



## S.E.A.L.S.

Preschool 3 hours/Day for 5 Days/Week  
TK 3 hours 53 minutes/Day for 5 Days/Week  
(per school calendar)

Each SEALS classroom includes two sessions with up to 12 students per session. There is a 1 hour 23 minute overlap of both sessions. Each session includes an Early Childhood Special Education (ECSE) teacher, a paraprofessional, and support personnel per the needs of the individual children. Each session follows a reverse mainstreaming model with some typically developing peers and children who have IEPs.

### Each site has access to the following support personnel:

Speech-Language Pathologist

Occupational Therapist

Physical Therapist

Assistive Technology Specialist



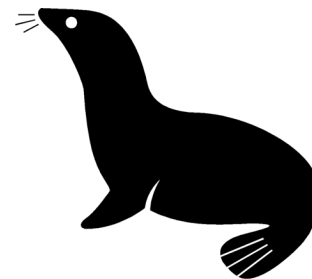
Coordinator II, Special Education Programs & Behavior Support

Coordinator II, Infant and Preschool Services, General Education and Special Education

### S.E.A.L.S. Program Sites

Canyon Vista Elementary (Aliso Viejo)  
Early Childhood Center (Dana Point)  
George White Elementary (Laguna Niguel)  
Lobo Elementary (San Clemente)  
Wagon Wheel Elementary (Trabuco Canyon)

## S.E.A.L.S.



S upporting

E arly

A cademic and

L anguage 

S kills

*Early Childhood Non-Categorical Special Education Program  
Early Intervention for Children*





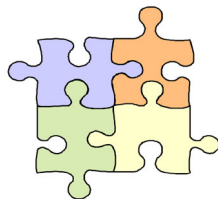
The S.E.A.L.S. Program classroom model is based on the premise that early intervention is effective in remediating learning deficits and identifying strategies to offset the impact of educational disabilities on young children.

All of the staff members working with a child share techniques to address individual goals and objectives. These are integrated into the learning environment. The S.E.A.L.S. Program operates on a “reverse mainstreaming” model, meaning that up to 25% of the rostered students include typical peers. Peer role models in the class are typically developing students who serve as appropriate models for communication, social skills, self-help skills, and/or following classroom routines.

Activities are presented through rich play based developmentally appropriate research based practices guided by the California Preschool Learning Foundations, California Preschool Curriculum Framework, Frog Street Curriculum and the Desired Results Developmental Profile (DRDP). The DRDP is a statewide accountability and progress assessment system that measures the progress of California's Preschool and Transitional Kindergarten aged children with Individualized Education Programs (IEPs).

The S.E.A.L.S. Program is an early academic and language based Early Childhood Program with an emphasis on:

- Communication
- Language & Literacy
- Fine and Gross Motor Development
- Self-Help Skills
- Self-Regulatory & Sensory Motor Skills
- Attending Skills
- Social Emotional Skills
- Academic or Readiness Skills



Our goal is to build a positive and collaborative partnership with each family which can help promote greater gains in the child's education.

Curriculum used in the Program includes:

- California Department of Education Preschool Learning Foundations
- California Department of Education Desired Results for Children and Families
- California Preschool Curriculum Framework
- Frog Street Curriculum
- Thematic Based Curriculum



A combination of the curricular approaches incorporate the following:

- Learning areas or centers
- A balance between child-directed play and exploration and teacher-led small and large groups
- Content that is determined by the teacher and by the children's interests
- Recognition that learning occurs even in daily routines such as arrival and departure, snacks and meals, hand washing, toileting, cleanup, and transitions from activity to activity.

