



Content Area Learning for Students Who are English Language Learners

by Noemi Voskuil

How can we teach the required content so that it is accessible to ELLs? Put yourself in their shoes. What would you like your teacher to do if you were learning another language? Click [here](#) for ideas that can help foster learning for ELLs.

Modifying classroom work to help students with language disorders

Article from:
Frederick Patchell
Linda Hand

Some of these ideas are 'good' teaching practices, some for whole class consumption and some are specific to students with language disorders. Much is also identical with sound advice for classrooms or other environments involving students from non-English speaking backgrounds.

To see a list of these ideas found by Jessica Hoppa, click [here](#)

Preparing Our Students with Disabilities for Life after High School

by Mandy Podrez

We, as case managers, provide many opportunities for our students to be ready for post-secondary life. The options for students may include, but are not limited to, furthering their education, finding placement in a competitive job market or developing the skills necessary to work in a supported job setting. As special educators here at GHS, we are constantly in contact with teachers in the building, local businesses and other school districts to provide impactful opportunities. Here is a sample of the services students are provided:

- LEAPP events (Local Educational Agencies Promoting Potential) for all populations that focus on life skills, career skills and college information
- Sample Accuplacer on Transition Day
- MATC Accuplacer set-up and Tours
- Other college tours
- Jobs within the school (mail, collecting recycling, filling soda machine)
- Jobsites for all populations (Subway, TJ Maxx, South Pointe)
- Mobility for students with CD (going out in the community)
- Job shadowing for ½ day or full day
- Careers Class offered to students with special needs
- Consumer Math Class offered to students with special needs
- Social Skills Class
- DVR (Department of Vocational Rehabilitation) included in the IEP process
- Assistance with scholarships and applications
- Individual work with case manager

Please click [here](#) to view a prezi for more information

Connecting with Students with ASD

by Michael Mooren

Autism Spectrum Disorder (ASD) is a confounding disability that leads to many questions for educators in the classroom. Students with ASD often find themselves emotionally in a world set apart from their peers, while struggling to grasp the relevance behind ideas and material presented in class. This is why sarcasm is sometimes lost in translation with students with ASD and using direct language is important to their success. A few strategies that can lead to further success include the following: being clear with the expectations, providing a student-friendly rationale, and also preparing students on the front end of learning process. Yet, even more vital to the academic success of students with ASD is the importance of knowing the unique interests of students with ASD.

One powerful example of the effect connecting student interests to academic learning for students with ASD can be found in this [link](#) to a recent New York Times article.

What RTI Really Means

by Cindy Sibley

Many educators are familiar with the acronym RTI, but what does it really mean? There are numerous students in our building currently receiving RTI services, and the following RTI article helps to explain what RTI is, who receives RTI services, and why.

Please click [here](#) to read a brief article that explains it



← Link to GHS
Special Education
Blog!

Co-Teaching: From Arranged Marriage to Storybook Ending

by Chris Otto

Cooperative teaching is becoming the norm rather than the exception in today's classroom, compared to ten years ago. It has been noted that in an inclusive classroom, the teachers can sometimes feel like they are in an arranged marriage. You are unfamiliar with teaching styles, responses to behaviors, and knowing the boundaries of the other teacher's desk and rules of the classroom. The best way to address these potential pitfalls is by making sure that the students view you both as teachers of the classroom. Students are very perceptive to roles that we have and know how the co-teaching classroom has looked in the past. Some easy steps to teaching in harmony are:

1. Assure both teachers' names on the students' schedules.
2. When the class begins, be sure to have both teachers' names on the syllabus or handouts.
3. Make sure to address the roles of both teachers to the students so they are informed of how the classroom works.

By taking these small steps, your arranged marriage will become a storybook marriage that results in students getting the education they deserve.

Click [here](#) to read more about students in an inclusion classroom.

Frustration, Anger, Tension: Unfamiliar Pictures Painted of Students with Learning Disabilities

by Christy Timms

Disabilities

From 1993 to 1996, my major was Communicative Disorders. When I was taking a related language development class, the professor showed a video called FAT City. After viewing it and experiencing "the calling", I changed my major to specialize in working with students with learning disabilities. Nearly 20 years later, best practice has been redefined, pedagogy has changed, and the number of students in our classrooms who have special needs is continually climbing. But, one very important fact remains the same: students with learning disabilities desperately need teachers who understand how they learn and the obstacles they face. Please invest an hour into watching this video; it may be the most valuable professional development you participate in this year.

Please click [here](#) to view the video.

Tips of the Month

Modification Tip

by Amanda Immel

An educational program for a student with special needs might include modifications. Content and evaluation are related to the course or subject but may be at a lower level of difficulty. One way a modification is made is by changing the way a student is expected to demonstrate their knowledge. Examples include:

- Simplified vocabulary
- Shortened assignments
- Assessing for critical content only
- Modified tests

By nature, modifications change the outcome or target that the students is working towards. Accommodations should be used whenever possible; but for students with more significant needs, modifications may be necessary.

Instructional Tip

by Lynn Ludwig

TIPS FOR PROVIDING EDUCATIONAL MATERIALS FOR STUDENTS WHO STRUGGLE WITH READING

- Find a text written at lower level (many novels are available on YouTube by volunteer oral readers; some adapted novels and plays are available to the public)
- Provide highlighted material
- Rewrite the student's text
- Record the student's text
- Allow a peer or parent to read text aloud to student
- Shorten the amount of required reading
- Look for same content in another medium (movie, filmstrip, tape)
- Contact Mrs. Timms for use of Bookshare (a non-profit organization that provides computer-generated reading for most literature books and textbooks)
- Provide alternative methods for student to contribute to the group, such as role playing or dramatizing (oral reading should be optional)

Please click [here](#) for more information

Behavior Management Tips

by Kevin Murphy

Many students decide in advance that their classwork is going to be too difficult for them. As a result, they may retreat into themselves or act out. Either way, as the teacher in charge, it is helpful to have strategies to deal with the situation. Click [here](#) for some tips taken from ***Classroom Discipline and Control***, by Fred and Carol Chernow.

This is a great resource for any teacher who needs suggestions in classroom management. Be sure to check out the videos, lesson plans, and articles that are helpful for many different situations.



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is about students
who are...

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