



Resource Services

Township High School District 211's various special education resource services are designed to help students improve their academic abilities, develop quality work habits, improve organizational and self-management skills, develop effective interpersonal skills, and develop self-awareness regarding possible vocational pursuits. Each of these skills help students to be more independent and participate more fully in the many activities and opportunities provided in today's high schools.

The district provides a core set of "resource services" in four slightly different resource programs. Recommendations for a particular program are made according to each student's individual needs. The common services provided in all of the resource programs include the following:

- Regular individualized progress reviews of the student's IEP by the resource teacher
- Frequent communication between the resource teacher and the student's other teachers
- Activities and learning exercises designed to remediate the student's weaknesses
- Assistance with organization
- Regular contact and monitoring by school staff to help the student improve work habits
- The opportunity to receive academic support in a small environment

If a student's IEP lists the need for extended time to take tests or an alternate location to complete exams, students may utilize the resource classroom. The student may also access the Resource Services Center as an alternate location to take or complete exams.

Life Strategies Resource Program

The Life Strategies Resource Program combines the core resource services and a classroom focus directed toward developing self-awareness, identify and build on personal strengths, improve relationship skills, improve communication skills, and create possible career plans. Students commonly take the daily Life 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 Life 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 Life Strategies resource class.

During the first year of the Life Strategies resource class, students develop skills for adjusting to high school, improving organizational skills, setting short-term personal goals, improving communication skills with other students and teachers and keeping up to date with classroom assignments. In addition, the Life Strategies class is designed to help students identify their personal strengths and weaknesses, develop greater awareness of their emotional reactions, improve their ability to solve problems, and develop the ability to access help. The second year of the Life Strategies resource class is directed toward identifying the student's short and long term goals, examining potential career and vocational possibilities, understanding the consequences of dangerous behaviors, and using strategies to solve personal and interpersonal problems.

If students successfully develop the techniques and methods reviewed in the Life Strategies class during their first two years, students may not require a daily resource period during their last two years. The Life 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 Life Strategies Resource Program 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.

Building the future, one student at a time.

Assume responsibility for his or her academic performance and behavior.

Building the future, one student at a time.