



LEARNING PREP SCHOOL

Summer Program Curriculum Overview

The Learning Prep School Summer Program goal is to maintain progress and prevent substantial regression through structured educational and social experiences. The students benefit from the appropriate academic instruction, teacher directed interactive academic lessons, strategies and accommodations responding to students' learning styles, skill reinforcement and social skills training through the following classes.

Middle School Program

(Entering Grades 5-8)

Reading: Reading consists of a variety of activities targeting specific skills and strategies through use of articles and short stories. Skills including vocabulary, (e.g., describing salient details, defining vocabulary, comparing and contrasting, identifying synonyms, antonyms, and multiple meaning words) language processing skills, (e.g., visualization, chunking, paraphrasing) and higher-level language skills (e.g., inferencing, predicting, main idea, and summarizing) are targeted through class discussion and comprehension questions. Reading fluency was incorporated during each class through use of the Wilson Reading System®.

Writing: Students participate in review of nouns, adjectives, and verbs and identified these within sentences. Additionally, students review editing skills (e.g., punctuation, capitalization, syntax, and grammar) and practice these concepts while editing sentences as well as their own work. While summarizing short stories, students use graphic organizers in order to generate accurate and succinct summaries that included all relevant information and transitional phrases. Finally, in order to expand their written expression, a visual tree map of conjunction types is beneficial to students when combining 2-3 simple sentences into 1 complex sentence.

Math: Students focus on application and practical everyday problems. Fundamental math skills such as addition, subtraction, and basic multiplication are reinforced to mimic real life skills such as grocery shopping. They also practice counting coins and bills, including identifying equivalent amounts using different coins. In addition, they work on real-world concepts using restaurant menus to choose their own items to calculate the total amount of the bill. Students practice reading and interpreting basic word problems, including two step problems involving money that reinforced money concepts.

Speech/Language Therapy: To naturally enhance social communication skills, class began with students engaging in structured conversations regarding functional topics. During this time, students work on consistently applying conversation skills including aspects of their language (remaining on topic, generating relevant follow-up questions and connected comments), speech

(monitoring rate, volume, tone), and nonverbal cues (eye contact, posture, gestures). Additional social language skills involved following the “unspoken rules” of conversation, problem-solving, and perspective taking. *Social Thinking* concepts (thinking bubble/talking bubble, social filter, unexpected/expected behaviors) and the *Zones of Regulation* framework were reviewed both formally and incidentally. During vocabulary activities, students describe objects by including the most salient features (category, function, appearance). Higher-supporting details.

OT: Skills utilized included but were not limited to: sequencing skills, fine motor coordination, and visual motor skills. Occupational Therapy/Work Center services are provided in small group classes within horticulture and the kitchen, which allows student to generalize skills across different settings and tasks. Student engage in various multi-sensory and multi-step activities. Example activities include: caring for plants in the garden and various baking activities (making bread and cookies).

Physical Education: Our adapted Physical Education program provides students with an appreciation for and an understanding of wellness in a safe, fun learning environment. Students participated in a variety of team-building games, leisure activities, and traditional sports to help foster the development of their physical, cognitive, and social/emotional skills. Through this curriculum, students improved physical skills such as body awareness, throwing and catching, and hand-eye coordination; cognitive skills such as following multi-step instructions, adhering to game rules, and applying critical thinking skills; and social/emotional skills such as cooperation, communication, and good sportsmanship.

Art: Students are able to choose from a variety of activities and materials available to create both structured and open-ended projects. Some examples of projects available include model magic, zentangles, Brusho water crystals (powdered watercolor painting), fuse beads, string art (friendship bracelets), paper art, and drawing with a variety of mediums (oil crayons, pastel chalk, markers, pencils, or crayons) on a variety of surfaces (drawing paper, glossy paper, watercolor paper, boxes, aluminum foil, or coffee cups). While creating, students were encouraged to engage in appropriate social conversations and interact with each other.

Computers: Students practice typing using Typing Pal. They also participate in activities such as creating a slideshow, including finding pictures on the internet, and adding animation into their slideshows.

Electives: Various electives are offered at the end of each day including: a variety of sports (such as kickball, football, Frisbee golf, basketball, etc.), yearbook/photography, food service, arts and crafts of many different types (such as coffee cup art, making bracelets, sand art, sewing), interactive video games, history of hip hop, introduction to driver's ed, making slime, egg drop, "sushi" candy art, etc.

