

# Learning Strategies Syllabus 2016

## Welcome to Learning Strategies!

Learning Strategies is a course that will provide support to you throughout the year in all facets of your learning and time here at DHS. Your Case Manager (teacher) is the person who will provide you with direct support and assistance. He/She is also the person who will oversee your IEP and your progression toward completing your goals. Below you will find a list of expectations and targets that we will work together to accomplish during the course of the year.

### Expectations:

- \*Arrive on time to your scheduled class.
- \*Bring materials necessary to complete work(books, paper, writing utensils)
- \*First Class behavior
- \*Not just time to finish homework...Mastery toward IEP goals will be a focus.
- \*Access supports throughout the building

### Areas of focus:

- \*Self-awareness
- \*Self-advocacy and Communication Skills
- \*Goal Setting
- \*Self-monitoring
- \*Academic Achievement
- \*Executive Functioning Skills
- \*Transition Planning

### Grading Scale

Learning Strategies is a Pass/Fail class. Students will receive a grade of "Pass" if they attend their scheduled class periods, engage in active learning, problem solving and demonstrate First Class behavior. Students will receive a grade of "Fail" if they do not demonstrate progress toward the aforementioned set of expectations.

### Feedback

Case Managers will work with students on monitoring their progress in their courses and throughout the learning process. Students will be encouraged to take an active role to implement strategies in order to maximize their learning, increase problem-solving skills and increase their overall performance. Students and their Case Managers will work together to assess progress on an ongoing basis.

### Communication

Emails/Phone Calls will be returned within 24 hours.

### Learning Strategies Targets

#### 1. Self-Awareness

**I can demonstrate the ability to:**

- a. Articulate my learning strengths and areas of need.
- b. Understand the impact my learning style has on academic performance.
- c. Understand the impact my work habits and study skills have on academic performance.
- d. Understand how my mood, emotions and behavior impact learning and performance.
- e. Articulate and explain my accommodations and their impact on my learning.
- f. Identify when I need support/help.
- g. Summarize my IEP goal areas.
- h. Accurately assess my academic, behavioral, social/emotional progress.

## **2. Self-Advocacy and Communication Skills**

### **I can demonstrate the ability to:**

- a. Independently access services available to me through my IEP.
- b. Communicate with teachers regarding my learning strengths and areas of need.
- c. Communicate how my behavior and personal emotions/mood impact my performance.
- d. Independently access and request my accommodations.
- e. Access assistance from supports which may include: teacher, case manager, related service providers, ARC, and/or teaching assistant.
- f. Identify the appropriate methods of communication when in need of support(email, face-to-face meeting)
- g. Communicate strategies to share with teachers that may be helpful in improving my learning.

## **3. Goal Setting & Self Monitoring**

### **I can demonstrate the ability to:**

- a. Identify an area of need and set an appropriate goal for improvement.
- b. Independently create a plan with specific steps to achieve the goal.
- c. follow the plan to completion or reevaluate the plan as needed.
- d. accurately report academic/behavioral/social-emotional progress to my case manager.

## **4. Academic Achievement**

### **I will demonstrate the ability to:**

- a. Improve academic achievement in identified areas of my IEP as measured by grade reports and other sources of data.
- b. Develop ongoing study and learning strategies to improve performance.
- c. Utilize compensatory strategies to improve my learning.

## **5. Organization/Executive Functioning Skills**

### **I can demonstrate the ability to:**

- a. Arrive prepared with appropriate materials for each class.
- b. Record assigned work in order to monitor and complete assignments on time.
- c. Predict the duration each task will take to complete.
- d. Prioritize a list of assignments and identify which tasks will require assistance.
- e. Maintain a system to organize my materials (books, notes, binders, etc).
- f. Develop time management skills in order to complete work on time.
- g. Complete and hand-in assigned work on time.

## **6. Transition Planning**

### **I will:**

- a. take an interest inventory by the end of Sophomore year.
- b. actively brainstorm possible post-secondary settings with my case manager.
- c. explore three possible post-secondary settings by the end of Junior year.
- d. report my transition progress/plans at my annual review.