

Learning Strategies Resource Program

The Learning Strategies Resource Program combines the core resource services and a classroom focus directed toward developing study skills, test-taking strategies, and self-determination skills. Students commonly take the daily learning strategies resource class during ninth and tenth grades in order to develop skills they will need to be more independent during eleventh and twelfth grades. Students take the class in a separate special education classroom that is taught by a certified special education teacher.

Students attend the Learning Strategies resource class each day. Half of each class period is directed toward developing techniques to increase a student's ability to function more independently in the future. The other half of the class provides a more traditional resource class experience during which students may work on their IEP goals and receive assistance with school assignments. Students receive a quarter credit each semester for participating in the Learning Strategies resource class.

During the first year of the Learning Strategies resource class, students develop skills for adjusting to high school, developing organizational skills, setting short-term personal goals, improving communication skills with other students and teachers and accessing technology. The second year of the Learning Strategies resource class is directed toward developing reading comprehension strategies, improving vocabulary strategies, and using memorization and study techniques. The second year also includes opportunities for students to investigate possible career and vocational interests.

If students successfully develop the techniques and methods reviewed in the Learning Strategies class during their first two years, students may not require a daily resource period during their last two years. The Learning Strategies resource class helps students gain the skills needed to be more independent for the last two years of high school and to develop a plan for what they might like to pursue following graduation from high school.

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.