Kretchman
I I love data. Um I I find that ah the best way the best way to help especially Gen Ed teachers to understand the value of data is to couple it with the word time because it's interesting.

19:44.67
Tim Kretchman
Way too often. The teachers will say I don't have time to take that data but it can be turned around a different way to understand it differently and that is to say you don't have time to waste in other words I need to know as a teacher that every second of the time that I'm spending is being so well spent.

20:04.24
theautismhelper
Ah.

20:04.44

Tim Kretchman

So if I'm implementing a new accommodation I need to know that that accommodation is working because heaven forbid I spend you know 5 minutes even a day pulling together. The materials I need for an accommodation or or fitting this accommodation to my and setting or whatever I'm doing with this accommodation. If I'm spending 5 minutes of time and I don't know if it's working that's time that's wasted so when we think about data if I put data in front of you I can show that your time is not being wasted because the data is showing that the child's.

20:30.15

theautismhelper

Um, yeah.

20:41.55

Tim Kretchman

Education has been impacted or changed or in this case, hopefully improved by the fact that I implemented an accommodation. So I know as a special Ed teacher my time my day is bookend full right. Beginning to end every single moment of the day is full. It's the same way for Gen Ed teachers administrators and everybody else the best way to know that every second of that day every second of that time is counting is with data collect the data to show that the time I'm using is well spent because it's working.

21:14.80

theautismhelper

Um, yeah, that's ah I love that and you know it's and it's just as valuable to know when your strategies aren't working like I'm always like god I want to know that right away I don't want to do this for two months and then realize it.

21:14.81

Tim Kretchman

That's the way I like to explain data.

21:21.91

Tim Kretchman

Ah.

21:25.23

Tim Kretchman

Absolutely I mean you think about it if we find out if we don't have data and we're implementing an accommodation. We'll be like oh geez I need to do something else and all of a sudden you'll throw a second accommodation or a third accommodation all in the name of trying to find something that is working. Well if you collect data on it and you

see that it's not working then you know to make a change not just to add to it or something like that. So yes, data will show you that it is working data will should show you that it's not working and we like to say if it's not working.

21:48.70

theautismhelper

Um, for her.

21:55.58

Tim Kretchman

Then don't keep doing it change it to something else quit wasting your time.

21:57.37

theautismhelper

Um, yeah, ah yeah, because a lot I mean these things are you know can be time intensive even even 5 minutes a day that's ah, that's an ask from someone. So if it's not making a difference then yeah, don't do it anymore. Let's do something different.

22:14.32

Tim Kretchman

Absolutely and then the other the other cool part about data I mean I could talk about that all day. Um, whether it's program data individual student data I mean you know behavior data whatever it is. It's it's one way to think about it to say it's not waste our time but the other way to think about it is to validate the the results of our efforts. In other words, um, you know we talk about like pre-referral things. So if the child has an iep that's 1 thing. But if we're talking about a kid. Maybe that's struggling in a general classroom and we're just trying some things. To have that of the show that things that you tried did or didn't work is very helpful all the way around to help to validate the effect of our efforts.

22:50.22

theautismhelper

Yeah, absolutely and I'm sure you know you as a former administrator have been part of many conversations and regarding topics like this and it's always a different conversation for me when data is involved. You know it's like I think versus I think and let me show you and and really have that to back up.

23:08.61

Tim Kretchman

Yeah, yeah, um, the 1 thing that always bothered me as an administrator. Um, was when a teacher came and said I've tried so many things and nothing worked. You know that statement by itself is empty. it's it's it's it's it's not validated right.

23:08.97
theautismhelper
Your opinions.

23:20.15
theautismhelper
Are.

23:26.21
Tim Kretchman
But if you say I tried this and this is what I saw and you could present some data then I tried this and this is what I saw and you can present some data that shows not only effort, but it also helps to start unlock the the clues that are necessary to say what. Is appropriate for this child based on you know the things that have been tried or not tried in a classroom. So the words by themselves are basically words, but when you put data behind it especially with respect to accommodations it shows that. The impact of whether it worked or didn't work.

24:00.91
theautismhelper
Yeah, exactly all right before we just talk about data forever because I also could um I want to talk a little bit more about the last variable the fitting into the instructional setting because I think this is probably the most commonly forgotten component. Um, you know my backgrounds.

24:04.58
Tim Kretchman
So.

