

# 2019 – 2020 Program Book



## Limitless Programs

Now DDD  
Approved!

For more information or to register visit  
[www.LimitlessASD.com](http://www.LimitlessASD.com)





DDD Approved!



# Autism Social Club

Weekly on Tuesdays

3:30pm - 5:00pm

Denville, NJ

[www.LimitlessASD.com](http://www.LimitlessASD.com)

Get ready for fun and goal-oriented leisure pursuits in a community-based setting! This group will be community-based instruction at its finest with inclusion, exposure to new experiences, and peer interactions on the forefront of a great time in a group setting. Favorite activities include opportunities to guest DJ at Home Grown Radio Station in Boonton, mini golf, bowling, train trips, game nights, Culture Cabin, lasertag, fencing, Power Play Gaming, ice skating, corn mazes, short trips using public transportation and more. Groups work together to advocate favorite activities or make suggestions for something new. Importantly, any adolescent or young adult finds the most happiness in feeling like a part of a group. Individuals begin to develop a sense of fulfillment, self-esteem, and independence as a member of a social circle. Trained and expert staff, with over 25 years of experience in the field, facilitate a multitude of outings and in-house activities with behind-the-scenes developmental goals targeting peer interactions, the development of effective social communication capacities, the acquisition and practice of community-based problem solving, navigating the environment effectively in a variety of settings, and generalizing skills across natural environments. Opportunities to deal with real-life feedback both positive and natural consequences from peers and community professionals are supported by caring staff while at the same time decreasing prompt dependency and the "bail out" by others. Join the gang and have a blast with something special to look forward to each week!



A place to belong, feel important, and be celebrated just for being you!





## Welcome to Limitless

### Leveraging Diversity for Success in the 21st Century

Limitless programs for children, adolescents, and young adults with unique abilities strive to support the development of lifespan goals with the understanding that learning never stops. It is our aim to enable individuals to reach their full potential, live happy and fulfilling lives, be engaged as active citizens in a global society in a variety of communities and obtain meaningful and fulfilling employment.

Our programs prepare them for meeting the challenges and accessing the opportunities of the 21st Century while capitalizing on their individual strengths. Preparing students for continuing education opportunities, independence in daily living, involvement in inclusive settings, and striving to obtain paid employment are in the forefront of our vision. Generalizing skills to mainstream environments is a key goal of all programs along with reaching optimum levels of independence as they prepare to transition to diverse integrated communities. We continue to strengthen the foundations of self-regulation, engagement, intentionality, and meaningful relationships as we advance and nurture the movement into the higher levels of symbolic, emotional, abstract, critical, and reflective thinking.

Our developmental program, based upon the Developmental, Individual difference, Relationship-based approach model (DIR), incorporates the systematic integration of relating and communicating, movement, thinking and problem solving, visual spatial processing, executive functioning and emotional intelligence. A shift toward a strength-based approach to both assessment and intervention facilitates independence and meaningful learning opportunities within a small group setting. Fortifying the hindrances to full inclusion in desired environments is supported in all areas of functioning. Our multidisciplinary, highly qualified, and experienced staff work collaboratively as facilitators providing both individual and group opportunities for discovery and meaningful experiences that promote growth and development into adulthood.

Refer a friend and get a  
**FREE** class!  
Ask us for details!

Register now at:  
[www.LimitlessASD.com](http://www.LimitlessASD.com)

**Like us on Facebook:**  
Limitless: Celebrating  
Neurodiversity

Transportation within Denville  
to Limitless may be available.  
Please email  
[tdurgin@limitlessasd.com](mailto:tdurgin@limitlessasd.com)



## **Limitless FAQ's**

### **Do you provide 1:1 aides?**

Our staff to student ratio is 1:4. In most cases we are able to provide an aide at an additional fee. We cannot guarantee an aide who is trained in RPM or FC.

### **Where do I register?**

Visit our website at [www.LimitlessASD.com](http://www.LimitlessASD.com) and click on the "Registration" tab.

### **The class I am interested in has already started. Is it too late to register?**

Never! We will prorate your bill to reflect the first date you attended the class.

### **What do I do if my child will be absent from a class?**

Please let the teacher of the class know as soon as possible or email [info@limitlessasd.com](mailto:info@limitlessasd.com).

### **How long do classes and groups run for?**

Unless otherwise noted, classes are continuous. You will be enrolled until you contact us to cancel.

### **Will I get billed for a missed class or event?**

We hire staff based on the number of individuals enrolled in each class. Therefore, we are unable to charge per class attended. If your child will miss 3 or more classes in a row, you may cancel the class and re-register when they are able to attend and you will not get billed for missed classes.

