Catapult Learning

Focus On Autism

Serving students on the autism spectrum with a multi-disciplinary adaptive approach to empower independence and academic growth.

Our Reach

60+
PROGRAMS

13
STATES

1,400+
EDUCATORS

Meeting Students at Their Skill Levels with Two Programming Tracks

Autism presents differently in every child, which is why Catapult Learning believes that there's no "one-size-fits-all" approach to education. With 1 in 59 students diagnosed with autism across the United States, families and school districts are seeking programs that will not just provide students the academic, behavioral, and emotional support they need, but also the skills necessary to live their most healthy and productive lives.

We offer two unique educational tracks designed to meet each student at his or her individual ability levels regardless of their current skill sets. As new academic, emotional, and social proficiencies are learned in the classroom, we provide students the opportunity to utilize them through real-world application in our Transition Programs and community-based outings.

The goal of our certified special education teachers, BCBAs, and additional support staff in our 60+ programs is always to create a skill set for each student that supports their independence, which can lead to establishing a functional path for their future, both at home and in their daily lives.

Broad-Based Educational Services & Therapies (B.E.S.T.)

The B.E.S.T. Model is suited for students with significant autism and developmental disabilities. Our proprietary Verbal Behavior programing utilizes Applied Behavior Analysis (ABA) strategies to improve language-based social and leisure skills, build fine motor skills, reduce maladaptive behaviors, and generalize these skills in real-life situations.

Combining interviews with parents or guardians with formal assessment results allows us to develop the most appropriately individualized program for growth. Additionally, we enhance each student's learning experience by delivering instruction with these research-based teaching strategies:

- Applied Behavior Analysis: The process of systematically applying interventions to change behaviors.
- Verbal Behavior: A method of teaching language that allows an individual to learn language by being influenced to use or apply the skill.
- Verbal Operant: Classifying language into 5 categories (Mand, Receptive, Tact, Imitation, and Intraverbal) to allow us to teach it more effectively.

Individually Assessing Each Student

Assessment of Basic Language and Learning Skills-Revised (ABLLS-R):

The ABLLS-R provides a comprehensive review of skills for language, social interaction, self-help, academic, and motor skills that will help guide the instruction of language and critical learner skills.

Assessment of Functional Living Skills (AFLS)

The AFLS provides a comprehensive look into the needed skill development areas of Basic Living Skills, Home Skills, Community Participation Skills, Vocational Skills, and Independent Living Skills.

Tier 1: Two or more years below level, able to functionally communicate, interacts with adults and peers, able to complete academic rotations

Tier 2: Some expressive/ receptive language, functional communication of wants/ needs, limited social awareness, unable to complete academic rotations

Tier 3: Limited expressive/ receptive language, no functional communication, limited social awareness, unable to complete academic rotations

Contingent on the student's assessment results their educational team may further assess the following areas utilizing the following tools.

- **Academic:** WCRM-III, Key Math
- **Social/Emotional:** BASC-3, SSR1, Social Checklist
- **Motor:** Peabody Motor Development

