



STRUCTURED LEARNING CLASS (SLC)

PROGRAM OVERVIEW





Meet the SLC Team

Teacher: Mrs. McAfee

Para: Ms. Bloodsaw

Para: Mrs. Porsha

Para: Ms. Mitchell



INSTRUCTION IN SLC



- focused at the pre-requisite skills level.
- differentiated and designed to meet individual student levels.
- primarily provided through small group and station teaching, with minimal whole group.
- activities and materials allow for hands on learning and experience (not paper/pencil all the time).
- activities are be engaging and serve a specific learning purpose.
- presented in a functional manner that allows for the meaningful application of skills.



STRUCTURED
TEACCH
COMPONENTS

Physical Structure

Schedules

Work Systems

Routines and Visual Strategies

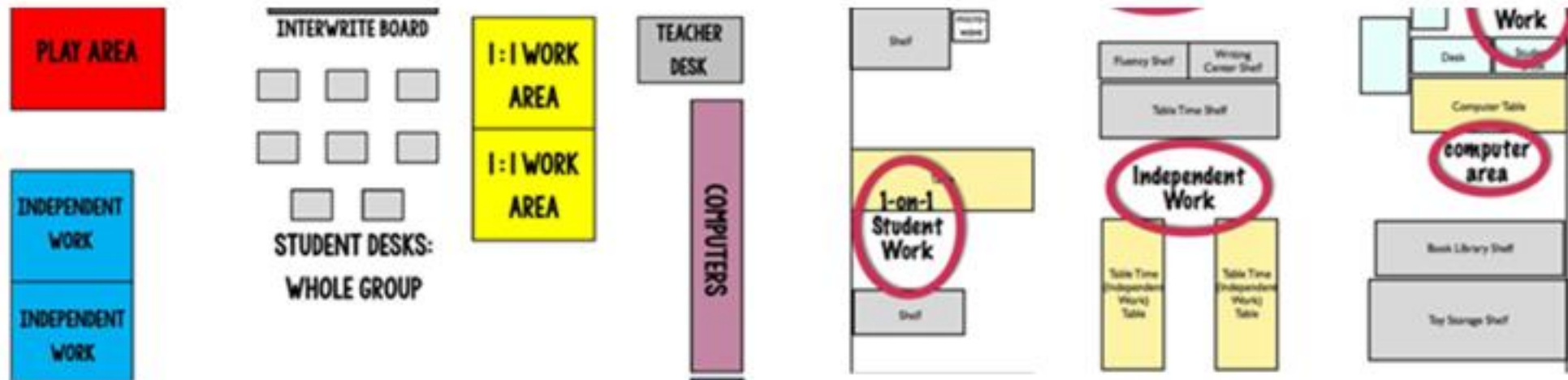
Visual Structure



- Morning Routine
Weather/Calendar/Temperature...
- Morning Binders
- Rotations
- Story time and activity
- Current Event-News 2 You
- Independent Work
- Lunch/Recess
- Promethean- Starfall
- Work Tasks
- Afternoon table work
- Special Classes throughout the day



PHYSICAL STRUCTURE



You should have a well-defined and highly organized physical arrangement, which defines areas for learning specific tasks.



AREAS FOR SPECIFIC TASKS

Elementary: : play, independent work, self-help skills, small group work, direct teach, pre-vocational, whole group, sensory/calm down area

Secondary: leisure, workshop/vocational skills, domestic skills, self-care/grooming, direct teach, independent work, small group, sensory/self-regulation area



GRADES

- Follow district and campus expectations for number of grades and requirements for major and minor grades.
- Utilize the district **grading rubric** to obtain grades for students on alternative curriculum
- Collaborate with general education or elective teachers for grade assignments (it may be necessary to provide these teachers with the rubric).

Relative Understanding of TEKS Content/Concepts	Points	Level Of Support	Points	Level of Engagement	Points	Task Completion	Points	Total Points	Grade Conversion
Demonstrates 90-100% Understanding	4	Independent	4	Fully engaged	4	90-100% task completion	4	16	100%
Demonstrates 75-89% Understanding	3	1 or 2 cues	3	Mostly engaged	3	75-89% task completion	3	11-15	90%
Demonstrates 50-74% Understanding	2	3 cues	2	Partially engaged	2	50-74% task completion	2	6-10	80%
Demonstrates 01-49% Understanding	1	>4 cues or prompts	1	Minimally engaged	1	01-49% task completion	1	1-5	70%
Demonstrates 0% Understanding	0	Task resistant or noncompliant	0	Not engaged	0	0% task completion	0	0	69%



MRS. MCAFEE

My Experience:

I graduated from the University of Houston. Go Coogs!

I am in my 6th year of teaching. I taught in Fort Bend ISD now Lamar CISD. I have taught, 2nd, Resource/ Inclusion, and now C-SLC.

My contact information:

Valerie McAfee

Valerie.mcafee@lcisd.org

832-223-4760

My Expectations:

Students will perform each day to the best of their ability so that they become life-long learners.

Student's behavior will be recorded each day in the daily folder and Dojo points will be awarded as well.



I had a great day!

Number Code

1. Needs to exercise self- control
2. Needs to follow directions
3. Needs to listen attentively

New y for
the next week. It will have school reminders
and the current event from our News 2 You
program.

