

## **Learning Disabilities Resource Program**

The Learning Disabilities Resource Program provides supplementary aids and academic supports in a separate special education classroom to students whose disabilities prevent them from succeeding independently without regular contact from a special education resource teacher. The services are delivered in a small, supportive educational environment designed to help the student improve academic skills and confidence, to identify and draw on the student's strengths and to remediate learning deficits identified in the student's IEP. Most commonly, students are considered for the Learning Disabilities Resource Program after having completed two years of the Learning Strategies Resource Program.

Students whose behaviors prevent them or others from learning may require behavioral interventions. Every effort is made to provide supportive and non-restrictive interventions prior to using more restrictive interventions and techniques. A student may be considered for a behavioral intervention plan if the student's behavior presents a regular pattern of disruption, negative impact on the learning environment or need for support, supervision or removal.

While each resource class provides a smaller supportive environment designed to be encouraging, students are responsible for using the strategies and techniques presented to them. The services provided in the resource class can be successful if the student exhibits the behaviors described below.

Take part in understanding the IEP, particularly the goals and objectives.

Help the teacher to identify and understand academic strengths, weaknesses and areas that need assistance.

Be prepared for classes. Have the necessary books, pens, pencils, paper, notebooks and assignments at every class.

Go to every class every day and on time.

Ask the teacher for help, extra time, or other assistance when needed.

Inform the teacher if any academic subject or skill area is particularly difficult.

Use the learning strategies that are taught.

Communicate with teachers and teacher assistants.

Assume responsibility for his or her academic performance and behavior.

*building the future, one student at a time.*