



*Changing lives in youths with
learning disabilities and other challenges.*

OPENED FALL 2016

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Dedicated to John Cooper 1941 to 2015

In November last year after many conversations with my dad on my drive into work, we discussed the possibility of starting a not-for-profit school. I did not realize that this would be the last topic of conversation that I would have with him.

Hence the **John Cooper Learning Centre** was founded.

My dad would encourage me every step of the way and support me in whatever way he could. When my dad and mum would come over they would either help out at Making Small Talk or help by cooking meals at home after a long day at work.

My passion was encouraged by my dad when he visited as he would sit and watch me work with a smile on his face. This has given me the drive to continue and pursue my dream; to set up a learning centre for the children that are falling through the cracks in today's education system.

I want to build a legacy centred around the love and support of family that I have experienced and that has encouraged me to reach my potential. To be able to share this with families and the great children that will attend the John Cooper Learning Centre is the start of this legacy.

To start John Cooper Learning Centre (JCLC) was not a hard decision to make as I continually see the struggles that many of the students I support have been through or are going through.

As I began the journey of establishing a Learning Centre, I wanted there to be full support for the students in their unique learning needs and styles. I wanted the students to have a positive experience of learning despite their learning challenges and their past experiences within the education system.

I believe that every student has the ability and potential to learn. Learning styles, strategies and curriculum's may need to be adapted to support the student and enable the student to learn and to reach their maximum potential. However, by ensuring the learning bar is always raised high, students will always strive to reach their goals.

JCLC will never give up on a student. JCLC will look at every factor and influence that is impacting the student to make sure they have the very best support in the areas that they require.

With the Direct Instruction and the Precision Teaching Philosophy, along with our trained teaching staff at JCLC, we will support the students through their successful learning experience. John Cooper Learning Centre will fully support students to ensure they reach their educational goals.

Linda Hurren
Founder of JCLC



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“Fair isn’t everybody getting the same thing...Fair is everybody getting what they need in order to be successful”.

- Unknown

As an educator, I have been very fortunate to have had the opportunity to teach in the public education system and now at John Cooper Learning Centre (JCLC). Though JCLC was not an easy decision to come to I know that it is the right one. When asked why I chose JCLC, it took a lot of self-reflection in order to accurately answer that question. What I eventually realized was that I choose JCLC because its philosophy aligns closely with my philosophy of teaching and education.

Why John Cooper Learning Centre? I believe that it is crucial to teach to the individual student. Each and every student learns differently and has different learning needs. JCLC provides me with the opportunity to truly individualize academic programs for my students, allowing me to give them the tools they need to reach their full learning potential. With smaller class sizes and more classroom support, I am better able to fully know and understand my students. With this knowledge I can work with each student to discover their strengths and needs and furthermore, teach them to advocate for what they need in order to be successful.

I believe that it is important to build a classroom community where all students feel safe and included. At John Cooper Learning Centre, I am able to build a more inclusive classroom community that creates a learning environment that encourages conversation and socialization. This environment is optimal for students to reach their full learning potential.

Anne-Marie Miceli



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John Cooper Learning Centre sees the child as the person they are and the potential they have.

John Cooper Learning Centre will:

- + Be a registered charity.
- + Apply for grants, sponsors and fundraise.
- + Have a fee for the child that attends.
Parents can offset their fees by personal fundraising for their child.
- + Have regular parent sessions and support.
- + Parents will be expected to play a part in the overall fundraising community and participate in the larger scale fundraising activities.

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John Cooper Learning Centre will:

- + Teach and support the student on independence and classroom skills to include, raising hand, requesting help, working independently.
- + Place the student in the level they are assessed in on each subject.
- + Teach a self regulation program to each student that requires support in this area, to include program like On the Green, Zones of Regulation, Way to A, Social stories.
- + Offer extra curricular activities.
- + Use a variety of teaching methods including Direct Instruction, Precision Teaching.
- + Work on Social Skills using the Social Thinking Curriculum.
- + Support with Cognitive Behaviour Therapy with a trained therapist.
- + Work with the student to fill the gaps within their learning, with the goal to minimize or fully remove the need for outside tutoring.
- + Provide daily homework which is based on the work that the student has already mastered along with fluency practice and drills.
- + Have small class sizes: 6 students to one teacher and one therapist, with inclusion of everyone.

