

AUTISM PROGRAM

(6:1:3)



Program Description

The Autism Program at the Rise Center for Success provides a specialized learning environment tailored to meet the unique needs of students with autism spectrum disorder. Our comprehensive approach combines evidence-based practices with individualized support to foster academic, social, and life skills development. Utilizing the Autism Curriculum Encyclopedia (ACE), developed by the internationally renowned New England Center for Children, our classrooms offer a structured yet flexible learning experience. The curriculum is designed to systematically teach prerequisite skills essential for higher-level learning and independence. Our classrooms are thoughtfully designed with sensory modifications like alternative seating, specialized lighting, and designated work areas. Students have constant access to sensory tools and take breaks as needed to promote self-regulation. Language and communication skills are integrated throughout the day, vital for student success. We empower choice in recreation and free time while providing specialized equipment for physical skill development.

Specialized Staffing

Our special education teachers and teaching assistants are hand-picked for their experience and their passion for teaching students with autism.

BOARD CERTIFIED BEHAVIOR ANALYST (BCBA)

Provides careful data analysis and evaluation to ensure the most effective instructional and behavioral intervention.

Develops proactive strategies to ensure fidelity in responding to challenging behavior.

AUTISM COORDINATOR

Provides training to all program staff and oversees implementation of ACE curriculum.

Conducts fidelity checks to ensure consistency in instructional delivery and provides alternative resources to meet student instructional needs.

SCHOOL SOCIAL WORKER

Offers opportunities for families to discuss concerns relating to their child in both the home and school environments.

Provides assistance in knowledge of community services and accessibility.

Program Overview

THE CLASSROOM

Small student to staff ratio of 6:1:3 (6 Students, 1 Teacher, 3 Teaching Assistants)

Serving grades K-12

Trauma-informed best practices to support the social-emotional needs of all students. ABA-based instructional techniques to teach new skills and behaviors, facilitating generalization to home and community settings.

Each student has an individualized program, which will include: structured small group instruction, social skills group, independent work, special area classes, community outings, work experiences, and whole group instruction.

CURRICULUM

Autism Curriculum Encyclopedia (ACE) provides customizable curriculum in discrimination, academics, communication, self-help, recreation and physical education, health and safety, social skills, vocation and community skills, and behavior. Our Board-Certified Behavior Analyst (BCBAs) and special educators with the ability to assess, teach, and evaluate progress using evidence-based procedures.

STUDENTS COMPLETING THE PROGRAM

Completing the program looks different for every individual. Below are options and opportunities for students completing the program:

Have a toolbox of pro-social coping strategies for future success.

Earn Career Development and Occupational Studies Credential (CDOS) or Skills Achievement Commencement Credential (SACC).

Transition from the program to a least restrictive environment (LRE).

Ready for post-secondary success, including trade schools and workforce.

Have increased their daily living skills and are working toward future independence.

At the Rise Center for Success, we are committed to empowering our students to achieve their full potential, both academically and personally. Join us on a transformative journey towards growth, resilience, and lasting success. For more information about our Autism Program and other CVES Special Education Services, please visit: www.cves.org/special-education





Program Highlights

Specialized staff training is critical for program success. Staff members receive initial and ongoing professional development, including:

- Ongoing training on autism spectrum disorders, ABA principles, discrete trial instruction, incidental teaching, task analysis, and the ACE curriculum.
- CALM de-escalation and physical intervention training.
- Therapeutic Crisis Intervention for Schools (TCIS2) training to prevent, de-escalate, and manage crisis situations therapeutically.
- Ongoing training by BCBA and program coordinator.

The Rise Center for Success values opportunities for parent and family involvement through ongoing written and verbal communication with instructional staff, and consultation and home-based support from the school social worker, instructional staff, and behavior analysts.

A trauma transformed approach to support the social and emotional needs of all our students. All staff are trained and maintain certification in Therapeutic Crisis Intervention for Schools 2 (TCIS2). TCIS2 provides staff with the skills and knowledge to prevent, de-escalate, and manage crisis situations in a therapeutic manner.

We prioritize regular student-centered team meetings, known as Management By Objectives (MBOs). These strength-based meetings serve vital purposes: proactively preventing student behaviors, ensuring all staff are aligned and informed about each student's individual plans for consistent implementation, and coordinating services and programs to maximize impact and achieve individual learning goals.

Community-based Work Experience program that empowers students aged 12 and above through a pathway fostering confidence and advocacy, while exploring career possibilities and cultivating essential skills. This journey includes personalized assessments in the PAES Lab (Plattsburgh Campus), simulated work experiences, such as the school store, community outings connecting classroom learning to real-life applications, and hands-on projects at local businesses and nonprofit organizations.

Premier transition coordination annually for students 14 years and older in collaboration with students' circle of support teams. Needs assessments are conducted to identify gaps in services and to ensure students and families are connected with resources both in school and in the community.

Focus on character education through The Positivity Project (P2). Building positive relationships is at the heart of our student support model. P2 involves the entire school community and aims to create a positive culture through character and relationships.

Opportunity to enroll in the Partners in Transition program, assisting students as they transition to adulthood who receive ACCES-VR and OPWDD services at various readiness levels, ensuring uninterrupted progress through established relationships.

Related Services

We offer a full suite of related services per the students' IEP, such as counseling, speech and OT/PT. All service providers are masters of their craft and collaborate continuously with the classroom instructional staff to ensure continuity of student support across all settings.

Additional Supports

WIGGLE ROOM

A dedicated room for students to utilize in regulating their sensory needs.

HEATED THERAPY POOL *(Plattsburgh Campus)*

Pool available for instructional swim or free swim (schedule specific).

GROSS MOTOR OPPORTUNITIES

Students have access to a treadmill, adaptive bikes, and scooters for use throughout the day.

CALMING CORNER *(Plattsburgh Campus)*

A proactive emotional regulation space has been created to allow students to have a quiet space to utilize their coping skills. This space has dim lighting, comfortable seating, weighted items, and a variety of sensory fidgets.

BREAK SPACES

We offer break spaces aligned with NYS regulations utilizing procedures outlined in the student's IEP and BIP with a goal to decrease use over time.