



## TANTASQUA REGIONAL SENIOR HIGH SCHOOL

### PATHWAYS TO S.U.C.C.E.S.S.

Students Using Curriculum and Community to Excel in School and Society

PATHWAYS TO S.U.C.C.E.S.S. at Tantasqua High School serves students in grades 9 through 12 who have intellectual impairments and/or Autism in the mild to moderate range. These disabilities present a wide range of communication, academic, behavioral, and life skill challenges. The program provides real life experiences for the students. These students tend to have great difficulty transferring skills from the classroom to the community. The curriculum provides community-based experiences that lend meaning to classroom lessons and continues throughout the remainder of each student's school career. The program begins with the introduction of basic skills needed to participate in a meaningful way in our community.

Pathways students have a history of learning difficulties and limited social skills that set them apart from their peers in most general education classrooms. Usually these issues have interfered with their academic and social success. The faculty provides a supportive and secure environment in which academic, daily living, and vocational skills are addressed. Students will participate in general education classrooms and programs as often as the experience is meaningful.

The theme of PATHWAYS to S.U.C.C.E.S.S. is to promote a healthy and positive sense of independence and confidence in students as they approach adulthood. We strive to provide each student a balance between support services and the freedom to independently make choices.

Students take periodic trips to stores, restaurants, and community facilities to foster the generalization of targeted skills to a larger environment.

The four blocks of the high school day address functional English, functional math, basic personal fitness and life skills

#### Functional English:

The goal of this course is to foster communication and the use of language through oral, written and/or augmentative means. Topics may include:

providing personal information, appropriate greetings, expressing needs and preferences. Students engage in conversation by answering "who, what, when and where" questions. Students will ask questions, read (with words or pictures) and follow step-by-step directions. Literature and social stories are used to address vocabulary, comprehension and social skills. Students are exposed to functional and safety vocabulary related to the school community.

#### Functional Math:

The goal of this course is to develop math skills that are important for daily living. Topics may include: time intervals, time management, and math language and concepts such as "half-way". Students are exposed to money skills, measurement, and simple computations for real-life purposes.

#### Basic Personal Fitness:

The goal of this course is to encourage students to participate in physical activities to enhance fitness, fun and increase social interaction. Areas include daily fitness programs to introduce a variety of activities such as stretching, walking, using of exercise equipment, snowshoeing, and playing team sports such as soccer, basketball, bowling, bocce ball. Students are encouraged to participate in the Special Olympics training and games.

#### Life Skills:

The goal of this course will be on developing personal care/hygiene. Students are assisted and assessed with managing their personal care (hand washing, face washing, teeth brushing, hair brushing, nose care, nail care, skin care, checking themselves over, etc.) Students are also developing responsibilities and managing their personal belongings. Students are encouraged to participate in extra-curricular activities that are offered (recycling, swimming, relay-for life, etc.).