



What does that stand for???

by Mandy Podrez

IEP – Individualized Education Plan

EBD – Emotional Behavioral Disability

SLD – Specific Learning Disability

OHI – Other Health Impairment

CD – Cognitive Disability

ADHD – Attention Deficit Hyperactive Disorder

ADD – Attention Deficit Disorder

SL – Speech and Language

OT – Occupational Therapy

PT – Physical Therapy

AT – Assistive Technology

VI – Visual Impairment

HI – Hearing Impairment

OCD – Obsessive Compulsive Disorder

ODD – Oppositional Defiant Disorder

TBI – Traumatic Brain Injury

Collaboration in the Inclusive Classroom

by Cindy Sibley

Over the past decade, our school has drastically changed the way we deliver educational services to students with special needs. We now recognize that all students at GHS need the combined pedagogical talents, expertise and efforts of special and regular education teachers to be as successful as possible. According to Dr. Jodie M. Winship, “the need for collaboration among school personnel has never been as great as it is today.”

While it is a challenge at times to provide the appropriate educational opportunities to all students, “teachers must equip themselves with the tools to facilitate growth in each of their students, often within the general education setting”(Winship).

Furthermore, she adds that “the inclusion movement has been a challenge to both special and general education teachers.” By allowing teachers to come out of their comfort zone through professional development, shared planning time, and sharing of materials, the process of collaboration can have a synergistic effect on the educational outcomes for students; it also provides a positive role model for students to form similar relationships.

Please refer to the [article](#) for more information.

Resource ~ Not Just a Study Hall

by Lynn Ludwig-Franitza

Have you ever heard any of the following?

“I need to take my test in the resource room.”

“Can you get this to my resource teacher so that I can finish it there?”

“It’s too noisy in here for me to concentrate. Can I go to the resource room where it is quiet?”

“I don’t understand the way you explained this. Can I go to the resource room to have someone else explain it to me?”

“I need to talk to my resource teacher before I explode!”

“My IEP says that I can go to the resource room if I need to.”

You may have heard each of these comments from students with special needs at one time or another. So, what is this magical place called “resource” all about and what really happens there? While resource is usually the only study hall-type hour students with special needs, it is not only used as a study hall...

Click [here](#) to read the full article.



Link to GHS
Special Education Blog!

Changes to the CD Program

by Chris Early

As many of you may know, the Cognitive Disability (CD) Program here at the high school has changed quite a bit this year. The Middle School CD Program was phased out, and those students were moved here. While we have had a few rough spots, I am happy to report that the district and the parents of our students are happy with the transition. Additionally, I am proud of the work the kids and the staff have accomplished in room 129 so far this year...

Click [here](#) for some facts you may find interesting about the CD Program.

People First Language

by Chris Otto

With over 60 million Americans having a disability, is person first language part of your every day vocabulary? Approximately 15% of the student population at GHS is identified as students with special needs; therefore, it is important to remember students with special needs are first and foremost students.

Click [here](#) to take a quiz about people first language.



Our
MISSION
is about
students
who are...

Tips of the Month

Modification Tip

by Amanda Immel

Allow for flexibility in the tasks you assign. Be aware of the potential for modifications when planning. This flexibility may include:

- Reducing assignments
- Simplifying complex tasks
- Adapting the task to the students' skill levels
- Providing alternative reading assignments at independent reading level
- Involving a student in a task but expecting different output
- Grading is subject to different standards

If you feel a student needs a modified version of an assignment, project, or assessment, feel free to contact the student's case manager.

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

Behavior Management Tips

by Kevin Murphy

Have your expectations clearly spelled out, and allow the students to have input if they disagree. In addition, hold each student accountable for their choices but always provide alternatives.

See a [summary](#) of things to keep in mind regarding classroom management.

Instructional Tip

by Christy Timms

Never Leave Home Without the White Boards!

Having a set of white boards for your classroom can increase student engagement, give formative data, and be the catalyst of extreme fun!!!

This type of activity not only offers immediate data about your students, but it also gives them the hands-on practice they need. Students who may not come in for GO-Time and would be content to sit back and fail would be compelled to get involved. Even the most reluctant learner can enjoy being in the driver's seat with this strategy.

If they are working and know you will be checking their work, they are more likely to ask a peer for clarification or to raise their hand and ask a question before they hold up their boards. This is so important if we expect them to be able to do their work independently. You can use it as a check for understanding after each new concept, for review for tests, for a class survey, etc. *And the bonus—it saves resources!*

Please click [here](#) to discover a myriad of activities, links, and resources to help you make your own cheap whiteboards. There are even whiteboards you can create with materials we have available to us at GHS!!!

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Click [here](#)
or on the
acronym
to see
what it
stands for!