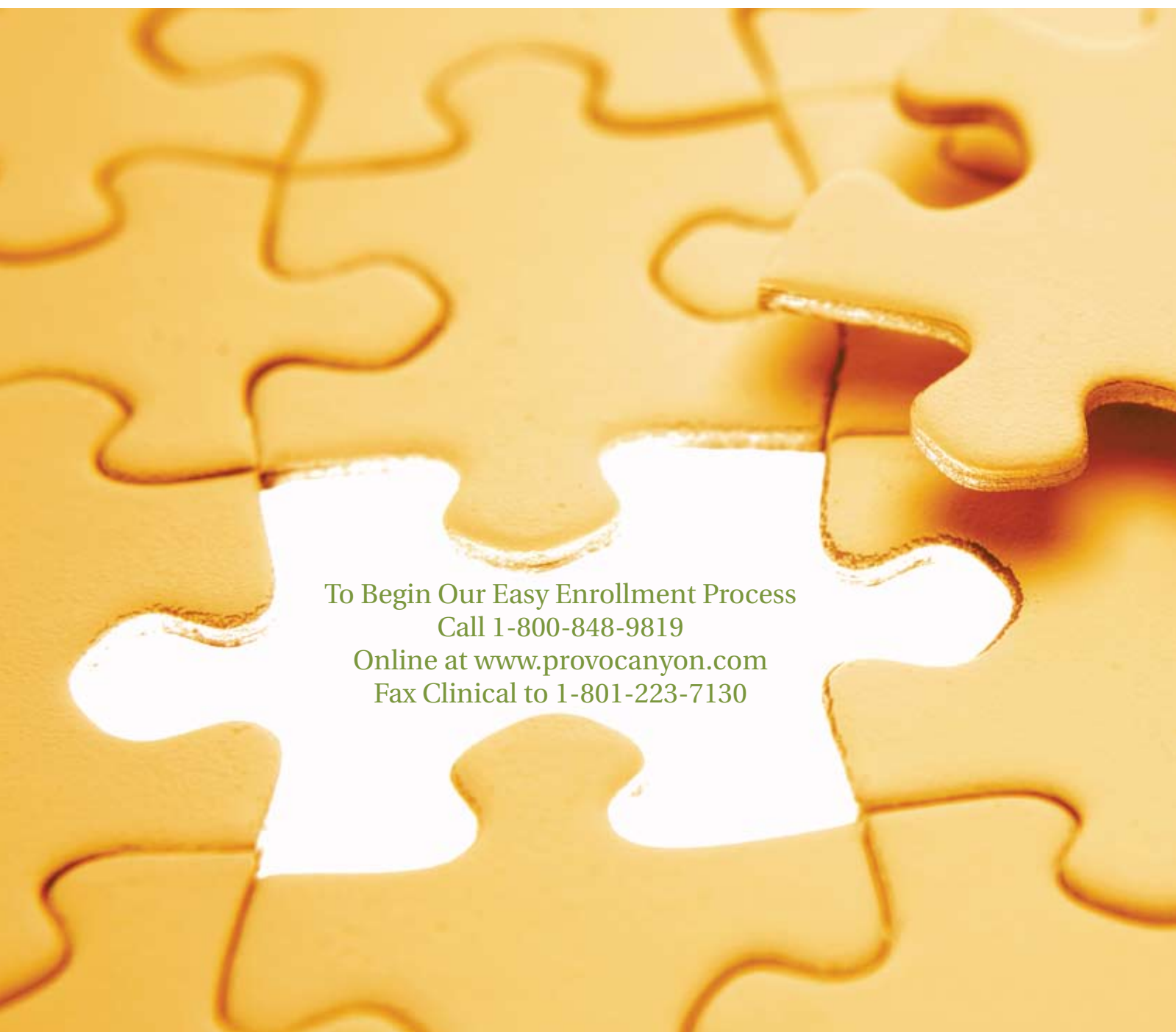




# PROVO CANYON SCHOOL

ESTABLISHED 1971

1350 East 750 North, Orem, Utah 84097



To Begin Our Easy Enrollment Process

Call 1-800-848-9819

Online at [www.provocanyon.com](http://www.provocanyon.com)

Fax Clinical to 1-801-223-7130

## Provo Canyon School's C.A.R.E. Program

*Center for Autism and Related Exceptionalities Program*

Provo Canyon's C.A.R.E. Program is an evidence based applied behavioral and educational program designed to build on the strengths of each child. Our caring team of professionals knows that every child has unique gifts, and it is our mission to inspire them to increase their functional independence and quality of life. Provo Canyon addresses the management of associated medical issues, coexisting mental health conditions and interventions for challenging behaviors.

