



SPECIAL EDUCATION FOR EXCEPTIONAL KIDS

Community Participation Training

ABA Based Community Integration Service:

- **School Teens** (*ages 12 & up*)
- **Transition Age** (*ages 16-22*)
- **Adult Age** (*ages 22 & up*)



COMMUNITY INTEGRATION SERVICE (055)

Vendor #PE1901

SERVICES INCLUDE:

- Community Skills Assessment
- Community-related Functional Communication Training (e.g., Verbal Behavior)
- Community-related Social Emotional Skill Training
- Community-related Self-Help Skill Training
- Recreation Skill Training
- Community Skills Training
- Safety Awareness
- Community-related Mobility Training
- Community Integration Specialist Consultation
- 1:1 Support

For More Information, Please Contact:

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SEEK Education, Inc – A Non-Profit Organization



SPECIAL EDUCATION FOR EXCEPTIONAL KIDS

Community Participation Training

DTT SERVICE (048)

Vendor #PE0204

PROGRAM GOALS:

- Provide consumers with a strong foundation of community-related skills (e.g., functional communication, social/emotional, self-help, safety awareness, mobility, and community participation skills).
- Prepare consumers for more meaningful community living by providing treatments guided by the science and practice of behavior analysis.
- Target generalization of skills to build independence in the home and the student's own community environments.
- Provide comprehensive Community Skills Assessment in areas such as communication, recreation skills, life skills, social/emotional, self-help, safety awareness, mobility, and community participation skills to determine consumers' strengths, preferences, and program needs based on identified skills deficits.
- Maximize level of life independence for the consumer's self-fulfillment.
- Develop individualized program for effective outcome.

ENTRANCE CRITERIA:

1. Ages 12 and up
2. Meet the DSM-IV-TR (APA, 2000) criteria or is diagnosed with developmental disability, Autism, PDD, Brain Injury, Mental Retardation, Asperger's Syndrome, Down Syndrome, Cerebral Palsy, and Attention Deficit Disorders without behavior excesses that interfere with participation in the community.
3. Exhibiting deficits in communication, social/emotional, recreation/leisure, life skills, self-help, safety awareness, mobility, community participation skills and/or generalization of skills in the community.
4. In good health without chronic or sensory deficits that would preclude from full participation in the program.
5. A living environment that supports the community participation program.
6. Having post-secondary education goals requiring assistance in becoming independent as a student and learning to gain employment in the community.

Should a consumer not meet the specified entrance criteria, consideration will be made on a case-by-case basis.

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