24:17.13
theautismhelper
A teacher but also as a behavior Analyst and I see this as a common problem that behavior analysts have when they consult in a school they come in. They give all their ideas and then they leave but they don't think about that classroom and they don't think about that teaching style and I always. Tell Clinicians that consult like that classroom is like pet teacher's house. They spend more time and more money sometimes on that classroom than their own house and you have to be respectful of that and think about who they are as an educator and what works in their environment. So Can you talk a little bit more about that instructional setting piece.

24:48.74
Tim Kretchman
Yeah, yeah, I love this piece I'm kind of like you described. Um I think first of all that when I look back in my career at. When I found resistance I found that around 1 of 2 things either. They just didn't

understand in other words, they didn't recognize the function of accommodations but more than like more than the not um, they they had that problem with ownership. In other words I wanted to have this fit what I do so. When we talk about fitting a teacher's classroom or you can see the same thing could be said about a parent's home. You know because we send parents use accommodations too when they work on homework or when they're trying to get their child to engage in conversations or whatever when you think about an environment you think about the things that are present. So. We talk about um 3 different tiers of accommodations. Um, as an administrator I noticed and and it kind of scratched my head until I kind of discovered this but I kind of scratched my head while I'd walk into one teacher's classroom to observe a kid and it seemed like everything was just spot on like the kid was doing great. And then I walk across the hall and observe the kid in a different classroom. It seemed like the kid was just completely incapable doing anything and you think the same kid. What's going on here and then all of a sudden you realize that there are certain things that teachers do in their classrooms to meet the needs of students without them even being individualized for the kid.

26:11.82

Tim Kretchman

We like to call them whole group and small group accommodations. In other words, there's things that the teacher is doing in their classroom already. That's supporting every kid and then there's things the teacher does in their classroom to support some kids in in some cases that might be perfect. In other words when we talked earlier about just read accommodations. What if the teacher is already doing a lot of things to support all kids and some kids well does that mean I should go to that teacher and throw an individualized accommodation and they're just for the sake of doing it. No Absolutely not. You know we need to see those things that are already happening. So Let me make this real by giving you a quick example. Um, we think about a child. Maybe that's struggling with organization right? So Maybe the data that we have shows that they're not recording or getting their homework sign. It's home. Um, because they're disorganized Well I go into one classroom and what I see is a teacher who right before the. Period comes to conclusion. Um, they take a minute stop class and they say hey everybody pull at your assignment books. Let's write down your homework for tonight and then they go to the board or put a slide up on the board on a screen that shows tonight's homework assignment and then then there in that moment every child is expected to record their assignment. See they're doing that for all kids versus a teacher across the hall that as the bell rings they're yelling Oh hey, don't forget tonight's homework assignment is and they proceed to narrate tonight's homework Assignment. There's a very distinct different between and a child that's.

27:43.28

Tim Kretchman

Struggling with organization in each of those classrooms the teacher that's doing some things already sitting the kids down a minute before the bell rings make sure they all write down their assignment for all. Kids is significantly supporting that child who struggle with the organization versus the one across the hall. That's. You know, shouting out the assignments the kids walk out the door. So um, that's a whole group example a small group maybe that same idea organization. Um, as the teacher walks is expecting the kids to write down their assignment. They're circulating the room just to touch base with 5 students that they know. Routinely don't necessarily get their homework done to make sure that they in fact, wrote it down. They're doing that for a small group of kids. Um, again, they're doing things already in their setting that may make it that I don't need to put an individualized accommodation in place by recognizing that. By seeing that I'm not going to ask that teacher if it's not necessary to use and an individualized accommodation. So sometimes we just make it happen because we think everybody should be doing it when that's not true when we think about a just right level of support as we talked about earlier. If the things the teachers already doing in their classroom is working then we shouldn't burden them with an additional individual that's accommodation. You know another one I like to talk about is teaching style. So let's just say that we're we're going to um visit a classroom where a gen ed teacher tends to.

29:12.94

Tim Kretchman

To use a lot of lecture and and maybe it's like a seventh or an eighth grade social studies class and because this is a new thing for the students to be taking notes as their teacher lectures we may see a child with a writing difficulty where we didn't previously recognize there was a writing difficulty. Because they're now expected to write down notes that they will study for a test. Well here's a setting where a teacher because of their pedagogy the way they teach um might be kicking up a writing problem that we didn't previously see because the child wasn't necessarily required to write. In the way that was then necessary to take it home and study so their pedagogy the practices that they have has um, kicked up a need that would require an individualized accommodation. Maybe for a student that's struggling with a writing difficulty by recognizing these individual differences we can. Fit accommodations to these teachers classrooms I've been rambling there does it make sense.