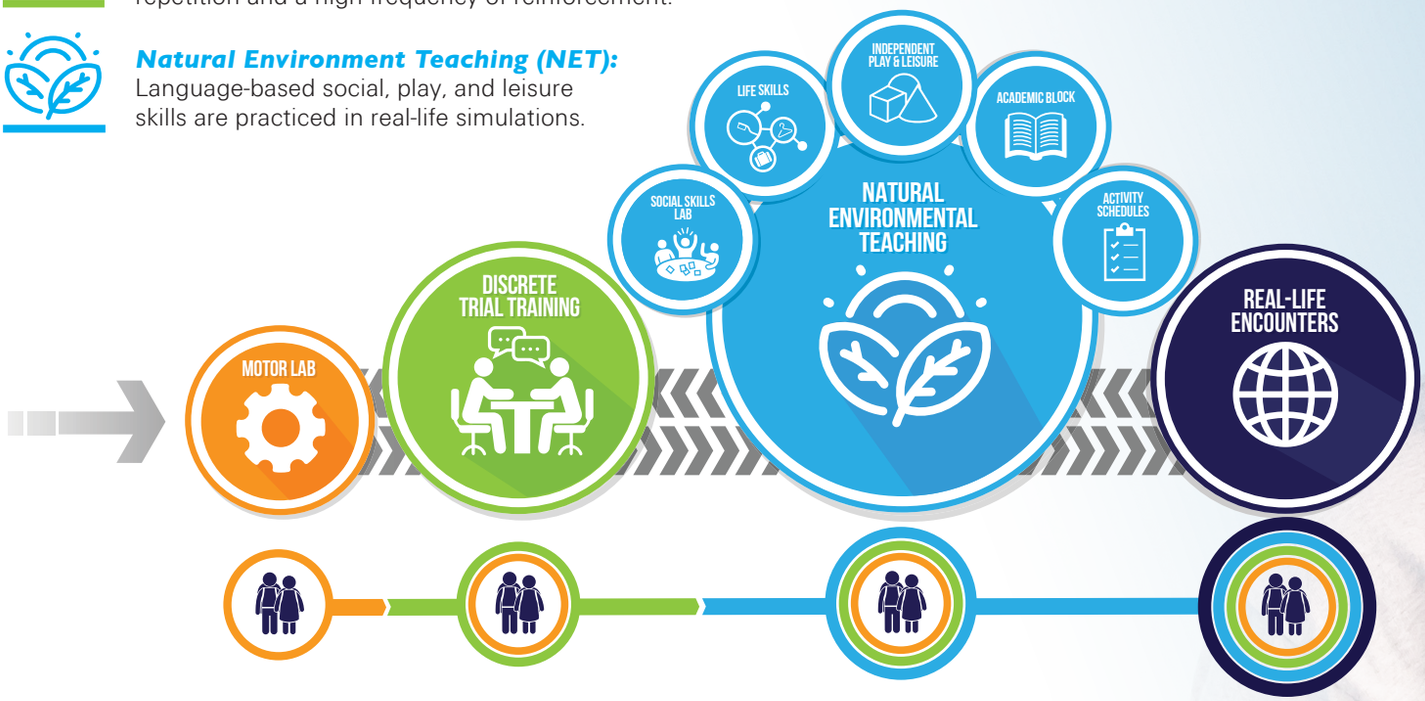
The B.E.S.T. Model

Each student spends a portion of their day rotating through different modalities of instruction. The skills a student learns in each modality are generalized and transition with that student to the next modality. The end goal is to ensure that the skills students learn can be utilized in new environments, influencing their ability to be independent in real-life encounters.

Motor Lab: Through a sequence of progressive skills, which increase fine and gross motor abilities, students build motor skills and an understanding of their environment.

Discrete Trial Training (DTT): DTT is an ABA strategy that is structured, fast-paced, 1:1 instruction designed to break down a student's specific language skill into smaller "trials." By breaking down these skills, we attempt to build up a brand-new skill. This is accomplished through repetition and a high frequency of reinforcement.

Natural Environment Teaching (NET): Language-based social, play, and leisure skills are practiced in real-life simulations.



Social Skills Lab
Students engage with teachers and students in an interactive contrived setting. Students utilize greeting, sharing, and requesting skills to complete activities while also taking part in age-appropriate games in a setting that allows instructors to manipulate variables in the environment.

Independent Play and Leisure Students learn about personal time, space, and responsibility while in a designated area by interacting with an age-appropriate item for a given amount of time. Students work to maintain their independence while increasing their ability to learn a variety of functionalities, increasing their engagement while decreasing their self-stimulatory behavior.

Activity Schedules
Designed to better prepare students for an academic or work place setting, activity schedules have students independently follow a visual task schedule of one or more activities focused around skills learned in Discrete Trial Training. These activity schedules allow students to work on a variety of tasks with the goal of increasing the tasks completed, time on task, and difficulty.

Life Skills
Individualized plans focused on a variety of tasks build independence, ranging from completing home tasks such as making a bed, to hygiene independence, or even building the capacity to access or work within the community.

Designated Academic Block Students focus on curriculum dedicated to language arts, mathematics, social studies, and science. Lessons are geared toward their individual learning needs by utilizing intervention programs dedicated to state standards and/or functional academics.

Sample Student Schedule

Each student's assessment data will be utilized to determine their personalized rotational schedule.

