

# Compass Class Pilot Program



## History

After a decade of success in the CN Day School and due to a lack of similarly clinically based adult day programs available; in 2018, the Turning Pointe Board of Directors endeavored to provide a program for students aging out of its education services. This program pilot is designed for Day School students required to leave the Day School program (based on their age of 22), but not capable to enroll in the existing Career College program. With comprehensive academic and clinical supports, the Compass Class Pilot Program strives to improve communication, socially appropriate behaviors, functional living and supported employment skills.



**TURNING POINTE**  
AUTISM FOUNDATION

## Purpose and Scope

Our program is designed to teach and develop a reliable system of communication, organization, positive behavior supports, emotional regulation, social skills and sensory regulation to individuals with autism who were previously served within Turning Pointe's CN Day School. This focus helps our students gain access to skill acquisition, their families, friends, and the community by building a foundation of independence and self-reliance.

Turning Pointe utilizes an interdisciplinary approach that supports the core deficits of autism spectrum disorder through Evidence-Based Practices (EBP) and assists students as they grow and learn to manage everyday challenges. Communication, socially appropriate behavior, and functional living skills, with an emphasis on skill generalization, is our overall program model that guides student programming, data collection procedures and implementation of EBP's. This model uses the latest research and clinical expertise to help students develop new skills and enhance personal talents and strengths as they navigate toward independent thriving futures.

## General Program Overview

The Turning Pointe Compass Class Pilot Program is a therapeutic learning and training environment for individuals impacted by autism spectrum disorder who require a high degree of support and individualized programming. The Compass Class Pilot Program is designed to serve students 22-26 years of age who were previously serviced within Turning Pointe's CN Day School. Our program provides post-secondary students with therapeutic interventions and ongoing opportunities in the areas of: communication, socially appropriate behavior, functional living skills, and supported employment.

The Turning Pointe Compass Class Pilot Program operates year round. Programming occurs from August-May 9:00am-3:00pm Tuesday-Thursday with TBD summer hours. Summer and holiday breaks are scheduled in advance and can be found within the Adult Day calendar.

### Mission

Turning Pointe Autism Foundation creates opportunities and programs to educate individuals with autism through proven interventions to increase independence, encourage meaningful lifelong pursuits, and enrich the community at large.

# Learning Environments

Students of Turning Pointe's Compass Class Pilot Program are exposed to structured learning environments within the classroom and real-life training experiences through Turning Pointe enterprises, community partners, and adult service partners. Instruction across all settings varies per student need and may include 1:1 training, small group, or large group instruction. In order to reach the ultimate goal of maximum independence, staff ratios are monitored and thinned as appropriate.

**All staff are certified or licensed according to their position and highly trained.**

**Our multi-disciplinary team approach includes the following qualified professionals:**

- Intensive Behavioral Interventionists (IBI's)
- Special Education Teachers hold a Professional Educator License (PEL) and a Learning Behavior Specialist I (LBSI) endorsement — consult
- Board Certified Behavior Analyst (BCBA)
- Administrator who hold a Master's degree in a clinical field related to autism
- Registered Nurse (RN) — consult
- Occupational Therapy — consult
- Speech and Language Pathologist

## Related Services

Therapeutic services at Turning Pointe can be provided as consult services, as well as woven into the program throughout the day. Occupational Therapists, Speech and Language Pathologists, and Board Certified Behavior Analysts worked closely to ensure cohesive programming for each student while they are being serviced within the Day School. This programming is monitored for fidelity and maintenance as students integrate into the Compass Class Pilot Program. The Compass Class Pilot Program has access to a full-time Board Certified Behavior Analyst (BCBA) and Speech Language Pathologist (SLP) for skill acquisition, behavior reduction programming, and functional communication training and supports.

### Behavior Intervention

Behavior Interventions are founded on the principles of Applied Behavior Analysis (ABA). ABA is a treatment approach that applies principles of learning theory to produce positive and meaningful changes in behavior. Board Certified Behavior Analysts (BCBAs) utilize function-based interventions to decrease maladaptive behaviors, increase socially appropriate behaviors and promote skill acquisition. Replacement behaviors are taught proactively to increase student success. Interventions are customized, adjusted as needed, and created in conjunction with evidenced-based practices.

### Speech and Language Services

Certified speech and language pathologists work to help students increase functional communication and overcome other language barriers to actively participate in everyday life. Multimodal communication assessments are conducted to determine communication modalities and deficits in receptive and expressive language. Therapy programming focuses on individual students' needs to request wants and needs, initiate and respond to social interactions, and protest or comment about the environment with multiple communication partners in various settings.