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Precision Teaching (PT)

What is Precision Teaching?

Precision teaching was developed in the 1970s to target teaching /learning skills. It focus on measuring fluency (usually how many correct answer in one minute with the aim to improve own personal score each day.) Precision Teaching believes that every learner has the ability to learn and if the learner struggles then as educators we should introduce different teaching strategies.

Defines the critical problem or target that is in need of change

- Measurable, changeable and real behaviour.
- Without a proper problem or target accurately detecting and measuring, the behaviour turns into a challenge.

Record behaviour with standard units of measurement

- With precision teaching, counting and timing behaviour is broken down to a science.
- One of the most important pieces of data we collect is frequency: count of learner behaviour over time.
- Frequency represents an informative measure
 - i.e. one students answers 8 math facts correct with 2 incorrect in a minute and another students answers 16 math facts correct with 4 incorrect in a minute. Both have a score of 80% correct but measuring frequency informs which student has a better grasp on math facts
- Every decision is based on data that has been accurately recorded.

Precision Teaching Cont'd. (PT)

Display, analyze, and communicate data on the Standard Celebration Chart

- The Standard Celebration Chart allows readers to see how fast learning occurs and how easily, or difficultly, learning progresses.
- The chart is designed to inform the teacher when changes are small and insignificant and when the learner achieves truly remarkable progress.
- Allows the teacher to make the best possible decisions for their learners.

Apply systematic change procedures based on individual-centered data

- Through different change strategies and methods unique to precision teaching there is always a way to keep learners moving forward and help learners to meet their goals.

John Cooper Learning Centre and Direct Instruction Philosophy.

The Learning Centre will be based using the Direct Instruction (DI) Philosophy. Where every child has the potential to learn at their own pace and ability.

Our program will align with the courses to the Ontario curriculum. Math, Reading, Language, Comprehension, Spelling and Writing will be using our Direct Instruction curriculum.

As we believe having a strong math and language foundation by using the DI will provide a base for other subjects taught. These subjects will still be taught in a DI format by our staff and will strongly follow the DI philosophy.

Why Direct Instruction

DI operates on five key philosophical principles:

1. All children can be taught.
2. All children can improve academically and in terms of self image.
3. All teaches can succeed if provided with adequate training and materials.
4. Low performance and disadvantaged learners must be taught at a faster rate than typically occurring, if they are to catch up with their higher performing peers.
5. All details of instruction must be controlled to minimize the chance of students misinterpreting the information being taught and to maximize the reinforcing effect of the instruction.

Taken form the National Institute for Direct Instruction.

Direct Instruction Program Implementation

Within DI students are placed in their skill level. When a child begins the program each student is tested to find their skills they have mastered and ones where they need teaching. Students are then placed within their skill level rather than their grade level.

The program's structure is designed to ensure mastery of the content. The program is organized so that skills are introduced gradually giving the children a chance to learn those skills, apply them before moving onto learn a new skill. In each lesson only 10% of each lesson is new material. The remaining 90% of each lesson is review and application of skills the students have already learned but to master the skill they require the practice.

The instruction is modified to accommodate each students rate of learning. Within the program students are retouch the or accelerated at the rate at which they learn. If they require more practice with a specific skill this can be included within the child's day.

Programs are field tested and revised before publication. All of the programs have been tested on real students and revised based on the test results. Hence the program has already been proven to work.

Taken form the National Institute for Direct Instruction.

