

SPECIAL EDUCATION Course Offerings

The Suffield High School Special Education Department offers a comprehensive program of education and support services for students who are eligible for special education. Programs are designed to meet student needs based upon an individualized educational plan. Suffield High School strives to provide students with special needs a program in the least restrictive environment. The least restrictive environment ensures that those students with disabilities are educated with nondisabled peers to the maximum extent possible.

Programming options include:

- Regular classes with program modifications
- Regular classes with resource services provided in a small group setting for a prescribed number of hours a week
- Independent curriculum opportunities with instruction in the mainstream environment to the maximum extent possible.

Suffield High School offers transitional planning services to students with special needs. Special Education teachers, guidance counselors, and related service faculty, provide students and parents with vocational assessments, explore transitional opportunities, and access community resources. The school also serves as a liaison between students and vocational opportunities within the community.

HUMAN RELATIONS #9923 (S1) & 9924 (S2)

0.5 credit

This course is designed for special education students who attend general education classes and require an additional supportive environment staffed by a transdisciplinary team. Its focus is on developing student skills and competencies in personal and social domains. The goal of the course is to be proactive in nature; therefore, it is important to provide students with the skills and strategies necessary to manage emotions, arrive at good decisions, and develop the coping skills that are necessary in meeting daily demands and expectations.

LIFE SKILLS #9916 (S1) & 9917 (S2)

0.5 credit

This course is designed for students who qualify to receive special education, attend general education classes, and require additional support with functional skills. Life Skill Education instruction focuses on concepts and skills needed for successful adult living including personal, social, daily living, communication, and vocational skills. This comprehensive course will emphasize data driven, individualized areas of need which includes self-advocacy/self-determination, time management, self-monitoring, activities of daily living such as cooking, wellness & personal safety aspects, hygiene, relationship skills, communication, dealing with social media, peer pressure, leadership skills, decision making, and good citizenship in an outcome-based manner.

LITERACY SKILLS #9912 (S1) & 9913 (S2)

0.5 credit

This course is designed for students who qualify to receive special education, attend general education classes, and require additional support in the development of literacy skills. Specialized instruction will address needs in the areas of literal and inferential comprehension strategies, reading decoding, reading fluency, strategies for teaching written responses to texts, vocabulary skills, writing fluency, grammar/editing skills, and organization of writing. Targeted strategies and modeling will also be provided with a focus on organization, self-advocacy, time management, test taking, classroom learning, and transition skills.

NUMERACY SKILLS #9914 (S1) & 9915 (S2)

0.5 credit

This course is designed for students who qualify to receive special education, attend general education classes, and require additional support in setting up and solving equations and word problems. Remediation and specialized instruction will address needs in the areas of basic math skills, understanding the vocabulary associated with math word problems, graphing, solving equations, and theorems. Targeted strategies and modeling also will be provided with a focus on organization, self-advocacy, time management, test taking, classroom learning, and transition skills.

LITERACY/NUMERACY SKILLS #9925 (S1) & 9926 (S2)**0.5 credit**

This course is designed for students who qualify to receive special education, attend general education classes, and require additional support in the development of both literacy and numeracy skills. Students will split their weekly time between two teachers, in two classrooms to develop and remediate skills in the areas of reading, writing and math. Specialized instruction in numeracy will address needs in the areas of basic math skills, understanding the vocabulary associated with math word problems, graphing, solving equations, and theorems. Specialized instruction in literacy will address needs in the areas of literal and inferential comprehension strategies, decoding, reading fluency, strategies for teaching written responses to texts, vocabulary skills, writing fluency, grammar/editing, and organization of writing. Targeted strategies and modeling will also be provided with a focus on organization, self-advocacy, time management, test taking, classroom learning, and transition skills.

SOCIAL SKILLS PRAGMATICS #9920 (S1) & 9921 (S2)**0.5 credit**

This course is designed for students who qualify to receive special education, attend general education classes, and require additional support in regulating their social emotional wellness from interfering in school success. Targeted strategies and modeling will be provided with a focus on recognizing behaviors that interfere with social communication, and strengthening interpersonal skills to successfully participate within the educational setting. Social Skills education teaches students appropriate interpersonal communication skills, (e.g., identifying personal space, maintaining eye contact, engaging in non-preferred topics of conversation, appropriately initiating and closing conversation, and recognition of nonverbal cues), and problem solving skills. It combines a number of strategies to prevent and replace problem behaviors, and increase skills and behaviors leading to social competence.

SOCIAL SKILLS EXECUTIVE FUNCTIONING #9918 (S1) & 9919 (S2)**0.5 credit**

This course is designed for students who qualify to receive special education, attend general education classes, and require additional support in regulating their emotions and behaviors that interfere with school success. Direct instruction and support in the areas of organization and long term planning are also a focus. A plan of strategies for self-advocacy, self-monitoring and study skills will be developed on an individualized basis with the student. Targeted problem solving and regulation strategies and modeling will be provided. The class will also focus on time management, test taking, classroom learning, and transition skills.

INDEPENDENT READING #9996**1.0 credit**

This course is designed for students who qualify to receive special education and require an alternative setting for reading and writing instruction. Independent reading can take the place of the grade level English requirement. This class is typically recommended for students with cognitive delays and/or have a significant impairment related to reading or writing. Students in this class are provided with instruction focused on functional reading and writing skills and address individualized IEP goals and objectives in reading, writing and transition.

INDEPENDENT MATH #9991**1.0 credit**

This course is designed for students who qualify to receive special education and require an alternative setting for math instruction. Independent math can take the place of the grade level Math requirement. This class is typically recommended for students with cognitive delays and/or have a significant impairment related to math. Students in this class are provided with instruction focused on functional math skills and address individualized IEP goals and objectives in math and transition.