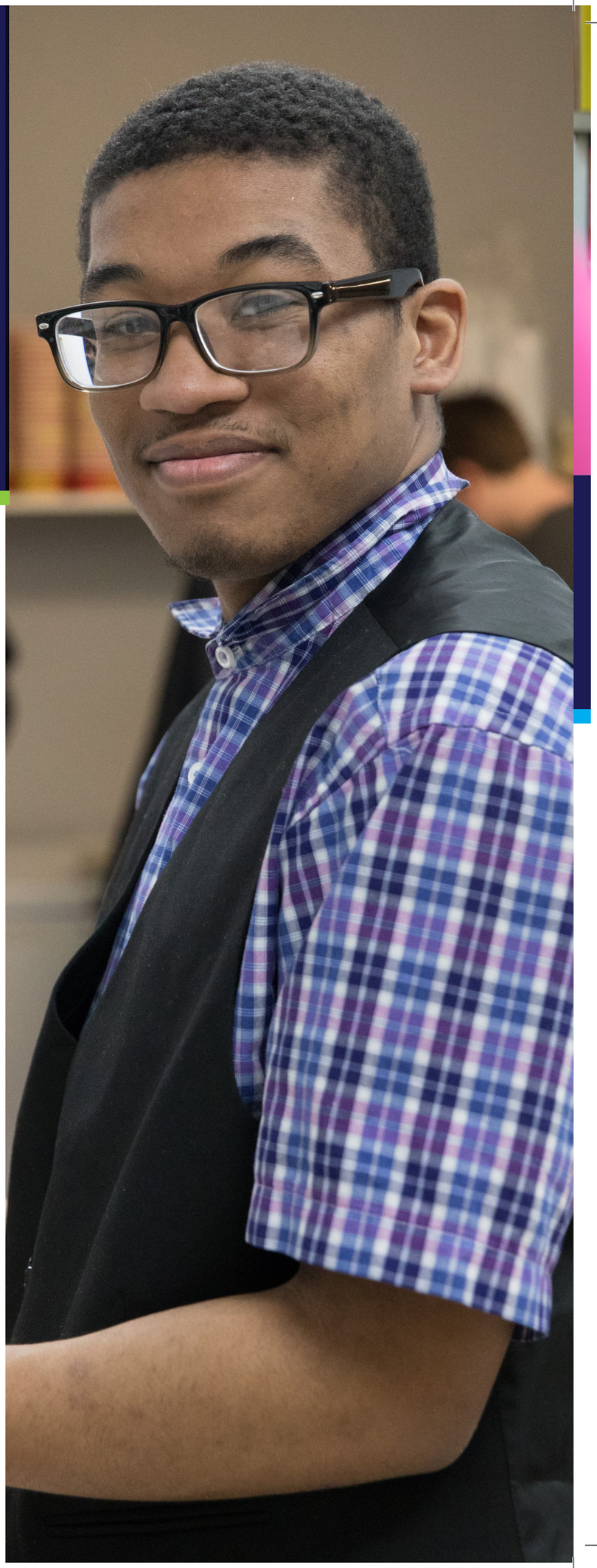
8:30		***Motor Lab***
9:00		***Discrete Trial Training***
9:30		***Independent Play & Leisure***
10:00		***Motor Lab***
10:30		***Life Skills*** *independent living, chores (laundry, sweeping)*
11:00		***Social Skills***
11:30		***Recess*** *generalization\opportunity for social skills*
12:00		***Motor Lab*** *sensory cool down*
12:30		***Functional Academics*** *math lesson dedicated to menu math*
		Lunch
1:30		***Life Skill*** *hygiene (washing face and brushing teeth)*
2:00		***Motor Lab***
2:30		***Discrete Trial Training***

Real-Life Encounters

Students are able to utilize the skills gained across all rotations with a larger group – at lunch or recess or in new environments – through community-based outings. This allows students to achieve two long-term goals: (1) the ability to participate, function, and demonstrate independence in the general public; and/or (2) the ability to transition to an academic setting.

Skill Development Programming

Individualized programming comes from applying assessment and post-secondary, student, and family goals to customize a plan to fit the student's current and future goals. Applying effective teaching strategies to enhance learning allows us to optimize student success.



Prompting

Providing hints and/or cues to students to evoke a correct answer to give the students the ability to learn independent thought.

Errorless Learning

A method of applying prompting prior to a learner providing a working answer with the intention that exposing students to the correct answer will allow them to learn a skill faster.

Variable Reinforcement Schedule

Each student will have a variable reinforcement schedule, meaning that we will reinforce their work at a variety of times to increase the motivation of the given work.

Social and Tangible Reinforcement

Rewarding students with social praise and physical preferred items to increase their desire to engage in work.

Visible Supports

Specifically setting up the learning environment with visual cues to evoke learning such as but not limited to social stories, visual schedules, visual rule list, PECS systems, visual labels, etc.

Sensory Integration

Applying sensory integration tools to the learning environment to enhance learning by giving students the ability to regulate their bodies.

Behavior Programming

We aim to identify the behaviors that continue to disrupt our student's ability to access their environment and learning. We then use the data collected to devise strategies that get to the root function of the students disrupted behaviors, always giving them tools develop positive replacement behaviors..

