

B.R.I.D.G.E.S

BUILDING RELATIONSHIPS, INDEPENDENCE,
DETERMINATION, GROUP & ESSENTIAL
SKILLS



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CONTENTS

PG.3.....	ABOUT THE PROGRAM
PG.4-5.....	B.R.I.D.G.E.S BREWS
PG.6.....	DEVELOPING HOBBIES & LEASURE SKILLS
PG.7.....	SENSORY CHECK-INS
PG.8-9.....	HELPER ROLES
PG.10.....	GENERALIZATION: ACTIVITIES FOR HOME
PG.11.....	PARENT CORNER



ABOUT THE PROGRAM

Our goal is for learners to increase their autonomy and confidence in a fun and individualized environment that is set up to offer frequent teaching opportunities and peer interactions.



Learners are offered opportunities to cook and prepare meals, complete household tasks such as laundry and cleaning, and participate in group projects and crafts such as gardening and painting. There is a focus on self-advocacy as well as identifying and communicating emotional states while building peer relationships through naturally embedded opportunities.





B.R.I.D.G.E.S. BREWS



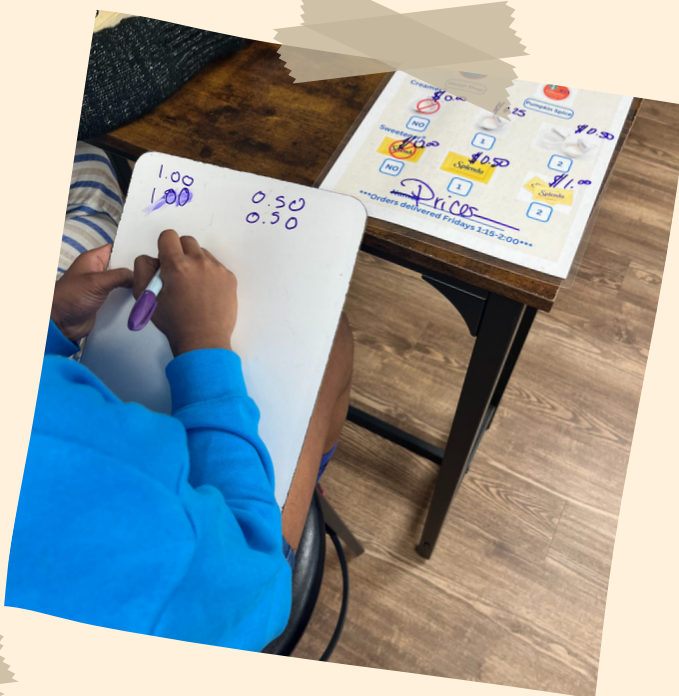
OPEN EVERY FRIDAY

On Fridays, learners have the opportunity to fulfill coffee orders to work on vocational skills and other individualized goals such as matching, imitation, and listener responding targets. Learners review the coffee orders and follow a task analysis to complete each order, including determining the type of coffee chosen (hello pumpkin spice for fall!) and how many creamers and sweeteners to add.

We are excited to continue expanding this activity by introducing a “cash register” to work on money skills including identifying and counting money and making change from a purchase. In the near future, learners will have the opportunity to bake and package homemade goods as part of the “store” as well as prepare new drinks such as hot tea.



This is an assent-based activity and learners within the program have been beaming with pride as they practice these vocational skills through hands-on and real-life applications.



Order Now

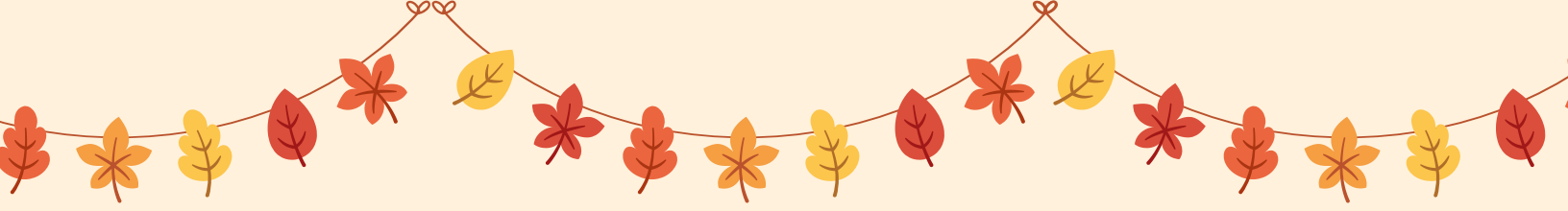


DEVELOPING HOBBIES AND LEISURE SKILLS

Within the B.R.I.D.G.E.S. program, learners are encouraged to explore potential hobbies and interests that they can do in their free time during designated “learner choice” and “leisure break” times. Some hobbies that learners have explored and taken further interest in include: puzzles, wall art such as coloring a mural, completing craft projects, listening to music, and organizing.



