

THE

**ELEMENTARY**

PROGRAM

## **ELEMENTARY SCHOOL PROGRAM**

The Elementary School provides the students with a comprehensive academic program, as well as instruction in life skills and personal-social development. The IEP goals and objectives are based on the student's current level of functioning and developed utilizing the New Jersey Core Curriculum Content Standards. An individualized approach is used to teach and reinforce learning. At the elementary level, emphasis is placed on the acquisition and development of new skills. Occupational therapy, physical therapy, speech therapy and counseling services are also provided for students, as indicated in the IEP.

### **GOALS**

1. To develop academic skills in the nine areas of the New Jersey Core Curriculum Content Standards (NJCCCS).
2. To develop life skills and personal-social skills to function as independently as possible in the home and in the community.

### **ENTRY CRITERIA**

1. Eligible for Special Education Services as cited in N.J.A.C. 6A:14.
2. Chronological ages 5 to 10 years.
3. Identified as needing an alternative elementary program, consisting of small structured, self-contained classrooms based upon the developmental needs of the students.
4. Student needs for program placement are reviewed on an individual basis.

### **PROGRAM DESCRIPTION**

#### **Academic Skills:**

The academic component of the program is based on the NJCCCS. Instruction is presented at the functional levels of the students. Individualized strategies and materials are utilized according to the varying needs, abilities and learning styles of the students. Computer technology is also incorporated into instruction. Communication skills are an integral part of all classroom activities. These skills are achieved through various modes

of instruction, which may consist of speech, sign language, picture communication symbols, the Picture Exchange Communication System (PECS) or through the use of augmentative communication devices.

### **Personal-Social Skills:**

The Elementary Program gives the students many opportunities to develop and practice appropriate personal-social skills. Students in this program learn about themselves, as well as social boundaries and expectations. Healthy interpersonal relationships are developed and nurtured within the classroom through various cooperative and interactive activities.

### **Life Skills:**

Life Skills activities provide a hands-on approach to facilitate the development of independent self-help skills in the areas of eating, dressing, personal hygiene, grooming and safety. The Activities of Daily Living (ADL) Room also provides a kitchen setting in which students develop basic food preparation skills, table setting, and appropriate table etiquette.

### **Career Awareness:**

The Career Awareness component of the program begins to explore various workers in the community, why people work and the traits of a good worker. Developing good work habits is emphasized and reinforced in the Elementary Program. Students are also given the opportunity to visit the work programs in the high school and eat at the school restaurant.

### **Health and Physical Education:**

These classes provide students with the opportunity to participate in various games and activities, while improving their health and fitness. Through these experiences, students develop a positive self-image, an understanding of teamwork and an appreciation of good sportsmanship.

### **Art:**

Art activities serve to build student confidence and self-esteem. Students generally receive art instruction on a weekly basis. Students have the opportunity to develop their creativity through individual projects,

cooperative learning projects, and sensory experiences. These activities also encourage the students to develop their listening skills, fine motor abilities, perceptual skills and interpersonal relationships.

### **Music:**

Music instruction is provided by the music teacher. The music program provides a wide variety of activities and experiences including movement, song, listening and instrument -playing. Some activities are structured so that the student's visual and auditory attending skills are emphasized; other activities are left open to the student's internal creativity through improvisation. The music activities stimulate the student's receptive and expressive communication skills and motor skills. Social skills are also developed by using turn-taking and participating in partner and group activities. The goal of the program is to provide these students with a positive interactive music experience.

### **Physical Therapy:**

Physical therapy offers expertise that helps to develop functional mobility through the use of therapeutic exercise and adaptive devices.

### **Occupational Therapy:**

Occupational Therapy offers expertise that encourages student engagement in activities that promote successful participation in school and community environments. This includes educational tasks, activities of daily living, and social participation, play and leisure activities.

### **Speech Therapy:**

Group and individual therapy services are provided as needed to facilitate functional communication. A total communication approach (verbal output, sign language, pictures, and voice output devices) are implemented to provide optimal opportunities of communication.