

The Preschool Structured Autism Class (SAC) is an intensive, highly structured, language-based Preschool classroom model offering intensity through the concentrated number of quality opportunities for learning engagement, in addition to the comprehensive number of program hours.

Capistrano Unified School District offers a comprehensive program utilizing Applied Behavioral Analysis in a developmental approach to address each child as a unique individual.

Activities are presented through developmentally appropriate research based practices guided by the California Preschool Learning Foundations, California Preschool Curriculum Framework, Unique Learning Systems Curriculum and the Desired Results Developmental Profile- Access (DRDP-A). The DRDP-A is a statewide accountability and progress assessment system that measures the progress of California's preschool-age children with Individualized Education Programs.

Each preschool child is provided a highly individualized and flexible program.

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

Program Locations

Hidden Hills Elementary
Ladera Ranch Elementary
Early Childhood Center



Capistrano Unified School District

Education Support Services

33122 Valle Road

San Juan Capistrano, CA 92675

(949) 234-9270

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	ABA methods	Naturalistic and incidental teaching
Assistive technology	Social skills	Communication and language
Inclusion and mainstreaming	Structuring environments	Assessment
Generalization and maintenance	Data collection	Curriculum
Behavioral Management	Errorless Learning	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 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

