

Course Name: Support Instruction (Pull - Out Support)

Course Number: 90

Date Written: November 19, 2008

Level and Number of Credits: Level - 1.06, Credits - 5

Prerequisites: none

Grade Levels Offered To: All

Course Description:

The Support Instruction Pull - Out Support program is designed to support the special needs student in his/her academic content area classes. This course focuses on the provision of individual academic assistance and encourages study skills success in specific general education classes. The Support Instruction Pull - Out Support program provides its students with the opportunity to utilize a variety of individual compensation strategies for their own educational needs. The Support Instruction Pull - Out Support program empowers its students to take responsibility for their education, their lives and their transitional planning. The program is specifically designed to maximize the potential of each special needs student and provide support to his or her regular education placement. This will enable the student to become more independent in school and in life after graduation.

It is recognized that communication is a key factor in assuring the success of the Support Instruction Pull - Out Support program for each student. Bi-monthly, the Support Instruction Pull - Out Support teacher will communicate with the core content teachers of each student through the electronic grading system (STI). The academic information (progress check) will be provided to the student, parent and/or legal guardian according to the STI access schedule. Electronic informational access may be increased or decreased at the teacher's discretion depending upon individual student needs. The printed STI information (progress checks) will remain on file with the Support Instruction Pull - Out Support teacher for the school year. The procedure outlined above is in addition to the district's regular report card, warning notice policy.

Course Goals and Objectives:

DA0100 - To improve compensation skills within specified content areas.

- ❑ DA0101 - Student will take notes from one section/chapter in academic course textbook using standard outlining format each marking period

Criteria - 70% mastery

Evaluation - Teacher will evaluate and monitor ongoing written work throughout the school year.

- ❑ DA0102 - After a library orientation, student will be able to independently find the following resources in the school library: computers, SIRS, periodicals, computerized card catalog, fiction, non-fiction and encyclopedias.

Criteria: 70% mastery

Evaluation: Teacher will evaluate with a practical application "quiz".

- ❑ DA0103 - Student will make and take a 15 question multiple choice test, five questions short answer test and a one question essay test as a study strategy for their academic coursework during the school year.

Criteria: 70% mastery

Evaluation: Teacher will use study guides to determine test relevancy and practical application.

- ❑ DA0104 - As assigned from academic courses, students will conduct computer aided research in applicable subject area using one or more of the following resources: Internet, Grolier's Encyclopedia, Infopedia, United Streaming, Noodle Tools, SIRS Knowledge Source, Bell & Howard Proquest Direct, EBSCO HostGale on-line and Facts on File.

Criteria: 70% mastery

Evaluation: Teacher will evaluate the competency of computer-aided research tools through practical application throughout school year.

- ❑ DA0105 – Each semester, students will develop a personal shorthand system (list of symbols and abbreviations) that will enable note taking for each academic class.

Criteria: 70% mastery

Evaluation: Teacher will assign and monitor written work.

- ❑ DA0106 - Student will create a mnemonic device as a study strategy to remember facts from their academic coursework each marking period.

Criteria: 70% mastery

Evaluation: Teacher will assign and evaluate written work.

- ❑ DA0107 - Students will use visualization techniques to reduce anxiety before tests, quizzes and speeches.

Criteria: 70% mastery

Evaluation: Teacher will provide instruction and monitor stress levels through verbal interactions throughout the year.

- ❑ DA0108 - Student will read directions and ask for needed clarification from teacher and/or aide before beginning any assignment from all academic coursework throughout school year.

Criteria: 70% mastery

Evaluation: Through support instruction's written/verbal contact with all content area teachers

- ❑ DA0109 - Student will make 10 to 20 note cards on relevant details for a test or quiz as a study strategy throughout the school year.

Criteria: 70% mastery

Evaluation: Teacher will evaluate the content of written work.

- ❑ DA0110 - Student will use a study partner to prepare for academic evaluations as needed throughout year.

Criteria: 70% mastery

Evaluation: Teacher will monitor "study sessions" as they occur.

DA0200 – To develop organizational and social skills that aide in the educational learning process.

- ❑ DA0201 - Student will follow a school map to locate classrooms, bathrooms and lunchrooms independently during the first week of school.

Criteria: 70% mastery

Evaluation: Teacher tour and verbal exchange with student.

- ❑ DA0202 - During the first marking period, student will use student handbook to identify and describe five activities (clubs, sports, etc.) offered at High Point.

Criteria: 70% mastery

Evaluation: Teacher will evaluate the content of their written objective.

- ❑ DA0203 - Student will be able to identify positive/negative classroom attitudes through role-playing teacher/student interactions throughout the school year.

Criteria: 70% mastery

Evaluation: Teacher will facilitate and monitor role-playing exchanges and maintain verbal/written contact with content area teachers throughout the school year.

- ❑ DA0204 - Student will begin to self-advocate by seeking needed assistance, maintaining bimonthly contact with teachers and inquiring about make-up work after absence by the end of the first semester.

Criteria: 70% mastery

Evaluation: Success in academic courses, planner review and verified verbal and written correspondence with content area teachers.

DA0300 - To improve transition skills from high school to career/college.

- ❑ DA0301 – Juniors will prepare for the PSAT through viewing videos, using computer software and PSAT workbooks throughout the school year.

Criteria: 70% mastery

Evaluation: Teacher will assist in the sign-up and monitor student's preparation for the test.