30:10.47

theautismhelper

No I love this. This is great and I think this is so helpful, especially for those junior high and high school teachers where there's 6 teachers you know and we see I had I have a client that I've worked with for many years and it's like what you talked about there's certain periods and he's in high school. That man. He has 0 problem behaviors and there's other ones where they're like do we need to

change a placement I'm like he's doing great in period two it's period 3 that's a problem but you know you have to recognize all of that and if you were to go to that teacher that already has these great organizational strategies in place and be like.

30:34.74

Tim Kretchman

Right.

30:42.93

theautismhelper

Hey we're we're implementing these organization strategies for Johnny They 'd look at you like you had 2 heads you know like what are you talking about? He's doing fine and it would almost feel like demeaning to that teacher like I got this I'm already doing this so really taking that time to figure out what's going on in each period with each teacher.

30:53.40

Tim Kretchman

Here.

31:02.10

theautismhelper

Will will save you time in the long run honestly but also be way more effective.

31:07.86

Tim Kretchman

Right? Um, one of the strategies that we like to encourage special education teachers to do. Ultimately, we would love Ah Gen Ed teachers to be able to select and implement their own accommodations. That's one of the things that we do um here at my company But. Ah, you know in some cases. The gen teacher is kind of dependent on a special E teacher to help them to find There's accommodation to help them understand and implement them. So What I like to say is empower them in other words had a conversation with them that always ends with or somewhere in the conversation you say something like. Which of these ideas would fit your classroom. There's a lot of power in that question because what we're saying is we acknowledge you as a person and we acknowledge your setting. We agree that the child is struggling with a need but which one would fit in your classroom. It's funny when you just start to use the words that way then all of a sudden the teacher recognizes their place. They recognize that they have an opinion but then we also start to see it happen where the Gen Ed teacher starts to take ownership then they see oh Wow I did pick this accommodation fit my classroom and the next thing you know. They're more willing to implement the accommodation because they've been involved and engaged in selecting the one that would fit their room.

32:25.58

theautismhelper

Um, yeah, that word in power is so important.

32:28.60

Tim Kretchman

Ah I Love that word I mean I Honestly I feel like way too often. Um, whether it's the kid the teacher the Gen Ed teacher's parents like way too often. They're told they're they're put in a passive seat versus being Empowered. Um and and empowering the idea Of. Of lifting them into the solution lifting them as part of the solution I mean just you know everything about it makes sense and we need to be thinking as special Ed folks. Um are we telling or are we empowering because if we're empowering then our mindset starts to change a little bit with respect to our practices and the way we do things.

33:05.56

theautismhelper

Love that idea. Well let's wrap up on that because I know you and I can both talk about this forever. Um, before we go can you tell everyone a little bit about your business and what supports you provide.

33:09.30

Tim Kretchman

So.

33:16.85

Tim Kretchman

Yeah, absolutely so my name again Tim Kretchman um action driven education is a name of our company and we do 3 things really? um, we work with what we call the barrier moving mindset so we help general education teachers special education teachers. Parents and students themselves to recognize a barrier the student needs and then know what to do about it. Um, the second thing that we provide then is professional development around that that same mindset and then third is our kind of our our flagship product I guess you can say is called akamods and what akamos is. Is this an online system that's designed to help everybody gen ed teachers special ed teachers parents even the student themselves find understand and implement just right. Accommodations. So um, you know it's it's pretty clever how it works if you're interested swing. Whatever to our website. Check it out. Um, but the idea is we want everybody to be able to select and implement accommodations on their own. Um as they see and recognize a need in their classroom.

34:15.77

theautismhelper

Um, great. Well we will put a link to your website in the show notes. So everyone can check that out great. Well thank you thanks so much

for joining me Tim This has been really fun to chat about all this.

34:19.33

Tim Kretchman

Thank you That'd be awesome. We'd love to hear from folks too.

34:28.61

Tim Kretchman

It's my my pleasure. Thank you and thank everybody out there. That's listening for everything they do to empower an effective education for all children. That's kind of our tagline but we mean it, we know we need just amazing people out there helping and working with these students to make education work for them. So thank you.