



A Facilitator's Mindset

Facilitators don't just teach—they cause learning to happen, no matter where or when it occurs. They understand that learning isn't confined to their classroom walls or their direct instruction. Whether it's through a peer conversation, a student-created project, a video watched at home, or a connection with a mentor, facilitators see themselves as the activators of learning opportunities. Their job isn't to be the only source of knowledge—it's to design, discover, and connect students with creative, flexible pathways to build skills, especially when barriers are present.



A teacher with a facilitator's mindset sees creative ways to build a learner's barrier-related skills.

They might:

- connect a student to a task-planning app they can use outside class.
- encourage a partnership between two students to build collaboration or communication skills.
- recommend a short video that explains a concept in student-friendly language.
- invite a family member to reinforce a regulation strategy at home.
- let a student teach a mini-lesson to others to practice organization or recall.

Facilitators create opportunities for learning to happen.

*Keep reading for more ideas
and resources to help!*



Helping Sophie Bloom: A Facilitator's Mindset

Tell me the story...

A barrier impedes learning

Sophie was a bright fifth-grader with a strong interest in science, but her emotions often got in the way of her learning. When an activity didn't go as planned or a group member disagreed with her ideas, Sophie would shut down, cry, or leave the room without permission. Ms. Garcia, her science teacher, noticed the pattern and felt stuck. She had twenty-five students and a packed curriculum to get through. There was no time for dedicated lessons on emotional regulation, but it was clear that until Sophie had some way to manage her emotions, learning would remain out of reach.



Ms. Garcia could have referred Sophie out or waited for someone else to intervene, but instead, she started thinking like a facilitator. If Sophie needed to develop coping skills, how else could that learning happen? Ms. Garcia reached out to the school counselor and asked if Sophie could join a small group focused on managing big emotions. She talked with Sophie's mom about practicing a simple calming strategy at home. She even found a short animated video about emotional regulation and invited Sophie to watch it on her Chromebook as part of her independent work time. None of these solutions required Ms. Garcia to stop teaching science, but they were all part of Sophie's learning.

What's the context?

Facilitators develop creative solutions

Ms. Garcia didn't "teach" coping skills in the traditional sense. Instead, she facilitated Sophie's growth by thinking beyond the boundaries of her classroom and finding creative, out-of-the-box ways to support learning. She leveraged existing resources (like the counselor), invited home support, found engaging materials, and used moments within class as opportunities for practice. This is what it looks like when a teacher sees themselves not as the sole source of learning, but as a connector and activator of it.

Get to the point...

Facilitating learning happens anywhere and anytime

A facilitator's mindset opens doors that a traditional teaching mindset might miss. When teachers believe learning can happen anywhere and in many forms, they stop trying to do it all themselves and start designing experiences that make growth possible. It's not about doing more. It's about seeing more possibilities.

The story continues...

A new set of skills changes everything

With these solutions in place, Ms. Garcia's classroom became the perfect environment for Sophie to rehearse and apply the skills she is learning. Before group work, Ms. Garcia quietly reminded Sophie to use her "reset strategy" if things got frustrating. She offered visual prompts to help Sophie name how she was feeling and modeled calm responses when challenges arose. Slowly but surely, Sophie began to recognize her triggers and practice using tools to manage them. Her meltdowns became less frequent, and her confidence began to grow.

Now, Sophie still loves science, but what she loves most is being able to fully participate without fear of falling apart. She collaborates with partners, speaks up when something feels hard, and uses her reset strategy to get back on track. Ms. Garcia continues to teach science, but now she's also watching Sophie succeed in ways that go far beyond content. Together, they've proven that when a teacher acts as a facilitator, every kind of learning becomes possible.



A Few Examples



<u>Barrier</u>	<u>Facilitator Move</u>	<u>Skill Built</u>
Waits passively for help	Uses short YouTube videos modeling help-seeking, followed by practice with a coach during academic lab time.	Self-advocacy/ Independence
Forgets materials and homework	Partners with family to use a shared digital planner at home and school; student practices using it daily with a peer accountability partner.	Organization
Avoids writing tasks	Identifies an older student mentor to help brainstorm and talk through ideas during lunch; student begins to model the mentor's approach.	Task initiation & Confidence
Struggles in group work	Arranges a real-world collaborative task (e.g., designing a class display) with rotating roles and peer coaching built in.	Role flexibility/ Collaboration
Struggles with peer interaction	Encourages the learner's parents to get them involved in a Little League team, and the student joins two clubs at school.	Social interaction

Develop a Facilitator's Mindset

Facilitators don't just deliver lessons—they create the conditions for learning to happen, anytime and anywhere. They know that learning isn't limited to their classroom or direct instruction. It might take shape in a peer conversation, a student-driven project, a video watched at home, or a connection with someone outside the school day. What sets facilitators apart is how they actively spark and connect these moments—becoming the activators of meaningful learning opportunities. They recognize that when a student lacks a skill, whether it's reading, coping, organization, social interaction, self-control, or any other barrier-related skill, content learning stalls. Therefore, helping students build those barrier-related skills becomes part of the job, not separate from it. Their role isn't to be the only source of knowledge; it's to design, discover, and connect students with creative, flexible pathways to build what they need to succeed.



Action Driven Education provides both administration and staff training on the Barrier-Moving Mindset. [Schedule a consultation today!](#)

HELP!

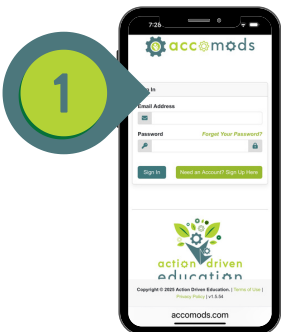


Let Action Driven Education Help!

Action Driven Education has created the Barrier Moving Mindset GPT to empower educators to think like facilitators by offering creative strategies and practical support beyond standard lesson plans.

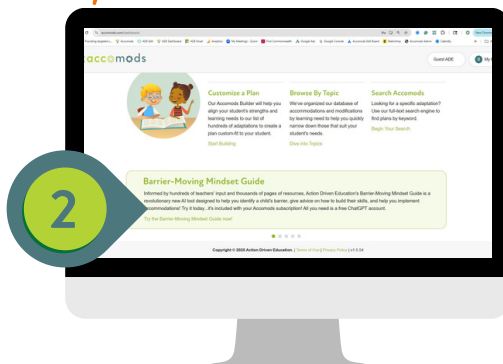
This creative AI helps spark ideas for engaging students through tools, media, home partnerships, or real-world experiences—all aimed at building barrier-related skills organically. The GPT also supports outreach by helping teachers draft thoughtful emails to parents, counselors, or specialists, explaining their approach and inviting collaboration. Plus, it serves as a resource hunter—suggesting videos, activities, apps, or community connections that align with each student's needs. In essence, it guides educators to shift from delivering instruction to facilitating learning, equipping them with the ideas, words, and tools to make it a reality.

Three Simple Steps to Access the Barrier Moving Mindset Guide



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