### **Do you charge a fee for a late pickup?**

A late fee of \$10 per 15 minutes will be assessed. If you think you are going to be late please call us and let us know.

### **How do I cancel registration?**

To cancel any classes, please email [cfarr@limitlessasd.com](mailto:cfarr@limitlessasd.com) 5 days prior to the next class to avoid being charged.

### **How often will I get billed?**

We will email invoices at the beginning of each month.

### **When are invoices due?**

Invoices must be paid within 30 days or a \$35 late fee will be applied unless other arrangements are made.

### **How do I request transportation for my child?**

Please email [tdurgin@limitlessasd.com](mailto:tdurgin@limitlessasd.com) to request transportation from select locations within the town of Denville to Limitless classes and events.

**\*\*\* It is the responsibility of the parent or guardian to notify their child's school/teacher about transportation through Limitless\*\*\***

### **How will I know if a class or event is cancelled?**

An email, text, or phone call (depending on preference) will be sent out in the event of a cancellation. Our Facebook page will be updated as well. Payments will be refunded.

### **What does "Minimum Enrollment" mean?**

Building peer relationships is one of our core focuses at Limitless. For your child to get the most out of our classes, we require a minimum amount of participants to run the class effectively. If the minimum enrollment is not reached 7 days prior to the start of class then we may postpone the start date until the minimum is met.

Payments will be refunded and parents will be notified 7 days prior to the start of the class.

### **How do I rescind permission for my child to be photographed?**

Any pictures or video taken at Limitless or during a Limitless event may be used for advertising purposes. If you wish to request that your child is not photographed, please email us at [cfarr@limitlessasd.com](mailto:cfarr@limitlessasd.com).

### **Where do I send payment?**

Payment may be sent to Limitless at 30 Righter Ave in Denville, NJ 07834. You may also pay your bill online at <http://www.limitlessasd.com/shop>



## Classes at a Glance

Category	Service/Class	Instructor	Ages	When	Start Date	Price
Social Development	Middle School Social Skills Group	TBD	10-13	Date: Thursdays Time: 3:45-5:00	September 19 <sup>th</sup>	\$70 per group
Social Development	High School Social Skills Group	Monica Osgood	13-18	Date: Thursdays Time: 3:45-5:00	September 19 <sup>th</sup>	\$70 per group
Social Development	Adult Social Skills Group	Karen McDowell	18-25	Date: Mondays Time: 3:30-4:45	September 16 <sup>th</sup>	\$70 per group
21 <sup>st</sup> Century Life Skills	Cooking and Entertaining	Andrew Reynolds	14-25	Days: Wednesday Time: 4:30-5:30	September 18 <sup>th</sup>	\$40 per class
Growth of the Mind	Growth of the Mind	Karen McDowell	15-25	Days: Wednesday Time: 3:30-4:30	September 18 <sup>th</sup>	\$50 per class
Exploring and Discovering Passions	Sci-Fi/Fantasy Club	Andrew Reynolds	14-25	Days: Tuesdays Time: 4:15-5:30	September 17 <sup>th</sup>	\$30 per group
Technology	Digital Arts/Multi Media Program	Mike Sammon	14-21	Days: Tuesdays Time: 3:15-4:45	September 17 <sup>th</sup>	\$50 per class
Social Development	Autism Social Club	Linda Dimick	13-21	Days: Tuesdays Time: 3:30-5:00	September 17 <sup>th</sup>	\$35 per class

Elementary Social Skills  
groups are forming.

Please email [cfarr@limitlessasd.com](mailto:cfarr@limitlessasd.com)  
for more information!



