



STRUCTURED LEARNING CLASS (SLC)

PROGRAM OVERVIEW

Meet the SLC Team

Teacher: Mrs. Warnock

Para: Anne Dyess

Para: Rehab Alem

Para- Wilma Salas



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

SLC Daily Schedule

Morning Routine

Weather/Calendar/Temperature...

Morning Binders

Rotations

Story time and activity

Current Event-News 2 You

Independent Work

Lunch/Recess

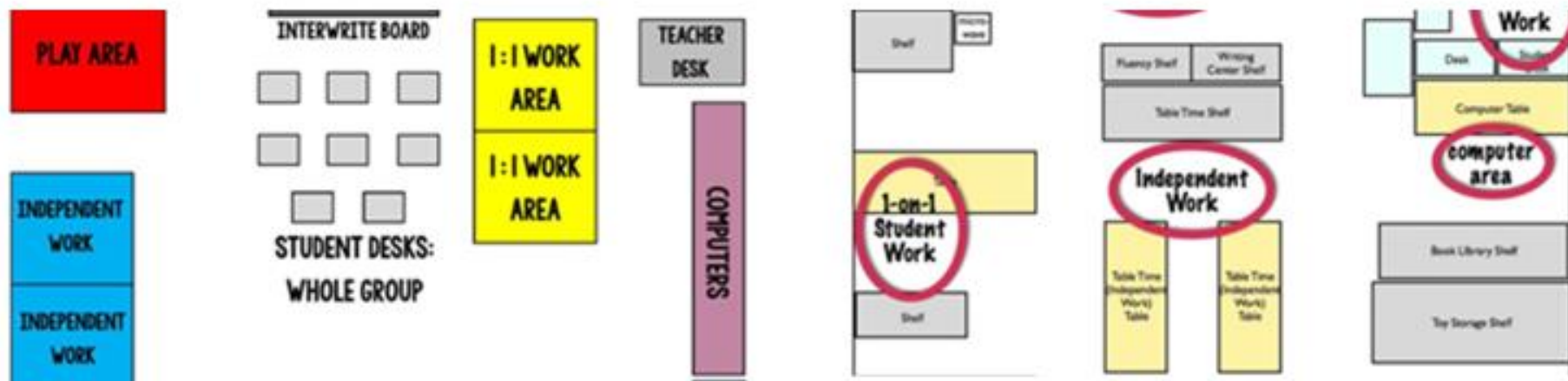
Promethean- Starfall

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. Warnock

My Experience:

I graduated from the University of Houston. I am in my 28th year of teaching. I have taught in Alief, Katy ISD, and now Lamar CISD. I have taught 4th, 2nd, Kinder, Pre-K, PPCD/Blended Pre-k, Resource/ Inclusion, and now SLC.

My contact information:

Stephanie Warnock
stephanie.Warnock@lcisd.org

832-223-4759

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

Newsletters will be emailed on Friday for the next week. It will have school reminders and the current event from our News 2 You program.

Thanks for
sharing
your child
with us!