Sample Middle School Schedule

Homeroom: 8:00-8:13					
	Monday	Tuesday	Wednesday	Thursday	Friday
1 8:15-9:00	Math	Math	Math	Math	FIELD TRIP DAY
2 9:02-9:47	Computers	P.E	Computers	Art	
Break: 9:49-10:00					
3 10:02-10:47	Reading	Reading	Reading	Reading	
4 10:49-11:34	O.T.	Speech	Art	Speech	
Lunch/ Recess: 11:36-12:19					
5 12:21-1:05	Writing	Writing	Writing	Writing	
6 1:07-1:51	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE	
Homeroom: 1:53-2:00					

High School Program

(Entering Grades 9-12)

Reading: Concepts such as the process of highlighting key ideas, themes, identifying the main idea, answering literal and inferential questions, character development, setting, theme, conflict, cultural/social context in stories and comparing inferences vs facts are covered.

Writing: Concepts such as parts of speech, sentence structure, paragraph organization, narratives, utilizing Thinking Maps, using reference sheets, including vivid vocabulary and details, editing/revising, poetry, and creative writing are covered.

Math: Functional math skills are covered throughout the summer, with an emphasis on money and time concepts. Calculating speed, unit rates, making change, using percents/decimals/fractions, sales tax, and mean/median/range are covered.

Speech/Language Therapy: A speech/language pathologist provides services for students who are at risk for regression in their speech/language skills. This may occur in Social Communication classes, where speech pathologists offer extra support around Michelle Garcia Winner's Social Thinking vocabulary and concepts. Students work to generalize these concepts into conversations and activities within the structured setting of Social Communication class. A speech/language pathologist may also push into some Reading or Writing classes to offer language support in a more academic setting, focusing on vocabulary, comprehension, inferential thinking, summarizing, and other language skills.

Occupational Therapy: An Occupational Therapist provides services for students who are at risk for regression in their OT skills. An Occupational Therapist will push into classes, such as Food Service or academic classes, offering support around initiating tasks, completing multi-step tasks, problem solving during a task, time management, and other executive functioning skills.

Senior Work Placement: For many senior students, this is their first job. Basic job skills are the focus, including initiating tasks, remaining focused on a task, working with peers and employees, following directions, and self-advocating.

Life Skills: Students learn about life skills, such as grocery shopping/meal planning, completing laundry, ordering from a menu, life skills math (such as doubling a recipe or making change), key terms related to life skills, and community resources.

Physical Education: Students focused on practicing skills including working as a team, verbal and nonverbal communication, hand/eye coordination, physical skills (kicking, striking, etc.), score keeping, and fitness. Activities may include badminton, soccer, basketball, playground games, and fitness circuits.

Food Service: Students work on skills including cleaning, measuring, serving food, and customer interactions. Tasks include painting pizzas, making sauces, making cookies, cleaning/sanitizing, dishes, following flow maps, and knife safety.

Social Communication: Concepts such as verbal/nonverbal communication, messages sent through facial expressions/gestures/body language, recognizing and identifying different types of

nonverbal communication, zones of regulation, coping skills, open body language vs closed body language, asking follow up questions, and unwritten social rules are covered.

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Sample High School Schedule

(Senior students are working on Mondays and Tuesdays)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15 Morning Meeting	Morning meeting in cafeteria	Morning meeting in cafeteria	Morning meeting in cafeteria	Morning meeting in cafeteria	Morning meeting in cafeteria
Period 1 8:15-9:00	PE	Social Communication	Social Communication	PE	Field Trip
Period 2 9:02-9:47	Art	Computers	Food Service	Life Skills	
Break in cafeteria 9:49-10:00	Break in cafeteria	Break in cafeteria	Break in cafeteria	Break in Cafeteria	
Period 3 10:02-10:47	Reading	Reading	Reading	Reading	
Period 4 10:49-11:34	Writing	Writing	Writing	Writing	
Period 5 11:36-12:21	Math	Math	Math	Math	
Lunch in cafeteria 12:21-12:51	Lunch in cafeteria	Lunch in cafeteria	Lunch in cafeteria	Lunch in cafeteria	
Elective 12:51-1:51	Your choice elective!	Your choice elective!	Your choice elective!	Your choice elective!	
Dismissal 1:53-2:00	Dismissal in cafeteria	Dismissal in cafeteria	Dismissal in cafeteria	Dismissal in cafeteria	Dismissal in cafeteria