## Classes at a Glance

Category	Service/Class	Instructor	Ages	When	Minimum Enrollment	Start Date	Price
Developmental Services	Individual Social-Emotional-Behavioral Assessment	Varies	2-30	Scheduled as per client and clinician availability	Minimum of 1 individual	Scheduled as per client and clinician availability	\$150-\$500
Developmental Services	Individual Floortime	Varies	2-30	Scheduled as per client and clinician availability	Minimum of 1 individual	Scheduled as per client and clinician availability	\$35 - \$150 per hour depending on level of clinician
Developmental Services	RDI	Laura Hynes	5-20	Scheduled as per client and clinician availability	Minimum of 1 individual	Scheduled as per client and clinician availability	\$120 per hour
Parent and Family Services	Parent Coaching	Varies	2-30	Scheduled as per client and clinician availability	Minimum of 1 individual	Scheduled as per client and clinician availability	\$50-\$150 per hour depending on level of clinician
Parent and Family Services	Individual and Family Counseling	Mady Kaplan	5+	Scheduled as per client and clinician availability	Minimum of 1 individual	Call for details	\$150 per hour (insurance accepted)
U R Smart Communication Programs	U R Smart Communication Assessment	Varies	5-30	Scheduled as per client and clinician availability	Minimum of 1 individual	Scheduled as per client and clinician availability	\$150-\$500
U R Smart Communication Programs	U R Smart Communication Sessions	Varies	5-30	Scheduled as per client and clinician availability	Minimum of 1 individual	Scheduled as per client and clinician availability	\$50-150 per session
U R Smart Communication Programs	Facilitated Communication (FC)	Lisa Romaine	8-30	Scheduled as per client and clinician availability	Minimum of 1 individual	Scheduled as per client and clinician availability	\$100 per hour
U R Smart Communication Programs	Rapid Prompting Method (RPM)	Lisa Romaine	8-30	Scheduled as per client and clinician availability	Minimum of 1 individual	Scheduled as per client and clinician availability	\$100 per hour



## Who's Who?

### Monica Osgood

#### Founder

Monica has worked in homes, therapy centers, and private and public school settings for over 20 years. Some of her experience has included assessment and the development of intervention programs, curriculum and IEP development, and parent and professional training. In 1998 Monica created the first public school program with the Developmental Individual Relationship-based (DIR model) approach as the core philosophy. She worked closely with Drs. Greenspan and Wieder to further develop the DIR Model in school settings and is currently the Executive Director of the [Profectum Foundation](#), which provides worldwide training and resources to parents and professionals working with individuals with autism and related differences in relating and communicating. Additional accomplishments include many speaking engagements at conferences and participation in television, radio, and newspaper interviews across the USA, Wales, Ireland, and Amsterdam.

### Crystal Farr

#### Limitless Center Director

Crystal has over 10 years of experience working with students and adults with alternative learning styles using the DIR model. She is currently the Director of the Limitless Center and provides DIR support and training to paraprofessionals and teachers at Celebrate the Children, a developmental school in Denville, NJ. She has received extensive training in the areas of higher order thinking, emotional regulation, and problem solving under the mentorship of Karen McDowell, a faculty member of Profectum. Attending Profectum conferences has expanded her knowledge of developmental disabilities and given her tools to support young adults in their growth and development. Crystal was afforded the opportunity to present at the Profectum New Jersey Educators Conference. Accomplishments include the development of the Limitless Summer Transition Enrichment Program. Most recently she has worked alongside Monica Osgood to create a comprehensive program for teens and adults with developmental disabilities launched in September 2016.

### Karen McDowell

#### Developmental Specialist

Karen McDowell is an educator with over 25 years of experience working with the adolescent and young adult population. She is a faculty member of Profectum and has strived to implement a comprehensive developmental curriculum into both her classroom environment and therapy work. As lead teacher of Celebrate the Children school for 12 years, she has contributed to innovative curriculum and strategies with the unique needs of individuals in mind while promoting opportunities for growth and development in both group and individual settings. Karen has facilitated a weekly young adult group for several years with intensive focus on social and emotional strengths and challenges. Areas of interest and study include executive functioning, visual spatial processing, emotional regulation, and problem solving and she has provided workshops around the country on these developmental areas. As program coordinator of the young adult program at Celebrate the Children, Karen strives to provide programs that entice thinking, collaborative problem solving, effective communication, and positive coping strategies to support success and happiness within the demands of the 21st century.

### Laura Baldwin

#### Limitless Camp Director

Laura Baldwin is the Director of the Limitless Summer Program and the Paraprofessional Coordinator at Celebrate the Children, a school for children with alternative learning styles in Denville, New Jersey. Since she started practicing with the DIR ® approach in 2003, she has been growing with each program for over 10 years providing services to children with social, emotional, and developmental challenges in both school and private settings. In addition to being a robust Floortime player, Laura's advanced knowledge of DIR ® and countless hours of training in areas such as; child development, visual-spatial capacities, MNRI®, Developmental Assessments, and Crisis Prevention Intervention, has rewarded her with opportunities to work alongside many professionals to train and coach educators, families, first responders, and medical personnel in the DIR ® methodology, Floortime, and positive behavioral management. One of her most recent notable achievements, was joining the Profectum team to assist in demonstrating strategies for parents and professionals through video examples, assisting in the editing process of the Profectum Parent Toolbox, and assembling the Parent workbook. As a recent graduate from Montclair State University with a Bachelor's degree in Psychology, Laura plans to continue her education and pursue her dream of being a Clinical Psychologist to further assist and support children in reaching their full potential.