Academic Rotational Model

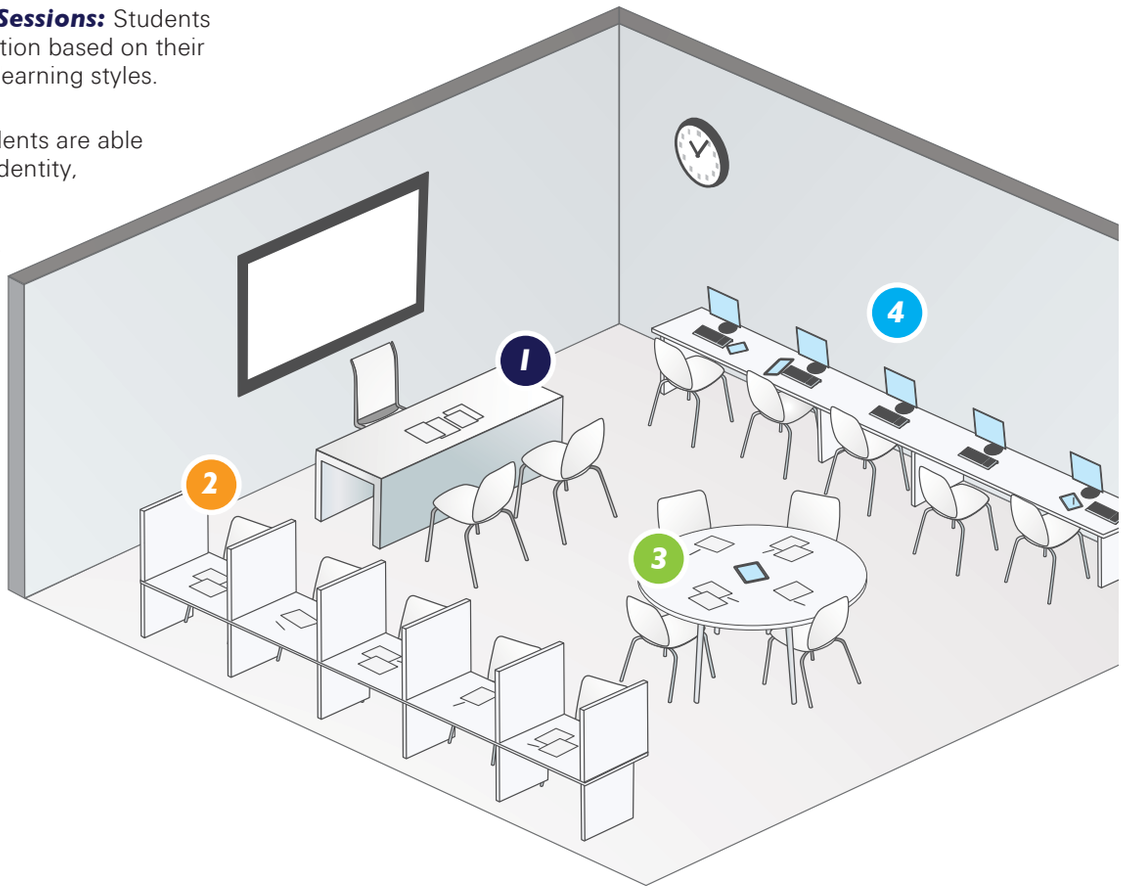
Our Academic Rotational Model serves students who have a developed means of communication and are seeking a more typical classroom experience. The goal of these classrooms is to provide students a safe learning environment, which reduces disruptive behaviors, increases self-awareness, and provides an opportunity for increased social skills. The model uses four specific rotations where students are assessed academically, gain self-regulation skills, learn with district-aligned academic curriculums, and utilize integrated technology.

1. ***Teacher-Directed Tutorial Sessions:*** Students receive personalized 1:1 instruction based on their individual skill levels, pace, and learning styles.

2. ***Independent Seatwork:*** Students are able to develop a personal sense of identity, efficiency, and accountability through independent seatwork where they learn to self-monitor and self-motivate through guided practice opportunities within the curriculum content.

3. ***Small-Group Reinforcement Lessons:*** In order to promote social competencies for our students, we bring them together to simultaneously bolster learned proficiency and social interaction.

4. ***Technology-Based Workstations:*** Supplemental curriculum software programs are prescriptively assigned for additional skill development.



Why Catapult Learning?

Founded in 1976, Catapult Learning has dedicated over four decades to providing education solutions that generate demonstrable academic achievement and better life outcomes for students, regardless of the learning barriers or other challenges they may face. The company's team of over 5,000 educators works to achieve sustained academic gains and build teacher and leadership capacity through evidence-based programs that include student instruction and family support services, professional development, special education, and alternative education programs.

AdvancED Accreditation

Catapult Learning, as well as its Schools and Classrooms, are accredited by AdvancED. The accreditation process involves three ongoing components: meeting high-quality standards; implementing a continuous process of improvement; and engaging in quality assurance through internal and external review. Our Corporate Accreditation demonstrates our commitment to provide services and solutions that meet the highest standards of educational excellence.

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