



## Accessing IEPs in Infinite Campus

by Lynn Ludwig

Have you ever wondered how to access a student's entire IEP, instead of just the student profile provided? Well after reading this you will be able to do just that.

As Special Education teachers we try our best to communicate all the needs of each student through various forms of communication like emails, phone calls, IEP at-a-glance documents, etc. Yet, sometimes seeing a student's official IEP is that much more helpful to understand and know the full scope of the student and the challenges he or she may face.

Please click [here](#) to see how to access a student's IEP in Infinite Campus

## Individualizing Grades for Students with Special Needs

by Christy Timms

Least Restrictive Environment. Accommodations. Modifications. FAPE, IDEA, ADA. All of these terms and acronyms have been developed over the years to help us provide the right services for students in and out of the special education environment. An IEP team takes into account all of the information available in the student's present level of performance to determine the IEP goals and the services to be provided. This can also include changing the way a student is graded.

While the IEP team is the driving force of how programs are implemented, it is often a collaborative effort between the special education and regular education teacher that figure out how that is going to look in individual classrooms – which can get more complicated at the secondary level. Click [here](#) for some common models teachers use in determining a student's grade when a modified grade is in the IEP.

It is important to note that students who only receive accommodations should not be given modified grades as they are being assessed on the same content as the rest of the class. If the standards, or materials, are fundamentally and significantly altered, the IEP team can decide if that course grade should be modified. That does not, however, mean that all students who have modified course content should be given an S or U. Sometimes it will be a notation on the report card (as long as it does state that the student is in special education or has an IEP). In all of the above cases, however, the IEP team decides the course of action.

Please click [here](#) to view the article in its entirety

### Quizzes

Test your special education knowledge [here](#).

See how much you know about special education acronyms by taking this [quiz](#).

## Transitioning Students Back into the Classroom

by Chris Otto

Teachers are among the most important adults in the transition and recovery of students impacted by a crisis or a stay at an inpatient facility. Their efforts will begin to give students a sense of stability, security and belonging. Not only will students look to teachers for support, but the learning process and social environment of the classroom can all contribute to their ability to cope. Here are a few ways you can help students who have had a recent hospital stay or life crisis:

1. It is important to ensure that displaced students feel welcomed and supported, and that they are not bullied or ostracized. Some students may have difficulty concentrating, may feel a need for success, or may exhibit anger. Be a support for students and allow them to see a counselor if needed.
2. Care and reassure students that they will be okay.
3. Maintain consistent and fair discipline.
4. Provide flexibility such as extra time to do work, extra support for challenging subjects, and various ways of showing competence.
5. Show empathy for what they are going through and make time to listen.
6. Help them feel welcomed and part of a social group.

You can find other useful resources and information at The National Institute of Mental Health web page: [www.nimh.nih.gov/index.shtml](http://www.nimh.nih.gov/index.shtml)

## Signs of Language Disorder in High School Students

by Jessica Hoppa

Problems with speaking and listening, school work, and behavior can all be associated with the signs of a language disorder.

Please click [here](#) for more information



Link to GHS Special Education Blog!

# Do's and Don'ts for Teaching English Language Learners

by Noemi Voskuil

Here are some quick ways to help English Language Learners in your classroom with comprehension:

Do's	Don'ts
Model expectations and products	Just tell them what to do and expect them to do it
Adjust your speech: Speak slowly; enunciate; longer wait time	Talk too fast or repeat <b>louder!</b>
Use visuals, sketches, gestures, intonation, and other non-verbal cues	Stand in front of the class and lecture, or rely on a textbook as your only "visual aid"
Give verbal <i>and</i> written instructions	Assume that students are understanding because they are smiling and nodding their heads
Regularly check that students are understanding lesson by having them repeat, write or demonstrate visually	Simply ask "are there any questions?"
Encourage ELL's to contribute when they are ready	Force language learners to speak
Keep a student's linguistic ability in mind when selecting reading/ assignments (refer to ILP)	Forget to differentiate-One assignment is not necessarily appropriate for all

# Accommodations vs. Modifications

by Mandy Podrez

Accommodation	Modification
<ul style="list-style-type: none"> <li>Leveling the playing field – by changing "HOW" something is learned.</li> <li>A change that helps a student overcome, or work around, the disability.</li> <li>Typically physical or environmental changes.</li> <li>They do not fundamentally alter or lower the standard or expectation of content mastery</li> </ul>	<ul style="list-style-type: none"> <li>Altering the playing field – by changing "WHAT" is learned.</li> <li>Generally connected to instruction and assessment, things that can be tangibly changed or modified.</li> <li>Means a significant change in what is being taught to or expected from the student.</li> </ul>

For examples of accommodations and modifications, please click [here](#)

## Tips of the Month

### Modification Tip

by Cindy Sibley

As teachers, I know we all want to provide as many opportunities as we can to make sure all students are successful. Every student we encounter has a unique way of learning, and some students need more help than others. For any student who has an IEP, they have a plan to help identify what they need in order to be successful. That plan may include accommodations, modifications, or both. What is the difference between the two? Please read the following link to learn more:

Please make sure to read the paragraph titled *Truth about supports*.

Click [here](#) for an overview of accommodations and modifications.

### Behavior Management Tips

by Kevin Murphy

**CPI: Crisis Prevention Institute** provides a vast knowledge, resources, and recommendations when dealing with students in crisis. Here are a few pointers when dealing with a student who is verbally out of control. Many times we need to look at our own methods so we do not escalate the situation more.

See a [summary](#) of things to keep in mind regarding effective verbal interventions

### Instructional Tip

by Amanda Immel

#### A Strategy for Inclusion– Universal Design for Learning

Implementing strategies to accommodate students with special needs in a regular educational setting is a challenge. However, it is an important part of educating students in the least restrictive environment. Universal design is a framework for developing instruction to meet the needs of a wide range of learners.

Universal Design for Learning consists of the following elements:

- Provide multiple methods of **presentation** (visually, verbally, written).
- Provide multiple means of **expression** to let students demonstrate what they have learned (speaking, illustrating, writing).
- Provide multiple means of **engagement** to tap into students' interests (software, art, video, etc.).

Universal design can be an effective way to create an inclusive classroom, and will be beneficial to all learners!



Our MISSION is about students who are...

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