

Learning Strategies

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Welcome to LST!

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 is the person who will provide you with direct support and assistance.

Mr. Smith 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 to class on time
- Use time wisely
- Access supports throughout the building
- Attend class each day prepared with materials necessary to complete work
- Display Deerfield HS First Class behavior

LST Daily Supply List:

- assignment notebook or tracker
- Chromebook
- paper, pens, pencils & highlighters
- calculator

LST Grades:

... *Pass/Fail based on*

- ∅ Passing/failing core subject classes
- ∅ Maintaining assignment notebook or tracker
- ∅ Maintaining school materials
- ∅ Demonstrating independence in self-determination skills
- ∅ Mastery of IEP goals

Note:

More important than earning “good grades” is knowing yourself as a learner: your areas of strength and growth, what does not come easy for you, and how / when / where you learn best.

Managing your own learning is a skill, and not everyone has mastered that skill yet.

I will help you, but we have to work as a team!

Learning Strategies Targets

1. Self-Awareness

- I can demonstrate the ability to:**
- Articulate my learning strengths and areas of need.
 - Understand the impact my learning style has on academic performance.
 - Understand the impact my work habits and study skills have on academic performance.
 - Understand how my mood, emotions and behavior impact learning and performance.
 - Articulate and explain my accommodations and their impact on my learning.
 - Identify when I need support/help.
 - Summarize my IEP goal areas.
 - Accurately assess my academic, behavioral, social/emotional progress.

2. Self-Advocacy and Communication Skills

- I can demonstrate the ability to:**
- Independently access services available to me through my IEP.
 - Communicate with teachers regarding my learning strengths and areas of need.
 - Communicate how my behavior and personal emotions/mood impact my performance.
 - Independently access and request my accommodations.
 - Access assistance from supports which may include: teacher, case manager, related service providers, ARC, and/or teaching assistant.
 - Identify the appropriate methods of communication when in need of support(email, face-to-face meeting)
 - 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:**
- identify an area of need and set an appropriate goal for improvement.
 - independently create a plan with specific steps to achieve the goal.
 - follow the plan to completion or reevaluate the plan as needed.
 - accurately report academic/behavioral/social-emotional progress to my case manager.

4. Academic Achievement

- I will demonstrate the ability to:**
- improve academic achievement in identified areas of my IEP as measured by grade reports and other sources of data.
 - Develop ongoing study and learning strategies to improve performance.
 - Utilize compensatory strategies to improve my learning.

5. Organization/Executive Functioning Skills

- I can demonstrate the ability to:**
- Arrive prepared with appropriate materials for each class.
 - Record assigned work in order to monitor and complete assignments on time.
 - Predict the duration each task will take to complete.
 - Prioritize a list of assignments and identify which tasks will require assistance.
 - Maintain a system to organize my materials (books, notes, binders, etc).
 - Develop time management skills in order to complete work on time.
 - 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.