

# Career Development Camp

## **Purpose and Scope**

This 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 spectrum disorder, social and communication challenges, and other learning differences. Students come from a wide range of backgrounds and ability levels.

Turning Pointe utilizes a 5-strategy 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, organization, positive behavior supports, sensory, and social skills (COPES) 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

# General Program Overview

Career Development Camp is an educational opportunity for individuals impacted by autism spectrum disorder, social and communication challenges, and other learning differences. The program is open to transition age and post-secondary students who are looking to improve their skills in the areas of independent living, social communication, and employability skills. Turning Pointe partners with local employers to provide students access to hands-on training opportunities in a variety of fields and settings. Career Development Camp operates for 6-weeks, from June to July. Programming will be provided in skill-driven domains and students may enroll and participate in any or all courses in the domain areas. Students that attend the Career Development Camp often return for the full program in the fall.

## Admission Process

Students and families that are interested in the Career Development Camp enrollment can complete the online application and skill repertoire survey. Families will then

be contacted by the instructor to set up a virtual meeting. During this meeting families will receive a copy of the calendar and program description. This meeting will also serve as a platform to evaluate potential needs and goals of the student. Those accepted into the program will receive an acceptance letter from Turning Pointe. Families will then be contacted to provide payment prior to the Career Development Camp sessions start dates.

Virtual open houses will be held prior to the start date so students and families can ask questions they have or discuss the program or specific needs further before applying for enrollment.



# Classroom Structure

Career Development Camp is structured with a high staff to student ratio, which fosters a learning environment conducive to individualized instruction for our students, as well as, increased independence.

All staff are certified or licensed according to their position and highly trained. Our multi-disciplinary team approach includes the following qualified professionals:

- Special Education Teacher with a Professional Educator License (PEL) and a Learning Behavior Specialist (LBS1) endorsement
- Instructor and Employment Partner Coordinator with extensive experience in this field and a degree in a related field
- Board Certified Behavior Analyst (BCBA)
- Administrator who holds a Master's degree in a clinical field related to autism
- Registered Nurse (RN) – consult
- Occupational Therapy – consult
- Speech and Language Therapy - consult

## Related Services:

Therapeutic services at Turning Pointe can be provided directly from a provider, as consult services, as well as being woven into our program throughout the day.

Programming is monitored for fidelity as students' progress through the Career Development Camp curriculum. The Career College has access to a full-time Board Certified Behavior Analyst (BCBA) for both skill acquisition and behavior reduction programming.

## 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 & 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

There's a speech and language pathologist available for consult on communication and speech issues students may have. This will be available on an individual basis.

## LBS1 Qualifications

Certified Learning and Behavior Specialists work to develop applicable and individualized lessons based on a curriculum that focuses on employment, social communication, and independent living skills. Learning and behavior specialists also evaluate student abilities, areas of need, and areas of interest in order to determine potential job placements, and monitor student progress toward achieving goals and objectives. Encourage and support independence in the classroom, in work environments, and across settings that students may encounter in the future. Collaborate with speech-language pathologists, occupational therapists, behavior analysts, administration, and parents.

## Curriculum and Program

Parents and students will rank and choose the most preferred skills to be taught during the Career Development Camp programming. The following subjects make up the Career Development Camp curriculum: independent living, social communication, and employability. Content within each of these sessions is modified to meet individual student needs. Each session has prerequisite skills that are added to instruction when students display deficit in these areas.

There are two different camps offered based on learner skill repertoire and employment goals; **Career Prerequisite Development** and **Career Outlook Development**. These programmatic areas are flexible and will be adapted to fit the needs of the students enrolled. The programs are outlined below:





# Career Prerequisite Development

This camp is designed to target the prerequisite skills individuals will need in order to be successful at home, in the community and in the workplace. This camp focuses on functional living skills, social communication, and basic employability skills. Camp sessions will be held in-person.

## Independent Living

This session covers skills that will promote and support independent living or living arrangements with a roommate. The overall goal of this course is to promote students' ability to live and function as independently as possible in home and employment settings. Students will develop skills in one or more of the following areas: health and hygiene, basic housekeeping, time management, money-management, and basic food prep.

## Social Communication

This session will help students focus on conversation skills, non-verbal communication, and other critical communication skills needed to form and maintain relationships both inside and outside of employment settings. Students will develop increased independence in one or more of the following areas: asking and answering questions, socializing with others, understanding emotions, social etiquette, and/or teamwork in the workplace.

## Employability

This session is designed to prepare students for employment by aligning their personal skills, strengths and abilities to hands-on training opportunities. Students will develop increased independence in one or more of the following areas: working in the community, job skills and expectations, identifying job skills and interests, job interview preparedness, positive attitudes in keeping a job, and/or parts of a job application.

# Career Outlook Development

This camp is designed to enhance current job skills and challenge areas of improvement for individuals looking for immediate employment. This camp focuses on social communication, social interactions, job searching, and employability skills. Camp sessions will be offered in-person or remote.

