

STRUCTURE LEARNING 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 his or her 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 for their child. 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
- **Structured Learning Class**
- Transition to Work Program



Structured Learning Class Details

PROGRAM OUTCOMES:

To demonstrate increased levels of independence and self-regulation in a variety of settings. Students will also build capacity in their social skills, self-advocacy skills, communication and work-readiness skills.

STRUCTURED LEARNING CLASS STUDENTS:

- **Are formally identified as students with Autism Spectrum Disorder** (may have other identifications)
- **would benefit from intensive support in various domains including: social skills, self-regulation, and communication, to help facilitate generalization and maintenance of acquired skills**
- **Are working on Ontario or Alternative curriculum expectations**

STAFFING:

- One Special Education Teacher
- Minimum of two Educational Assistants to provide support in the SLC and integration
- Supported by the Board's multi-disciplinary professional support staff

The Structured Learning Class will develop skills in the following areas:

- **Life Management** (independent living, self-regulation, self-advocacy, self-esteem, self-awareness);
- **Healthy Living** (personal safety skills, physical education, sexual health);
- **Communication skills;**
- **Social skills and social thinking skills;**
- **Community engagement and vocational skills;**
- **Literacy and numeracy skills**

Structured Learning Class

PROGRAM DESCRIPTION

The Structured Learning Class (SLC) provides intensive support for students diagnosed with Autism Spectrum Disorder (ASD) who are working on Ontario or Alternative curriculum expectations. Teaching strategies based on Applied Behaviour Analysis (ABA), ie. Structured Teaching TEACCH®, data collection, positive reinforcement and generalization, are utilized to develop skills in a variety of domains including but not limited to: communication, self-regulation, and social skills.

- **Maximum capacity of six students**

This is a special education class placement with partial integration.

For more information, please contact the Special Education Resource Teacher (SERT) or Special Education Head (Secondary Schools) at your child's school and/or Chief of Speech Language and Hearing 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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