

Functional Academics—Life Skills Class Description

Curriculum in the Functional Academics program includes teaching students to use money, tell time, write a budget, pay bills, use a computer and phone, fill out applications, complete planners and schedules, and read sight words in the classroom and community. Students learn to use calculators, manage checking and savings accounts, and use ATM cards. In addition, students spend time in the community practicing these skills in grocery stores, banks, and restaurants.

Another aspect of the Functional Academics program teaches students vocational skills such as data entry and filing. Many of our students begin in jobs on campus in the counseling office, library, cafeteria, and attendance office.

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Peer Tutor Grade Requirements

The following requirements appear in the *Student Handbook for Peer Tutoring*. Have your tutors review them and write the due dates in their handbooks.

To Maintain an “A”

- Spend time with a special needs student, three times a term, outside of class time.
- Keep a weekly record using “My Peer Tutor Journal” found in the back of the student handbook. Write about experiences as a peer tutor working with special education students. Turn in the journal at least three times per semester. The first due date is _____.
- Educate at least one of your peers about disabilities. Explain to the special education teacher how you accomplished this.

To Maintain a “B”

- Spend time with a special needs student, two times a term outside of class time.
- Keep a weekly record using “My Peer Tutor Journal” found in the back of the student handbook. Write about experiences as a peer tutor working with special education students. Turn in the journal at least three times per semester. The first due date is _____.
- Educate at least one of your peers about disabilities. Explain to the special education teacher how you accomplished this.

To Maintain a “C”

- Work with special needs students in class.
- Keep a weekly record using “My Peer Tutor Journal” found in the back of the student handbook. Write about experiences as a peer tutor working with special education students. Turn in the journal at least three times per semester. The first due date is _____.
- Educate at least one of your peers about disabilities. Explain to the special education teacher how you accomplished this.

Peer Tutor Training Agenda

Introduction to Peer Tutoring

- Goals and Objectives of the Training
- Disability Awareness and Etiquette
Complete Activities 1 and 2

Teaching Methods

- **Prompts**—Initial Prompting and Fading Prompts
- **Reinforcement**—What It Is and How to Use It
Complete Activities 3 and 4
- **Correction Procedures**—What They Are and How to Use Them
Complete Activity 5 and 6
- **Data Collection**—Monitoring Student Progress
Complete Activity 7

Standards and Grading

- Standards and Expectations of Peer Tutors
- Grade Requirements

Peer Tutor Training Objectives

1. Tutors will understand what a reinforcement procedure is and how to use verbal reinforcement.
2. Tutors will learn how to use correction procedures when a student makes a mistake.
3. Tutors will be able to use data collection systems to monitor a student's progress across a variety of programs and learning activities.
4. Tutors will gain an understanding of different types of disabilities and how these disabilities affect learning.
5. Tutors will learn strategies for dealing with different students' behaviors and communication styles.