

The Early Childhood Structured Autism Class (SAC) is an intensive, highly structured, language-based classroom model offering intensity through the concentrated number of quality opportunities for learning engagement, in addition to the comprehensive number of program hours. This classrooms serves students enrolled in Preschool and Transitional Kindergarten (TK)

Capistrano Unified School District offers a comprehensive program utilizing Applied Behavioral Analysis strategies and evidence based practices to support each child as a unique individual.

Activities are presented through developmentally appropriate research based practices guided by the California Preschool/TK Learning Foundations, California Preschool Curriculum Framework, Unique Learning Systems 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 TK-aged children with Individualized Education Programs.

Each Preschool/TK child is provided a highly individualized and flexible program.

The Early Childhood SAC program is five days per week, five hours a day per school calendar.

Program Locations

Castille Elementary (Mission Viejo)
Early Childhood Center at Del Obispo (San Juan Capistrano)
Laguna Niguel Elementary (Laguna Niguel)
Moulton Elementary (Laguna Niguel)
Palisades Elementary (Capistrano Beach)



Capistrano Unified School District

Education Support Services

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Capistrano Unified School District

Preschool Structured Autism Class (SAC)



A structured environment to help students achieve skills in behavior, language, and social skills

Preschool Structured Autism teachers receive ongoing advanced training in the following areas:

Evidence based practices for children with autism
Assistive technology
Inclusion and mainstreaming
Generalization and maintenance
Behavioral Management

ABA methods
Social skills
Structuring environments
Data collection
Errorless Learning

Naturalistic and incidental teaching
Communication and language
Assessment
Curriculum
Prompting and Reinforcement

Cognitive and Language Development

- Generalization and maintenance
- Direct instruction in skill domains
- Developmental curriculum
- Attending to learn
- Imitating others
- Comprehending and using language
- 1:1 teaching
- Increasing small & large group learning
- Visual strategies and supports
- Structured teaching
- Short, planned learning opportunities
- Varied materials to teach concepts

Sensory and Motor Skills

- Alerting and calming strategies
- Range of multi-sensory experiences throughout day
- Fine motor groups
- Gross motor groups

Social Skills Development

- Techniques for increasing interaction and responses to peers
- Reverse mainstreaming
- Inclusive activities
- Peer tutoring
- Social stories
- Social scripts
- Role play
- Peer mediated social skills

Adaptive Behavioral Development

- Toileting, hygiene, & self-help skills
- Attending
- Transitions
- Learning to learn
- Imitation
- Teaching alternative behaviors
- Reducing problem behaviors
- Routines and schedules
- Solving behaviors functionally
- Active engagement
- Least to most prompting
- Building Independence

Family Interaction

- Ongoing progress monitoring
- CUSD Parents Helping Parents Support Group
- Parent training
- Parties and special classroom events
- Home-School communication
- Homework and generalization activities
- Planned and supported transition from Pre/TK to K

Each site has access to the following support providers:

Speech-Language Therapist
Occupational Therapist
Physical Therapist
Adapted Physical Education Teacher
Assistive Technology Teacher
Coordinator II, Programs and Behavioral Support

