

Self-Regulation Class

PROGRAM DESCRIPTION

The **Self-Regulation Class** provides an early intervention (Grades 2 & 3) and intensive support program which seeks to support the development of self-regulation skills embedded in an academic focused program. Students will develop self-regulation skills and be supported in opportunities both within the program learning space and through integration.

- Maximum of eight students

This is a special education class with partial integration.



For more information, please contact the Special Education Resource Teacher (SERT) or Chief of Psychological Services for the Durham District School Board.

Our Mission

The Durham District School Board is committed to fostering success and independence for each student by providing a range of pathways, programs, opportunities and services. Students with special education strengths and needs are supported in inclusive environments that enable them to develop to their own full potential.



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Inclusive 
STUDENT SERVICES

GROVE · PSYCHOLOGICAL SERVICES · SOCIAL WORK AND ATTENDANCE
SPECIAL EDUCATION · SPEECH LANGUAGE AND HEARING · VISION

SELF-REGULATION CLASS

MANY PATHS TO
Success

*Meeting the Needs of
All Students Through
a Range of Programs
and Placements*



How do we **serve** our students?

Students' needs can be met through a variety of programs, placements and class types within the DDSB. We strive to help every student meet their full potential, while fostering the highest level of independence possible for each student. We work with parents/guardians and board staff to determine the placement that best meets the student's needs, whether that is in a regular classroom, or for some students, in a special education class.

We place a strong emphasis on the inclusion of our students with special needs, providing meaningful, individualized integration opportunities for students accessing special education programs.

Special Education Class **Placement**

Some students require a higher level of support, more intensive intervention and specialized services in order to meet with success. For those students, parents and guardians may be offered an opportunity to explore a Special Education Class placement. In the DDSB, we provide eight class types that meet the needs of students with a specific learning profile and that have clearly defined outcomes of student success.

- Deaf/Hard of Hearing Program
- Developmental Program
- Gifted Program
- Practical Learning Program
- School Support Program
- **Self-Regulation Class**
- Structured Learning Class
- Transition to Work Program

Self-Regulation Class Details

PROGRAM OUTCOMES:

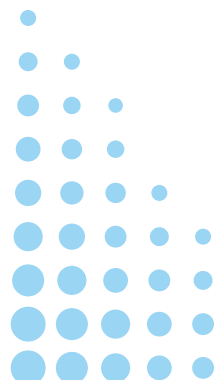
To target Self-Regulation (SR) areas for student growth, to enhance academic achievement and well-being. Self-regulation is a component of higher order thinking skills called 'executive functioning.' These skills help us to decide what activities or tasks to which we should pay attention, decide which tasks we should choose to do, figure out a plan to organize ourselves in each of these activities, sustain our attention and to persist in completing these tasks, manage our emotions, monitor our thoughts and behaviour to work more efficiently.

SELF-REGULATION CLASS STUDENTS:

- Are assessed in their Grade One or Two year for placement in Grades Two and Three
- Exhibit challenges with cognitive, behavioural or social self-regulation

STAFFING:

- One Special Education Teacher
- One Educational Assistant
- Supported by the Board's multi-disciplinary professional support staff



The Self-Regulation Class will:

- Assess the student's strengths and needs in self-regulation;
- Teach, model, rehearse and reinforce specific SR behaviours;
- Use Applied Behaviour Analysis (ABA) to understand functions of the student's behaviour and inform the targeted SR programming;
- Promote generalization of skills in other school settings, including the student's community school and at home;
- Encourage parent engagement to help with the generalization of SR skills.