### Occupational Therapy — Consult

Our certified occupational therapists are available to the Compass Class Pilot Program team on a consultative status to provide insight and functional programming within all areas of functional/independent living, Activities of Daily Living (ADLs) and sensory regulation.

## Curriculum & Program

Turning Pointe Compass Class Pilot Program students are exposed to functional curriculum and programming centered around communication, socially appropriate behavior, functional living skills, and supported employment. Each student has an individualized program that is created specifically for their goals and needs.

Turning Pointe uses a wide variety of materials, lesson plans, and community-based opportunities that are adapted to fit the developmental needs of each student. Skill acquisition, behavior data, in addition to programmatic outcome data is reported regularly and distributed to parents/guardians.

**The following program outcome areas are interwoven throughout a student's day and occur in a variety of settings, including the community, to promote generalization of skills:**

### Communication

A variety of communication skills are targeted to maximize student independence across all environments. Skills are taught throughout the year within classroom-wide units. Targeted skills from evidence-based assessment are measured regularly in the areas of expressive, receptive, pragmatic, syntax and/or grammar, and are leveled and individualized to best meet each student's needs. Communication skills may include but are not limited to requesting items/activities, asking for help, asking/answering questions, greetings, protesting and conversational skills. Students will have the opportunity to practice these communication skills within the structured school environment and during regularly scheduled community based activities throughout the year.

### Socially Appropriate Behavior

Behavior analytic programming is utilized to impact skills and skill deficits within the area of socially appropriate behavior(s). Classroom-wide units are broken down into skills that directly affect the specific student, their caretakers, and/or peer relationships within their everyday lives. These skills may include waiting, accepting no, increasing on task behavior, and/or decreasing maladaptive behavior(s). To promote skill generalization, students are exposed to a variety of setting and situations in which to practice these skills in both structured settings and within a naturalistic teaching environment.

### Functional Living Skills

This programmatic outcome area covers skills that will promote and support functional living skills, independent living and Activities of Daily Living (ADLs). Students will develop skills in order to maximize independence through units such as; toileting, dressing, grooming, meal preparation, housekeeping and chores. The overall goal of this area is to promote students' ability to live as independently as possible based on individualized skill sets and living arrangements.

### Supported Employment

This programmatic outcome area is designed to expose and prepare students for supported employment opportunities. The Compass Class Pilot Program Services team aligns student strengths and abilities with appropriate workplace demands and responsibilities all while continuing to build employability skills. Units within the area may focus on prerequisite skills to employment, on task behavior, following directions, mock work environments, community and employment exposure, and individualized placement. Hands on training opportunities will be provided for students both while at Turning Pointe and while teaming with other placement partners.

# Curriculum Resources & Assessments

**AAC Evaluation Genie** – Informal diagnostic tool used to identify skills areas related to language representation methods found on AAC systems. 13 subtest areas can be administered to help build a framework to assist in selecting an appropriate AAC device.

**Assessment of Basic Language and Learning Skills (ABLLS-R)** – This assessment tool and curriculum guide assists in identifying language and other critical skills that are in need of intervention in order to develop an educational program that helps the acquisition of new skills.

**Assessment of Functional Living Skills (AFLS)** – The AFLS assists in evaluating, tracking, and teaching functional skills to help individuals become more independent at home, school, and in the community. This system assesses the following skills: basic living, home, community participation, school, vocational, and independent living.

**Boardmaker** – A resource and curriculum collection of standardized picture symbols used to support and teach communication skills.

**Campbell Interest and Skill Survey (CISS)** – The CISS inventory goes beyond traditional interest inventories by also estimating a student's confidence in his or her ability to perform various occupational activities.

**Career Assessment Inventory-Enhanced Version** – Compares an individual's occupational interests to those of individuals in 111 specific careers that reflect a broad range of technical and professional positions.

**Career Assessment Inventory-Vocational Version** – The Career Assessment Inventory-Vocational Version compares an individual's vocational interests to those of individuals in 91 specific careers that reflect positions in today's workforce.

**Career Decision-Making System, CDM internet** – CDM Internet helps students and adults to explore interests and possible career paths. It gives students, adults, schools, and other organizations flexibility any place with internet access.

**Career Decision-Making System, Revised (CDM-R)** – CDM-R provides a self-scored assessment that helps students and other career planners identify their occupational interests, values, abilities. The CDM-R reports six interest area scores, each corresponding to one of the six RIASEC themes. Once career clusters are identified, the CDM-R provides a decision-making process for exploring specific occupations.

