

CT Course Descriptions

RELATIONSHIPS

Students examine many different types of relationships through curriculum tools such as FLASH, Life Horizons, and Circles to enhance their ability to use positive communication and problem solving skills. Students will learn to express their needs, understand sexuality, develop and maintain relationships.

INDEPENDENT LIVING

Students will learn and practice the necessary skills required to live independently or in a supported environment. Topics include cooking, budgeting, phone skills, cleaning, clothing care, personal safety, scheduling, transportation and community access.

JOB SKILLS

Students will increase their communication techniques for job preparation, job search and job maintenance through occupational research of both competitive and supported employment.

ACADEMICS

Students are provided with individualized self-paced instruction in applied Reading, Writing and Math skills necessary for success in the community, work, apartment living and personal/leisure settings. Students are treated as adult learners and are encouraged to make decisions about curriculum according to their learning styles and present goals.

LEISURE/RECREATION

Students will explore leisure and recreation activities available in the community through the use of community transit. Students will have access to the YMCA to work on achieving goals.

SELF DETERMINATION

Students receive instruction in self-determination and advocacy including goal setting, communication styles and conflict resolution. Students are presented with real world situations to implement learned skills. Students learn the steps to conducting their IEP meeting using the Self-Directed IEP curriculum.

VOCATIONAL EXPERIENCE

Students will participate in on-site training in a community setting to enhance their work readiness skills. Goals will be established through a work-based learning program and students will be assessed through a worksite evaluation based on their job-specific skills, interpersonal skills and work readiness.

TECHNOLOGY

TRANSITION PLANNING

Students receive academic, organization, and self-determination support in their post-secondary goal areas including college support and other transition areas.

WORK BASED LEARNING

Work-based learning is an opportunity to gain and practice the skills necessary to become employable and network within community settings. The experience can be paid or unpaid. The Work-Based Learning Coordinator sets up work experiences before the first day of employment, in the case of a paid job. The coordinator does an on-site visit

to your place of employment. An agreement is signed by all parties including you, your parent/guardian, your employer and the Work-Based Learning Coordinator.

Once the job duties that you are expected to perform are defined by the employer, learning objectives are established for you to accomplish over the course of the semester. New learning objectives are created at the beginning of the next semester. Your evaluation of the work experiences is based on your completion of your learning objectives. Two or three site visits will occur over the course of the school year and four over-the-phone work evaluations will also be obtained. For paid work experience, you are expected to turn in a calendar each month indicating the hours worked per day over the course of the month. At the end of the month, you need to obtain your supervisor's signature in order to verify the hours to get credit. You must turn in your form by the last school day of the month.