

The Cleta Harder Developmental School

A Certified Non-Public School

CDS Code: 30 66563 6915540



"All individuals have the RIGHT and the ABILITY to Learn."



Giving Hope

981 N. Euclid St., La Habra, CA 90631

562-694-5655

www.hbic.org

About the Cleta Harder Developmental School's Instructional Program:

Discrete Trial Training

Instruction is influenced by the antecedent-behavior-consequence approach to teaching, strictly following a least-to-most prompting hierarchy. Staff are trained and focused on delivering content in a structured and routine manner, allowing for accurate data on student responses to be documented in real-time.

Prompting Hierarchy

A regimented process of when and how to provide adult-directed assistance to students throughout all regularly scheduled lessons and activities. Our goal is to increase student independent success rate in all academic and daily living activities.

Universal Design for Learning

Lesson plans are modified and augmented to allow any/all types of individuals to participate, focusing on targeting student engagement, information representation, and diverse comprehension expression techniques.

Cooperative Learning

Classrooms are configured to allow students to access their peers, while instructional opportunities are contrived and fostered towards achieving improvement of social skills, collaboration skills, and enriching peer-to-peer cooperation towards completing solo and/or group-centered tasks in the school and/or community settings.

We Offer Services and Supports in the Following Areas:

Behavior Intervention Support

At CHDS, we believe that every student has the right to an education and higher quality of life. Grounded in applied behavior analysis (ABA), our program is person-centered and caters to each student's individual behavioral needs to support their full participation both in the classroom and within their community. Our trained behavior team members are certified in Crisis Prevention Intervention (CPI), providing them with the skillset to provide behavioral assistance to students through non-violent crisis prevention techniques. Through ongoing program-wide behavioral supports as well as intensive 1:1 direct services, our team incorporates positive reinforcement and antecedent-based strategies into students' daily academic routines to decrease maladaptive behaviors and increase socially appropriate behaviors for greater success in all classroom and community-based activities.

Total Communication

Our commitment is to building the communication skills of our students so that they are best prepared to fully participate in our classroom and community-based instruction. At CHDS, we strive to honor all attempts at communication, whether it be through assistive technology (iPad applications, GoTalk, Big Mac switches, etc.), Picture Exchange Communication System (PECS), sign language, or verbal language. Through dedicated modeling of language by our team via aided language stimulation techniques, students continue to learn and advance with their individualized language systems as they are engaged as active participants in all of their daily activities at our school. Our students all have something to say, and we are enthusiastic about being a part of their journey towards being able to share that message.

Classrooms and Courses Offered at the Cleta Harder Developmental School

Elementary-Middle Classroom (K-8)

One of the highest priorities of the Elementary-Middle classroom is to help our students build the foundation of success in Common Core aligned academic activities and opportunities.

In this classroom, students are introduced to structured social skills and peer-centered cooperative activities. An example of courses offered in the Elementary-Middle classroom are English Language Arts, Mathematics, Science, Social Studies/History, Art, and Computers.

High School Classroom (9-12)

In our High School classroom, a combination of Common Core aligned content, social skills development, and exposure to activities of daily living are provided to our students. An example of courses offered in the High School classroom are English Language Arts, Mathematics, Integrated Science, History (Civics, World, American), Geography (World, American), Independent Living Skills, and Culinary Arts.

Transition (Ages 18—22)

The focus of our Transition classroom is to introduce students to the community and provide them opportunities to increase their vocational experiences as well as their independence in activities of daily living. An example of courses offered in the Transition classroom are Independent Living Skills, Career Exploration, Community Education, and Community Fitness.

Gross / Fine Motor and Sensory

It is our belief that when provided with the appropriate supports, all students are able to fully participate in all classroom and community-based activities. Our goal is to provide students with the functional skills to participate in their various daily activities, including motor, social, personal, academic, and vocational pursuits, to the best of their abilities. Through the use of meaningful activities, we address our students' various needs, utilizing adaptive methods and/or devices as needed, to improve their cognitive, physical, sensory, and fine and gross motor skills as well as enhance their self-esteem and sense of accomplishment. By engaging students in the activities they need and/or want to do at school, we assist students in increasing their independence and successful participation in academic activities (coloring, cutting, writing, keyboarding, etc.) and daily living skills (dressing, hygiene and grooming, toileting, feeding, meal preparation, etc.). We also help students develop and improve their self-regulation skills that could otherwise manifest as maladaptive behaviors or sensory seeking or avoiding behaviors. By providing the appropriate individualized supports, we strive to increase students' successful participation in all their daily activities and promote their physical and mental well-being.

Health Care Assistance

The overall health of our students is very important to us. Many of our students are medically fragile or have a number of health concerns that can affect to ability to participate in school . At CHDS, our staff are well-versed on the multitude of healthcare needs that our student population may have, including g-tube feedings and medication administration. Our staff members are also trained to recognize seizures and implement individualized student seizure plans. Together we are committed to providing the best quality care possible and ensure the well-being of all our students.

Our Approach to Educating Individuals with Exceptional Needs

At The Cleta Harder Developmental School we know the significance of a good teacher. To ensure we make a positive impact, our teaching staff dedicate their time to build a rapport with each and every student that walks through our doors. We take the time to learn about their personality and interests and what their learning style is. To make sure our program is as efficient and effective as possible, each student receives completely individualized programming that targets both their area of need and their area of interest. It is important to us that we make each and every moment with our students a learning opportunity. It is our sincerest wish that you come see what The Cleta Harder Developmental School can do for your student, so we can begin to make a positive difference in their overall quality of life.



Testimonies from Our Students' Families on the Effectiveness of the Cleta Harder Developmental School

"Cleta Harder has helped my student access their education. The staff's compassion and patience is invaluable. We are blessed to have a school like Cleta Harder to help our student in their time of need."

~ Parent of Elementary student

"Cleta Harder has seen my student through the hardest behavioral period of his life. The staff was able to go way outside the box in the solution of this problem and improved the situation greatly."

~ Parent of High School student

"In the two years my student has attended Cleta Harder I have seen several mini miracles. The dedicated staff tackle and treat his behavior issues along with his life skills. He now eats a variety of foods and help cooks in the kitchen. He is also making great strides in the classroom as well in writing and math. Nothing but positive words can describe Cleta Harder Developmental School."

~Parent of High School student

"They are very experienced at dealing with young adults with severe disabilities. We have seen them deal with our student with patience and understanding. Everyone from the front desk, to the teachers, aides, and program specialist have been absolutely wonderful."

~Parent of Transition student