- ❑ DA0302 - Seniors will prepare for the SAT through viewing videos, using computer software and SAT workbooks throughout the school year.

Criteria: 70% mastery

Evaluation: Teacher will assist in the sign-up and monitor student's preparation for the test.

- ❑ DA0303 - Student will use the career center as a resource for vocational and post-secondary academic choices.

Criteria: 70% mastery

Evaluation: Teacher will provide time and monitor usage of career center.

- ❑ DA0304 - Student will have the opportunity to participate in educationally based field trips in order to expose the supports available to students with learning disabilities.

Criteria: 70% mastery

Evaluation: Teacher will evaluate through observation and verbal discussion.

- ❑ DA0305 - Juniors will begin a monthly college/vocation-planning guide.

Criteria - 70% Mastery

Evaluation – Teacher will provide a planning guide and monitor monthly progress

- ❑ DA0306 – Seniors will complete the monthly college/vocation-planning guide.

Criteria - 70% Mastery

Evaluation – Teacher will provide a planning guide and monitor monthly progress

Core Course Curriculum Standards:

The Support Instruction Pull - Out Support program is designed to support the special needs student in his/her academic content area classes. The program is designed to provide academic assistance and to encourage success in specific general education classes. The core course curriculum standards designed for the regular education courses are supported and reinforced in the Support Instruction Pull-Out Support program.

Assignments:

- ❑ Planner - To receive full credit (10 points a day), your planner must include a daily class summary and HW assignments for all academic classes. It must be kept with you at all times and used in each class throughout the day. It is your responsibility to fill in all required information, even if you are absent.
- ❑ Classroom Productivity - To receive full credit (10 points a day), you must first clearly explain what academic course work you plan to accomplish during the class period. Second, you must follow through with that plan of action. " I have nothing to do " is not an acceptable response. Remember you must plan and remain on task for the full period!
- ❑ Compensation Skills Assignments - Several assignments will be introduced throughout each marking period. You will be asked to demonstrate these compensation skill strategies and apply them to your academic classes. This includes filling out grade charts and signed progress checks. Each assignment will be worth 50 points.

Materials:

Premier School Agenda (Daily Planner)
Assorted Franklin Electronic Spelling Devices
Texas Instrument Calculators
Graphing Calculators
Language Translators
Books on Tape
Mainstream Textbooks and Supportive Resources
Software - Inspirations, Co-Writer, Geometer's Sketch Pad
Quick Link Elite Pens

Evaluation Tools:

Individual Student Progress Checks
Individual Grade Charts
Daily Planner Monitoring
Compensation Skills Assignments
Daily Plan of Action

Course Policies:

Standards of Conduct

- ❑ Be on time and enter in a quiet mature manner.
- ❑ Come prepared to class.
- ❑ Show respect to students, teachers and their property.
- ❑ Your school planner is the textbook for this course. Do not rip out any pages or will be required to replace it!
- ❑ Zero tolerance on profanity, put-downs & bullying is expected.
- ❑ Maintain a volume controlled working atmosphere.
- ❑ Complete all assignments, tests and quizzes on time.

Rewards

- ❑ Positive phone call home
- ❑ Satisfactory progress report
- ❑ Teacher incentives

Consequences

- ❑ Warning
- ❑ Educational time out with a guidance notification
- ❑ Lunch detention with parent and office notification
- ❑ After school detention with parent and office notification
- ❑ Behavioral referral to the office
- ❑ Educational detention for missed work
- ❑ Serious offenses result in an immediate referral to the office

The procedure outlined above is in addition to the school district's standards of conduct policy defined in the student handbook.

References:

- ❑ The High Performing Teacher (Canter, 1994)
- ❑ The Resource Room (McNamara, 1989)
- ❑ Getting the Horse to Drink; How to Motivate Unmotivated Students (Stevens, 1995)
- ❑ 125 Ways to be a Better Reader (Wadlington, 2000)
- ❑ 125 Ways to be a Better Test Taker (Lazzardi & Wood, 1994)
- ❑ 125 Ways to be a Better Student (Currie, 1987)
- ❑ Crash Course for Study Skills (Soper, 1993)
- ❑ Pre-Referral Intervention Manual--Steven B. McCarney
- ❑ Contemporary Books Incorporated, Study Skills Series--Turkell
- ❑ Peterson
- ❑ SAT Word Flash--Peterson's
- ❑ HOT SAT Words--Bromberg, Lubb
- ❑ FAT City Videotape--Rich Lavoie
- ❑ Learning Disabilities & Social Skills Videotape and Teacher's Guide--Rich Lavoie

Enrichment Building Suggestions:

Support Instruction is primarily for the purpose of increasing compensation and organizational skills within the content areas; students will on occasion be able to complete the following enrichment-learning activities:

- ❑ Language and mathematical challenges provided in the daily planner
- ❑ SAT word of the week
- ❑ Newspaper articles on timely issues
- ❑ Crossword puzzles
- ❑ Library work
- ❑ Exploration of Career Center offerings
- ❑ Computers--various software and educational games
- ❑ Individual teacher initiatives
- ❑ Assorted magazines of interest
- ❑ Video viewing and follow-up exercises
- ❑ Study skills assessment and follow up activities

High Point Regional High School's curriculum and instruction are aligned to the state's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in the educational programs and be providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socio-economical status.