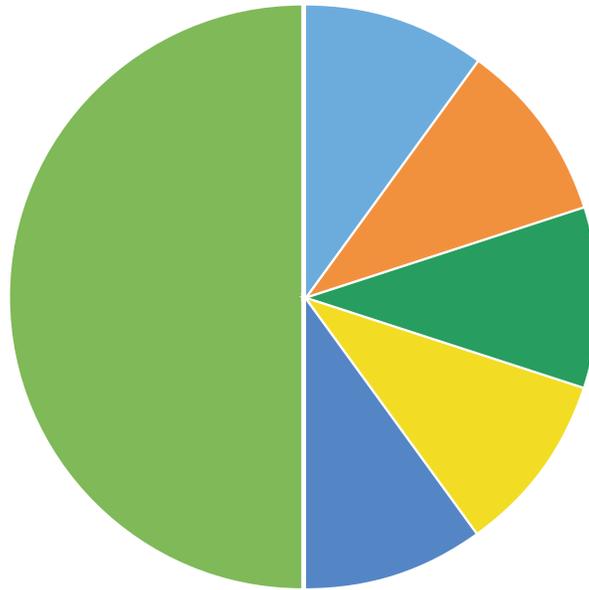
Direct Instruction Research

In his book titled "The Instructional Design Library" Engelmann (1980) reports that the largest body of data supporting direct instruction is the Follow Through comparisons study which involved over 15,000 children in 60 communities. Each participating school chose a program ranging in instructional approaches whose common goal was to provide successful instruction for disadvantaged children in grades K to three. This study overall found that the children in the Direct Instruction model outperformed children in all other models on total reading, total arithmetic, spelling and language.

Waldron-Soler et al.(2002) implemented DI Language for Learning (Engelmann and Osborn1999) with 16 preschool children, including four with developmental delays (DD), and compared them to a control group of 20 preschoolers, including four with DD. They found that the children with DD in the Language for Learning group had more growth in receptive and expressive language skills and greater reduction in behavior problems than children in the control group.

A study conducted by Ganz & Flores (2008) investigated the effectiveness of a Direct Instruction language program implemented with elementary students with Autism Spectrum Disorder (ASD) and found significant increases in students oral language skills, specifically the identification of materials of which objects are made, when a DI language program was implemented.

Direct Instruction Breakdown



- Independent Practice**
This will include Independent activity schedule, completing work books and classroom skills.
- Learning Outcomes**
Teacher-student feedback, marking work, corrections.
- Classroom Management**
Classroom skills, hand raising, waiting, completing work, self-regulation, behaviour management and Executive Functioning.
- Instruction**
Teacher directed learning both 1:1 and small groups throughout the day.
- Measurement**
Daily data collected through precision teaching. With built in assessments every 10 lessons.
- Directed Practice**
Completing the daily work that is set by the teacher and in the workbook with teacher support.

John Cooper Learning Centre Learning Curriculum

Language Programs

Level 1: Language for Learning
Level 2: Language for Thinking
Level 3: Language for Writing
Level 4: Expressive Writing
Level 5: Reasoning and Writing (level C-level F)

Fluencies to include:

- Pencil grip
- Language for learning fluencies – parts of objects
- Copy writing/ typing

Math Programs

Rote counting – counting on, counting back, etc.
Level 1: Connecting Math A
Level 2: Connecting Math B
Level 3: Correcting Addition / Subtraction

- Telling Time
- Money

Level 4 – Level 6: Multiplication, Division, Basic Fractions, Fractions/decimals/percentiles, Algebra, etc.

Fluencies to include:

- See/say counting
- Think/say counting
- Think/write numbers
- Addition/subtraction/multiplication/divisions flashcards

Reading Programs

Level 1: Letter ID, Letter sound, etc.

- Horizons Reading

Level 2: MM Reading 1A / 1B

Level 3: MM Reading 2

Level 4: MM Reading 3

Level 5: MM Reading 4

Other reading programs to consider:

- Leveled readers (guided reading and comprehension)
- Reading Mastery
- Funnix
- 100 Easy Reading Lessons

Fluencies to include:

- Sounds
- Words
- Story

Spelling

Level 1:

- Sight words - visual dictionary
- MM Primary Spelling
- MM Junior Spelling
- Spelling Mastery

Comprehension

Level 2: Leveled readers and comprehension

Level 3: Corrective Comprehension A

Level 4: Corrective Comprehension B

Level 5: Corrective Comprehension C

Level 6:

Other Teaching Subjects

Taught using DI approach
at students' level

- Social Thinking
- Art
- Health/ Phys. Ed
- Science/ Social Studies

**Highschool
Credit Courses - ILC**

Homeschool info Toronto - York Representative:
toronto1@ontariohomeschool.org

www.ilc.org/school/cou_overview.php