

Bridgewell's Day Program at Rosewood

Creating Instructional Resources

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Introduction

Bridgewell provides a range of social and human services that empower people with disabilities and any other life challenges to live safe, independent, and productive lives. It takes a person-centered approach by providing support through community housing, day programs, outpatient treatment, recovery services, education, and employment training opportunities throughout eastern Massachusetts. "Bridgewell's vision is to be unwavering in the pursuit of dignity and opportunity for all who face life challenges (Recovery & Disabilities, 2021)."

Bridgewell Behavioral Health Services include:

-Outpatient clinics, adult day programs, and community partnerships.

Disability Services include:

-Community housing, adult day programs, Autism services, employment services, and service enhancements.

Recovery Services provide:

-A women's program, treatment, housing, drug diversion program, prevention & education.

Homeless & Housing Services which provide:

-Affordable housing, residential programs, and recuperative care center.

Specialized Services that provide:

-Recuperative care, crisis clinical support, and emergency & planned respite.

Center for Professional Development offers workshops.



Related Literature

- The CDC (2019) offers a range of treatment and services for individuals with Autism. Effective interventions can reduce behaviors such as aggression, tantrums, and self-injury. Improving communication skills through the use of communication boards, sign language, and electronic tablets are also highlighted.

- In home-based services, depending on the client's age, and the parent, the client will receive services from the comfort of their home with the involvement of the parent. Center-based services have the client working with a behavioral therapist without the involvement of the parent. In this setting clients will experience a more scheduled day working on life skills, basic skills, and interaction with other clients. The researcher's findings showed that clients excel in a center-based service when compared with home-based programs.(Dixon, et. al., 2016).

-Applied Behavior Analysis is a process used to start early interventions. The objective is to work on behavior changes by first observing the behavior, collecting data, and developing a plan to manage it. Clients participate in specified programs based on their needs in order to become more independent on the task. Depending on the age group clients start with basic needs and then progress to more complex tasks, programs and therapies to help them reach their identified objectives. Clients diagnosed with Autism Spectrum Disorder have medical conditions such as seizures, gastrointestinal problems, etc that will need to be managed and observed so they can have a better and safer lifestyle.(Myers & Johnson, 2007).

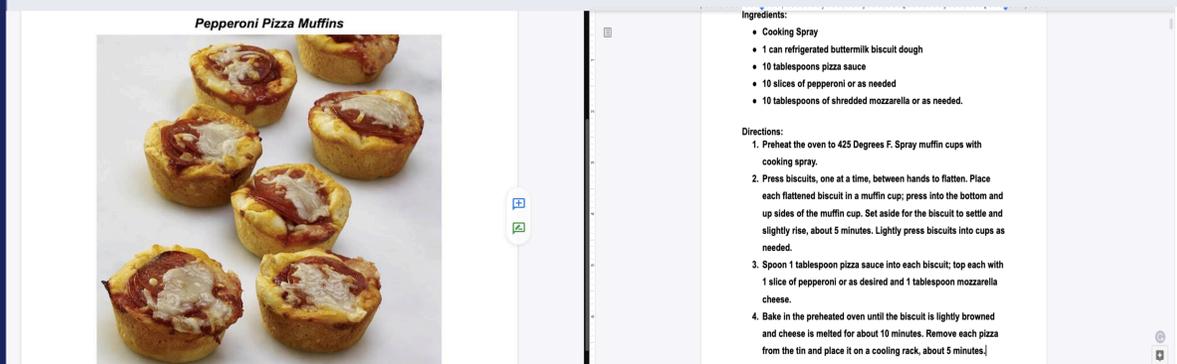
Internship Projective Objective

The objective of this project was to create resource materials for programming and staff. Three different content areas were identified and included communication about what, where, when, why, and who questions, picture scenarios, and what's wrong here scenarios. A second resource was a cooking catalog containing 4 step recipes, and a third that included exercise/strengthening activities.