Learners' schedules are set up to allow them time to participate in and explore different hobbies and leisure activities throughout their sessions. Leisure skills are an important part of life and help increase our learners' confidence and allow additional opportunities to build social skills and relationships. Additionally, hobbies and leisure activities bring individuals joy and increase enjoyment and happiness.



SENSORY CHECK-INS

Sensory check-ins are incorporated into the B.R.I.D.G.E.S. program throughout the day. The goal of these check-ins is to teach learners to identify their emotions and any physical and/or sensory needs. These check-ins also teach learners to communicate their wants and needs to ensure that their feelings are heard, valued, and met. For example, if a learner is feeling frustrated, they can communicate this to their therapist and also identify that they'd like a break to listen to music. These check-ins are individualized to meet the needs of each learner within the B.R.I.D.G.E.S. program.

Ensuring all learners have a way to communicate their feelings and needs is a priority of the B.R.I.D.G.E.S. program.



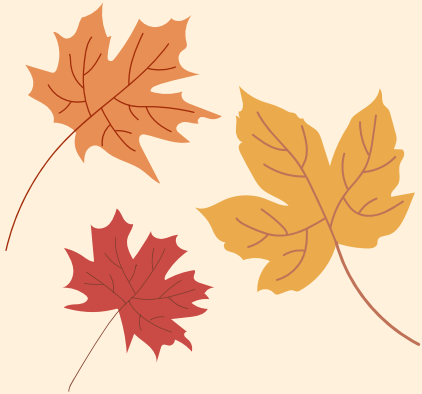


HELPER ROLES

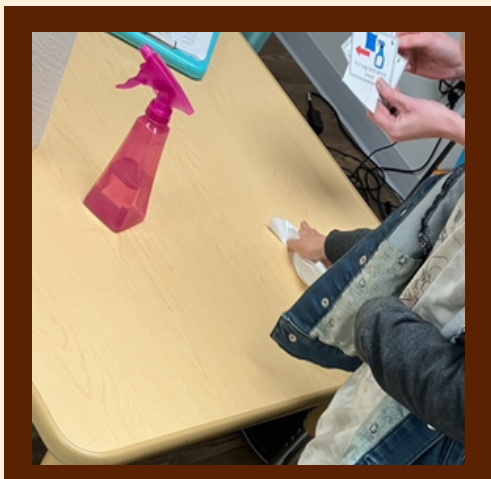


Every week, learners choose and are assigned helper roles in the classroom based on their interests and current programming goals. These roles give learners a sense of responsibility and belonging in the classroom and are a great way for them to practice their independent living skills. Helper roles include:

- Head of Cleaning
- Tech Support
- Sanitation Supervisor
- Trash Manager
- Master Organizer
- Bulletin Board Manager
- End of Day Inspector



Learners help with a variety of tasks based on the role chosen including sweeping, charging electronics, wiping off tables, emptying the classroom trash can, and ensuring all materials are ready for the next day.





Tasks analyses are available for all roles which help break the jobs into smaller tasks to assist with teaching and skill acquisition. These are also used as a tool to ensure that each helper role is appropriate and individualized for every learner. Learners are proud of their roles and the contributions they make to the classroom.



GENERALIZATION: ACTIVITIES FOR HOME



Learners have been practicing a variety of helper roles during their center sessions. Learners are making progress mastering different independent living skills that can be implemented and practiced in the home. These activities are a great way for learners to contribute to their home environments.



Sweeping: Learners have been practicing sweeping using a broom and dustpan. Provide opportunities for your child to help sweep the floor as part of regular cleaning tasks or to use a broom to clean up small messes and then dump the dustpan in the trash. Show your child where you store the broom and dustpan and work on increasing their independence with completing the entire task independently.



Spraying and Wiping Down Surfaces: Learners have been using a spray bottle and paper towels to clean countertops and tables at the center. Incorporate this task into your home environment by asking your child to clean the kitchen counter prior to or after cooking. Learners can also use this skill to clean the kitchen table or bathroom countertops.



Ask your child's BCBA for the best way to build independence with these skills within the home to ensure they are generalizing these skills from the center into their home.

PARENT CORNER



**NC ZOO QUIET
DAYS**



ACEING AUTISM



**CHALLENGER
FLAG FOOTBALL**



**ADAPTIVE GOLF
CLINIC**



**ADAPTIVE
BOWLING**