

ATLAS FOUNDATION FOR AUTISM

Educational Enrichment Program - Proposal

SAMPLE ONLY**

**As an Atlas Principle every EEP is custom tailored to each student. The only consistent theme throughout all EEPs is infinite flexibility and creativity! The student's interests, strengths, talents, areas of need and true potential actively inform all elements.*

**This EEP was specially designed for [REDACTED] and is edited here so you can gain a better understanding of the inner workings of a child-centered Atlas EEP*

The program, as outlined below, is fundamentally based in helping [REDACTED] achieve a greater sense of self, confidence, independence and happiness. His parents feel strongly that these components be incorporated into a comprehensive and holistic educational structure. This program targets all areas of functioning that contribute to [REDACTED]'s happiness and success, including; effective and meaningful communication building, cognition, social skills development, executive functioning, physical and emotional health, and all academic subjects.

Schedule

Weekdays: Monday through Friday from 3:30pm-7:30pm – 5 Days/Week for 4 Hours/Day

Total: 20 Hours/Week

The 4-hour sessions include both 1:1, small group and larger group settings. 1:1 sessions include: EVENT sessions (communication), HANDLE and Brain Gym exercises (brain-body connection and physical health), experiential learning lessons (see below), social studies (community-focused) etc. Group Sessions provide a natural and fun social setting for [REDACTED] helping him work towards deepening relationships and interactions with peers and generalizing skills he works on in 1:1 settings.

Speech Therapy sessions: Two sessions per week – 60min sessions (yet to be scheduled, but will occur during center-based hours)

Weekends: Saturday Social Group – HAPPySaturdays (Healthy Active Peers and Play, movement and sports/recreation-based) from 12:00pm-4:00pm

Total: 4 Hours/Weekend social group

These 4-hour sessions include 1:1 Event sessions, but also focus on [REDACTED]'s self-expression and his participation in movement-based activities and games to promote physical well-being and encouraging meaningful peer-interactions. [REDACTED] will also have fun in 1:1 art and music sessions, educational extension sessions, sensory integrative experiences, small group games and whole-group activities. Saturdays are an adventure in sport and spirit! [REDACTED] will be challenged to generalize all skills targeted during the home and center-based hours of the EEP.

Holidays and School Closures: To be determined according to [REDACTED]'s school schedule and family calendar. These dates can easily be scheduled on an as needed basis. Whenever school is closed, Atlas is open! Full Day social groups are available 363 days a year!

Average total hours/week: 24

Prospective Start Date: August 1st, 2014.

Expected to continue throughout the 2014-2015 school year (and beyond)

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Core Program Areas:

The customized and dynamic nature of ██████'s program will better enable ██████ to communicate with others, effectively problem-solve and navigate the social-emotional landscape and to explore burgeoning talents and areas of interest. The core curriculum will incorporate EVEnt sessions to deepen and broaden ██████'s communicative abilities. Through better communication and more complex social interaction, ██████ will be working to acquire any and all skills necessary to functioning as independently as possible in his home and school environments as well as the larger community. The Atlas Map, a student-driven and fluidly adaptable core curricula, will systematically and simultaneously address multiple areas of functioning and development. In this way, ██████ will be fully supported in his areas of need while also challenged to achieve without limitations.

Vocational Components: Work and Independence

To ready ██████ for more independence in the world and work-related endeavors, Atlas will, over the course of the initial after-school sessions, complete a comprehensive developmental assessment (i.e. SCDS, Brigance, etc) in order to accurately show ██████'s current levels of skill and mastery across all areas as well as identifying his learning preferences and accounting for his unique sensory profile. Functional mathematics, literacy, problem-solving and critical thinking as well as science and social studies will be targeted through individualized lesson plans that revolve around passions and motivating areas for ██████.

Social Interactions: Friends and the Community

Atlas' mission is firmly rooted in the belief that each student is a vital and contributing member of every social community into which they enter. For ██████, it will be important to educate him on specific social skills, but to also empower him to have fun and find fulfillment in friendships and relationships with other people. This will also help him pursue personal interests, to find ways to occupy his leisure time and to fill his own curiosity about the world in the most robust way possible. Our community integration components will be informed and developed by ██████'s full participation in expressing his main areas of interest and abilities he would like to explore and develop. Experiences within his actual community and neighborhood will be important in helping him achieve these goals as well. Each experience will be designed with purpose and aimed at ██████'s independence in his community.

Emotional Understanding

An ability to identify, process and understand his own emotions and empathy for others are vital to ██████'s social success. This will be both addressed with 1:1 lessons as well as incorporated across all areas of his program.

Academic Areas:

These goals will be consistently targeted and updated in order to support ██████'s social and community interactions. For instance, a mock-store could be set up to help teach math skills involved in paying for goods or products. He can generalize skills and concepts taught in school into these times as well. A "hands-on" approach to academic learning will help keep ██████ motivated and actively engaged in his academic learning.

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Progress Reports and Assessments:

Ongoing communication between Atlas, home, the family and the school team members is vital to [REDACTED]'s success. Regular 3 or 6-month progress reports will be provided as well as regularly scheduled assessments to inform and update the program goals. Atlas prides itself on a collaborative approach with our teams. We maintain clear lines of communication and respect every team member's opinion in order to create the best program possible. At any time, the family can request a sit-down meeting, observation or interim updates.

This proposal is pending final approval by [REDACTED]'s parents. Additional edits and alterations can easily be made or a final schedule can be confirmed soon. Please let us know your thoughts and how you would like to proceed.