## Social Communication

This session will help students focus on conversation skills, non-verbal communication, and other critical communication skills needed to form and maintain relationships both inside and outside of employment settings. Students will develop increased independence in one or more of the following areas: asking and answering interview questions, socializing with others, understanding emotions, social etiquette, and/or teamwork in the workplace.

## Employability

This session is designed to prepare students for employment by aligning their personal skills, strengths and abilities to hands-on training opportunities. Students will develop increased independence in one or more of the following areas: job skills and expectations, identifying job skills and interests, job search process and filling out job applications, setting goals for self, and positive attitudes in keeping a job.

# Curriculum Resources & Assessments

Turning Pointe uses a wide variety of materials to accommodate every student's individualized needs. Materials, lesson plans, and community-based instruction are all adapted to fit the needs of each student.

- 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.
- The Assessment of Basic Language and Learning Skills (ABLRS-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.
- The 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.
- IDEAS – Interest Determination, Exploration, and Assessment System helps identify career interests for adult individuals with limited work experience and to assist with planning meaningful work experiences.
- LINKS – an evidence-based, comprehensive, web-based curriculum to teach post-secondary students with autism and other disabilities to be independent across school, community and vocational routines.
- PEERS for Young Adults (PEERS) – Social skills training for adults with autism spectrum disorder and other social challenges. This is used as an evaluating and teaching tool for individuals in the areas of social communication. Teaching strategies and step by step guides for students are provided by PEERS.
- PEERS Curriculum for School Based Professionals – Social skills training for adolescents with autism spectrum disorder. This is used as an evaluating and teaching tool for individuals in the areas of social communication. Teaching strategies and step by step guides for students are provided by PEERS.
- 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.
- Social Skill Checklist – Qualitative checklist completed by multiple communication partners to help evaluate social skills, such as: conversation skills, problem solving, understanding emotions, complementing, and flexibility.



Turning Pointe Career College is committed to providing ongoing services to our students to assist them in reaching their goals for adulthood.

# 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
- Differential Reinforcement
- Communication Systems
- Task Analysis
- Visual Supports
- Prompting
- Video Modeling
- Precision Teaching
- Functional Communication Training
- Structured Teaching
- Behavior Skills Training

## Clinical Model

Turning Pointe utilizes a 5-strategy 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, organization, positive behavior supports, sensory and social skills (COPEs) is our overall program model that guides student programming, data collection procedures and implements EBPs. 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** – Communication is reciprocal process that involves listening and speaking in equal measures. Key strategies, such as Augmentative Alternative Communication (AAC) and Partner Augmented Input (PAI) are utilized to address communication/deficits in expressive, receptive language and social communication. Communication programming is developed by the adult services team in conjunction with relevant research and assessments.

**Organization** – The arrangement and preparation for the day in order to provide structure to help students cope with interruptions in routines and successfully execute the day. Schedules and routines are tailored and flexible to meet each student's unique and changing needs. Age appropriate scheduling supports and proactive teaching are used to support students to appropriately interact, pay attention to detail, reduce maladaptive behaviors, and increase independence. Organization supports students to navigate transitions successfully and stay on track within the real-world setting.

**Positive Behavior Supports** – Individualized behavior intervention plans are developed which provide tools and strategies to replace maladaptive behavior with positive behaviors and increase socially significant skills. A protocol is outlined for staff to respond effectively to our students' needs and implement the plans consistently and with fidelity. Positive Behavior Supports programming is developed by the BCBA and adult services team in conjunction with relevant research and assessments.

**Emotional Regulation** – Self-management programs are tailored to each student to identify escalation from a calm organized "green" state to a disruptive and non-responsive "red."

**Sensory and Social** – Sensory dynamics and social skills is a component that teaches processes to receive and organize information through the senses and how to use them successfully to participate in everyday activities and respond appropriately in social situations. Sensory and social programming is developed by the adult services team in conjunction with relevant research and assessments.



# Programmatic Outcomes

Program outcomes are measured by comparing the data collected at the beginning of the program and at the end using the same assessment tool. This data will show each student's skill mastery progress in the outlined domain areas.

## Data Collection

Continuous student specific data is taken for all the Career Development Camp students on session objectives. Data collection procedures may be outlined by specific curriculum resources and/or assessments or created by Turning Pointe specialists. Data collected in all areas is 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 child's education through ongoing collaboration. Staff facilitate and assist with emails as needed for each individual student. Remaining connected is essential to maintain program consistency and work together towards student progress and accomplishments

## 2021 Career Development Camp Fees

Turning Pointe Autism Foundation is a nonprofit dedicated to serving families impacted by autism. As such, it will fundraise and cover as much of the annual operating expenses for the program as possible. However, family participation in the program is critical. To accommodate the Governor's orders, the 2020 summer camp will be offered through virtual instruction at the discounted rate below. Total for all three sessions \$1,500.

## CDC Dates and Times

Career Development Camp will start June 16 and goes through July 29

Career Outlook Development is held 8:30 am - 11:30 am

Career Prerequisite Development is held 12 pm - 3pm