Methods & Materials

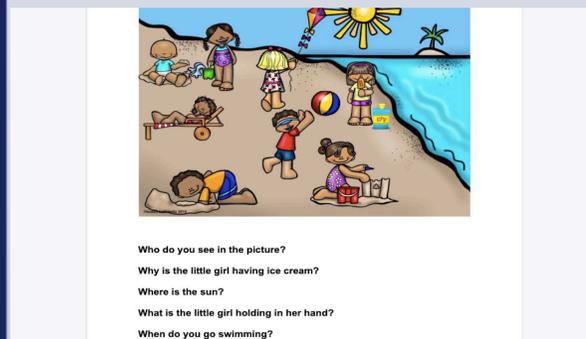
- o With the site supervisor, identified the need of resource materials for the staff.
- o Topic areas of interest included a cooking binder, exercise binder, and communication binder.
- o Each topic was researched for appropriate content.
- o A google doc was created for each topic.
- o Feedback was sought from both the supervisor and staff regarding the content levels for the clients and the practical value of the binders for the staff.
- o Binders were submitted to the site supervisor for final approval.
- o Site supervisor approved content level for the binder.

Results



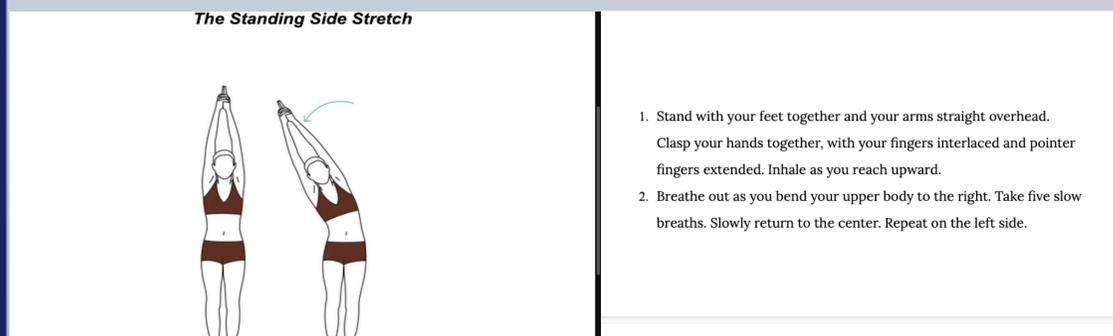
The cooking binder includes:

- ❖ 4- step recipes (to make it easier for clients to use)
- ❖ Lunches, snacks, desserts, and appetizers.
- ❖ 20—40 pages of a wide range of recipes.



The communication binder offers:

- A range of communication sheets consisting of what, where, why, who, and when questions.
- Worksheets with pictures scenes where clients explain what is going on.
- Other communication sheets including hidden picture sheets and "what's wrong with this picture" activities.
- This binder contains 20-40 pages of different WH communication sheets.



The exercise binder contains:

- o Regular and modified exercises.
- o 10-15 pages of exercises/stretching to choose from.

I have not received any feedback yet about my binders from the staff and I am not sure when they will be handed out to them yet.

Conclusion

- During the pandemic, it became clear that clients had no materials available to work with at the center. These 3 binders will benefit the Rosewood program because clients will now have more efficient and effective materials and resources.
- The staff will benefit as well by having the material already available instead of having to search for information. Staff will be able to expand their knowledge of new material.
- My time spent with Bridgewell's Day Program was great. I was able to meet and learn more about each of the clients, how each classroom was run, and how staff was able to manage any negative behaviors that occurred.
- The staff taught me that there is nothing wrong with asking questions and expanding my knowledge, particularly when considering the work they would give the clients because the needs of each client is unique.
- Finally, I learned that expanding clients' communication skills is key, even if it's the little things.

References

Centers for Disease Control and Prevention. (2019). Treatment and intervention services for autism spectrum disorder. Centers for Disease Control and Prevention. <https://www.cdc.gov/ncbddd/autism/treatment.html>.

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Myers, S. M., & Johnson, C. P. (2007). Management of children with autism spectrum disorders. American Academy of Pediatrics. Retrieved September 15, 2021, from <https://pediatrics.aappublications.org/content/120/5/1162>.

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Acknowledgments

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