Provo Canyon is a warm and inviting place for children to learn and grow. Our highly structured residential learning environment was created for children and adolescents identified as having an autism spectrum disorder or a related disability who are in need of an intensive 24 hour treatment setting.

Provo Canyon tailors each child's treatment experience and strategic interventions in order to facilitate learning, enhance communication, improve socialization, increase academic functioning, reduce maladaptive behaviors and prepare them for a successful transition back to their community.



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## Applied Behavior Analysis & Positive Behavior Supports

Provo Canyon's behavior improvement system is overseen by a Board Certified Behavior Analyst (BCBA) and Board Certified Psychiatrist. The behavioral interventions are guided by the scientific principles of applied behavior analysis and positive behavior supports. Upon admission, every child receives a Functional Behavior Assessment (FBA) that includes collecting information to identify target behaviors, identification of antecedent events and consequences and identification of the function or purpose of the behavior. This information assists our team in developing a Behavioral Intervention Plan (BIP). The ultimate goal of the BIP is to improve functional independence and identify strategies that will eliminate off task, disruptive, aggressive and non compliant behaviors that interfere with the child's opportunity to produce academic and social skills acceptable in the community. Negative behaviors are viewed as "teachable moments." Our entire team of professionals receives specialized training in how to deliver research based procedures when teaching new skills and in responding to problem behaviors. Through direct and frequent measurement, we celebrate each child's success in attaining their goals.



## Student Schedules

*A Sample Student Schedule Might Include the Following:*

- Academic Skills
- Receptive and Expressive Communication Skills
- Personal Health, Nutrition, Hygiene and Grooming
- Leisure and Recreation Skills
- Community Social Skills and Citizenship

## Instructional Methods

The instructional design at Provo Canyon's C.A.R.E. Program can be summarized by the word "connection". This connection is found between our program's educational, behavioral, medical and functional areas. Thematic units are used to relate curriculum objectives to each other and to the more global needs of the learner. Teachers work collaboratively to connect lesson plans which integrate speech and language, occupational therapy, sensory integration, health and wellness, and behavioral interventions.

Each course offered at Provo Canyon has specific performance objectives and detailed statements of the knowledge and skills which must be mastered. To ensure consistency in the curriculum and a mechanism to measure student performance, three levels of functioning have been designated to accommodate the diverse needs of each student. Students may function on several different levels simultaneously depending upon the curriculum objective.

## Family Involvement

Family involvement is critical to the success of every child's treatment. Our treatment goals are designed to address the needs of the individual child within the broader context of empowering the family. We provide support to families by educating them about autism spectrum disorders, providing training, including them as a co-therapist and assisting them in obtaining access to ongoing support and additional services. Telephone conference calls involving the child, Board Certified Behavior Analyst (BCBA) and family members are scheduled weekly. On-site family visits are strongly encouraged

## Program Features

- Small Staff-To-Child Ratios
- Structured Programming With a Focus on Predictability, Routines & Visual Schedules
- Individualized Communication Systems Including Picture Exchange Communication Systems (PECS) & Other Visual Support Systems
- Applied Behavior Analysis (Discrete Trial Teaching, Natural Environment Teaching, Task Analysis, Verbal Behavior)
- Functional Behavioral Assessment (FBA) & Behavioral Intervention Plan (BIP)
- Graphic Representations of Individual Performance
- Generalization of Skills Across Multiple Environments
- Social Skills Instruction Delivered Throughout the Day
- Reinforcement-Based Interventions
- Direct Academic Instruction
- Scientifically Based Curriculum Focused on Each Student's Learning Style
- Technology Assisted Learning
- Sensory Integration Interventions
- Organization of the Physical Environment
- Occupational, Physical, Speech & Language Therapy
- Wellness & Dietary Interventions
- Medication Management
- Nutritional Services
- 24-Hour Nursing Care
- Accredited by The Northwest Association Of Accredited Schools
- Accredited by The Joint Commission

## Levels of Functioning

**Independent** — Students are expected to be able to perform the skill or use the knowledge on their own.

**Supported** — Students are expected to require some type of prompt, supervision, or use of assistive technology to be able to perform the skill or use the knowledge required for the task.

**Participatory** — Students are expected to require assistance to be able to participate in the activity or task.

