

# HISD | Office of Special Education Services

REMOVING BARRIERS. RAISING EXPECTATIONS.

## SLC TREK - STRUCTURED LEARNING CLASS

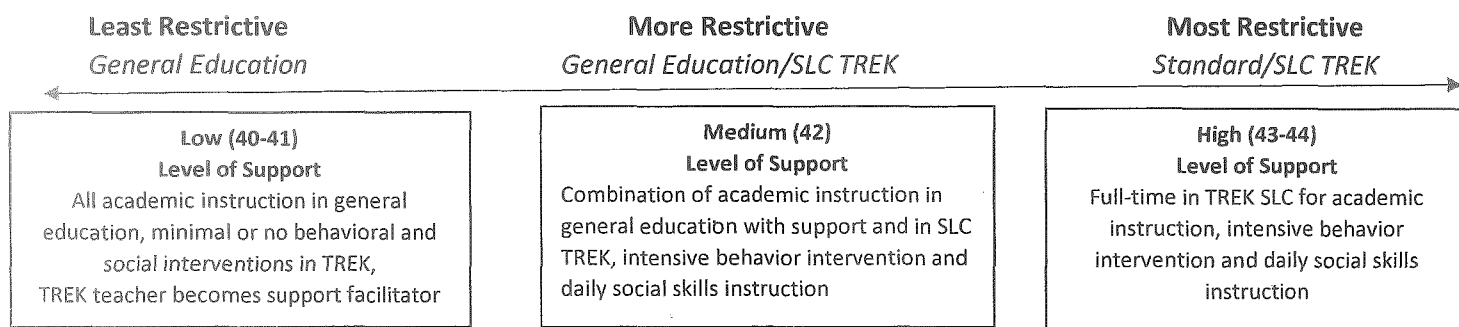
### TRANSITION READY WITH ESSENTIAL KNOWLEDGE SERVICE DELIVERY MODEL

#### ***What is SLC TREK?***

SLC TREK represents a structured learning classroom with a continuum of inclusive support that requires collaboration between special and general educators to provide support to students with Autism Spectrum Disorders using research based strategies that support deficits in the areas of social, behavior, sensory, communication, executive functioning and academic learning.

This model will require Structured Learning Class-SLC teachers of students on the standard curriculum, to redesign their roles and become **strategy specialists** who support the students in any school setting by being an expert in strategies to address the deficits of Autism: communication, social skills, behavior, executive functioning, and sensory processing to successfully move students through a hierarchy of stages with the end goal of full inclusion within the general education classroom. Students in SLC TREK classes will participate in all state standardized assessments.

#### ***Where does SLC TREK fit in the continuum of services?***



#### ***How will SLC TREK teachers provide support to students?***

Students will receive specially designed instruction in a structured TREK classroom that utilizes the Essential Elements along with strategies of \*Structured Teaching to promote independence and meaning in the educational environment. Through the use of research based strategies, students receive a continuum of services in an environment that includes visual supports, routines, schedules and organization. Using the tenets of positive behavior supports and reinforcement, students are provided extrinsic and intrinsic motivation to succeed.

#### ***What will TREK teachers be required to do?***

- Provide instruction in skill deficit areas
- Document the students' instructional services and accommodations in the IEP
- Develop appropriate IEP goals in all pertinent academic areas, including behavior and social skills; AU Supplement
- Complete and implement the AU Supplement
- Document student progress in their deficit areas using data collection and ARD/IEP progress monitoring tools
- Collaborate with general educator(s) in the use of accommodations and strategies specific to students with Autism
- Provide in-class support to targeted students in the general education classroom