

Transition Classroom South - Learning Process and Philosophy

The Community Classroom South strives to teach students independence, self-sufficiency and self-determination. Students are active participants in designing a schedule that matches their interests and abilities.

Students are taught life skills, safety skills, problem solving skills, social skills, functional academic skills and the skills needed to access the community independently.

Students are taught to rely on their own resources whenever possible and to whatever extent they can, at any given time. If a student is capable of doing something themselves, that is the expectation.

All students make mistakes during this process. Genuine errors are discussed and considered an ideal opportunity to learn from the mistake.

The assumption is made that students are in this classroom in order to learn to access the community independently and that as skills are taught and learned, support is faded. A common example of the student learning process include students that go from never having relied on themselves to catch a bus and go to work, LCC, etc., to checking in with us in the morning and then carrying out their schedules independently, checking in by phone.

A student may show progress and then regress slightly, for whatever reason. Students may need to review and practice their acquired skills, and rely on additional support during this time. However, the expectation is that they will work with staff to solidify these skills and then continue to increase skills needed to be independent in conducting their schedules.

Students that have been in the classroom for longer periods of time, and are accustomed to the routine, are considered active members of the group learning process and act as positive peer role models to less experienced students. This results in a peer culture that expects increased maturity among students. Immature and inappropriate behaviors are discouraged not only by staff but also by students, often subtly but also quite clearly.

Each individual learns and progresses at a different rate, but when the student and family are in agreement with, and support the goals of the classroom, this progress is generally impressive, and often quite stunning.