**Clinical Evaluation of Language Fundamentals 5 (CELF 5)** – A comprehensive assessment that evaluates expressive, receptive, and pragmatic language.

**Essentials for Living (EFL)** – The Essential for Living assessment tool and curriculum is one of the resources used to determine current levels in the areas of communication, behavior, and functional skills.

**IDEAS: Interest Determination, Exploration, and Assessment System (IDEAS)** – Designed to be used in conjunction with career exploration and guidance course, the IDEAS inventory helps students and adults develop an awareness of possible career choices.

**Links** - Links is a comprehensive functional curriculum used for teaching skills and concepts that students need to be successful in school and the community. Links focuses on independence, includes assessments and progress monitoring, uses evidence-based practices, and is aligned to the Essential Elements.

**Peabody Picture Vocabulary Test (PPVT)** – Evaluates receptive vocabulary, as well as identifies strengths and weaknesses in identifying nouns, verbs, and attributes, in order to implement evidence-based interventions.

**Reading A-Z** - Includes several resources for reading comprehension, vocabulary building, lesson plan ideas, and assessments that are leveled and allow for differentiating instruction.

**TEACCH Transition Assessment Profile (T-TAP)** – Comprehensive formal assessment that assesses strengths, interests, and abilities in the areas of: vocational skills and behaviors, independent functioning, leisure skills, functional communication, and interpersonal behavior both in the home and school environment.

**Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)** – A language and social skills assessment program for children with autism or other intellectual disabilities based on the principles of Applied Behavior Analysis.

## Evidence-Based Practices

Evidence-based practices (EBPs) include empirically supported techniques found within research journals, textbooks and accredited education programs. EBPs utilized by Turning Pointe may include but are not limited to:

- Antecedent-based interventions
- Behavior Skills Training
- Communication Systems
- Differential Reinforcement
- Discrete Trial Training
- Errorless Teaching Procedures
- Functional Communication Training
- Partner Augmented Input (PAI)
- Precision Teaching
- Prompting
- Social Stories
- Structured Teaching
- Task Analysis
- Video Modeling
- Visual Supports (Pictorial Prompts)



## Clinical Model

Turning Pointe utilizes an interdisciplinary approach that supports the core deficits of autism spectrum disorder through Evidence-Based Practices (EBP) and assists students as they grow and learn to manage everyday challenges. Communication, socially appropriate behavior, and functional living skills, with an emphasis on skill generalization, is our overall program model that guides student programming, data collection procedures and implements EBP's. This model uses the latest research and clinical expertise to help students develop new skills and enhance personal talents and strengths as they navigate towards independent thriving futures. Communication, socially appropriate behavior, and functional living programming is driven by current research and interventions within the fields of Speech Language Pathology, Applied Behavior Analysis, and Occupational Therapy.

## Programmatic Outcomes

All students that have attended Turning Pointe's Compass Class Pilot Program for one full year will maximize independence by achieving 80% of targeted goals. Individualized targets will be chosen and measured based on current level of performance and subsequent skill mastery in the following four areas: communication, socially appropriate behavior, functional living skills and supported employment based on Turning Pointe's Adult Day Independence Rubric.

Student specific data will be collected regularly and analyzed both program wide and per individual student annually.

## Data Collection

Continuous student specific data is taken for all Turning Pointe students on skill acquisition and socially significant behaviors. Data collection procedures may be outlined by specific curriculum resources and/or assessments or created by Turning Pointe specialists. Data collected in all areas are analyzed regularly to maximize instruction and behavioral interventions and also used to make adjustments to student programming as necessary.

## Family Partnership

Family partnership is a key component of the Turning Pointe philosophy. The involvement of parents and families in the education process is critical to students' success. Parents are active participants in their student's education through trainings, meetings and student conferences, and on-going collaboration. Daily home notes are sent home for reciprocated communication regarding daily student happenings. Remaining connected through daily home notes is essential to maintain program consistency and work together towards student progress and accomplishments.

## Aftercare

Turning Pointe's Compass Class Pilot Program team is committed to preparing students for their future adult service placement. It is our goal to establish partnerships with surrounding programs and prepare our students to be successful within those programs. Collaboration with those partners includes regular meetings, observations, programmatic and student specific trainings, monitoring of student progress across settings, and treatment fidelity checks. Integration into partnering programs is student specific and based on individualized needs.