



# Capstone Cooperative Experience: Integrations Treatment Center

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## INTRODUCTION

The purpose of my cooperative capstone experience was directed towards becoming well-equipped with intervention techniques and strategies to best support the growth and development of children with autism spectrum disorders. As a transitional aide at Integrations Treatment Center (Wickliffe, OH), my main responsibility comprised of supporting IEP Individualized Education Program goals for each child through ITC's The S.U.C.C.E.S.S. Approach<sup>SM</sup> model. The co-op was completed as a core requirement for capstone option HSC 486, Cooperative Career Experience, during the Fall 2018 semester.

*The S.U.C.C.E.S.S. Approach integrates 7 syncretic models in intervention practice.*

## INTEGRATIONS TREATMENT CENTER

The Integrations Treatment Center (ITC) is a day treatment facility for individuals with autism spectrum disorders and other neurological disorders. The co-founder and director of Integrations Treatment Center, Lynette Scotese-Wojtila, is a licensed occupational therapist who has over 30 years of experience working with ITC's target population and creating The S.U.C.C.E.S.S. Approach<sup>SM</sup>.

## TRANSDISCIPLINARY AIDE

Assists with Individualized Day Treatment Program, supporting IEP goals, toileting, feeding, and collaborates with professionals (OT, SLP, PT, Special Education, and Early Education)

## OBJECTIVES

1. Complete 9-week The S.U.C.C.E.S.S. Approach<sup>SM</sup> training course offered by ITC
2. Identify evidence-based practices when observing interactions between professionals and/or aides when working with students
3. Identify/Trace a child's motivation behind their behavioral actions to encourage effective communication
4. Implement protocols and interventions as advised by supervisor and ITC staff
5. Understand the balance within a child's network of supports and the contributions to the child's progress from each respective role

## TARGET CHILD

As part of The S.U.C.C.E.S.S. Approach<sup>SM</sup> training program, we were required to choose a target child and apply concepts learned throughout the sessions. My target child was a 7-year-old boy who attends ITC. Since he is non-verbal and uses an AAC (augmentative and alternative communication) device for main communication, I chose an activity that allowed him to demonstrate the use of his device and practice The S.U.C.C.E.S.S. Approach<sup>SM</sup>.

**GOAL** Request for item using three-word phrase ("I want puzzle")

- TSAS<sup>SM</sup>**
- Assessing Readiness
  - Linguistic Mapping
  - Linguistic Constraint
  - Develop Schemas
  - Redirecting
  - Verbal queuing

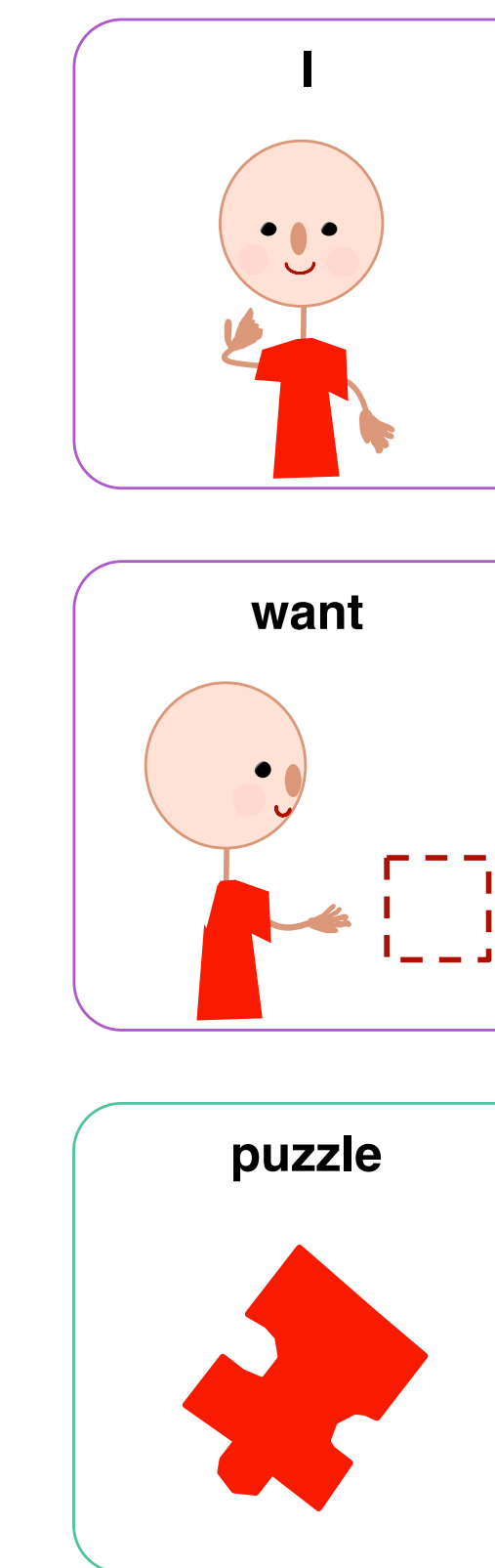


Figure 1. Example of AAC device

## CONCLUSIONS

Through my internship at Integrations Treatment Center, professionally I have gained an increased repertoire of interventions practices and researched-based resources that were relevant for my experience and future career as an occupational therapist.

## FEEDBACK

Towards the end of my experience, I distributed a survey to several staff members which asked questions about their personal experience at ITC and feedback they would be willing to provide me from their observations. Strengths identified were respectfulness and patience, while areas I could improve upon were being confident and more assertive when working with the kids.

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