### **Lisa Walker Romaine**

#### **Supported Typing Consultant**

Lisa is a certified teacher with over 30 years of experience in the field of special education. She has worked extensively over the past 8 years providing communication training and support for individuals with complex communication needs. Lisa has completed the Training of Trainers program for Facilitated Communication, at the Institute of Communication and Inclusion at Syracuse University. She has also attended and completed training through HALO in Austin, Texas with Soma Mukhopadhyay, in order to provide the Rapid Prompt Method of education to individuals in this area. Currently, Lisa works full time at Celebrate the Children, in Denville, NJ supporting students, staff, and families in having and effectively supporting communication.

### **Fern M. Kopakin, MSW, LCSW, BCD**

#### **Psychotherapist**

Fern M. Kopakin, MSW, LCSW, BCD holds a Master's degree from the Hunter College School of Social Work. She is a Licensed Clinical Social Worker and has been awarded the Board Certified Diplomate (BCD) credential of the American Board of Examiners in Clinical Social Work. Ms. Kopakin has practiced psychotherapy with children (ages 3 and older) and adults for the past 19 years, working with individuals, couples, families and groups. She brings her extensive clinical background to the treatment of abuse and trauma using a host of therapeutic modalities, including cognitive behavioral, play therapy, EMDR and a variety of other cutting-edge approaches. Ms. Kopakin has worked collaboratively with Celebrate The Children on multiple occasions, providing treatment customized to the needs of our students. Sessions are available by appointment and may include evening or Saturday visits.





# Weekly Schedule

Unless otherwise noted, classes are continuous

## Individually Scheduled Services Include:

- Social-Emotional-Behavioral Assessments
- Parent Coaching
- Individual and Family Counseling
- Individual Floortime
- U R Smart Communication Programs

	Monday	Tuesday	Wednesday	Thursday	Friday
12:00-3:30	Programs for 18+ Coming Soon!				
3:30-6:00	<b>Social Skills Group</b> 3:30-4:45 Adult <i>Weekly</i> Karen McDowell	<b>Digital Arts</b> 3:15-4:45 Ages 14-21 <i>Weekly</i> Mike Sammon  <b>Sci-Fi/Fantasy Club</b> 4:15-5:30 Ages 14-25 <i>Weekly</i> Andrew Reynolds  <b>Autism Social Club</b> 3:30-5:00 Ages 14-25 <i>Weekly</i> Linda Dimick	<b>Growth of the Mind</b> 3:30-4:30 Ages 15-25 <i>Weekly</i> Karen McDowell  <b>Cooking and Entertaining</b> 4:30-5:45 Ages 14-25 <i>Weekly</i> Andrew Reynolds	<b>Social Skills Group</b> 3:45-5:00 Middle School <i>Weekly</i> TBD  <b>Social Skills Group</b> 3:45-5:00 High School <i>Weekly</i> Monica Osgood	



## Developmental Services

### Individual Social-Emotional-Behavioral Assessment Ages: 2-30

Our staff have extensive experience in assessing development from an interdisciplinary perspective in order to identify strengths and weaknesses unique to each individual. This assessment considers physical/body, mind and social-emotional capacities. Goals based on the **DIR Functional Emotional Developmental Levels (FEDLS)** are developed from the assessment to guide intervention programs and inform parents and professionals of the potential that can be maximized from the appropriate treatment plan. Principles and strategies from other intervention approaches may also be incorporated into the treatment plan if right for your individual child. We also welcome working collaboratively with your child's intervention team and/or school regardless of variations in methodology.

**Instructor: TBD upon request and individual profile**

**Scheduled as per client and clinician availability**

**Fee: \$150 per hour Typical assessment is 1 - 2 hours (handwritten notes and goals)**

**Fee: \$500 Assessment and formal report and goals developed for IEP, program guidance, etc.**

### Individual Floortime Ages: 2-30

After an initial assessment above, Floortime sessions with one of our Floortime Players will target intensive FEDL goals to foster the healthy development of your child's social, emotional, and cognitive growth and success.

**Instructor: TBD upon request and individual profile**

**Scheduled as per client and clinician availability**

**Fee: \$35 to \$150 per hour depending on level of clinician**

## Social Development

Social and emotional development provides the foundation for how we feel about ourselves and how we experience others. This area includes the child's experience, expression and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen and others 2005). Emphasis is on strengthening capacities and competencies linked with self-awareness, self-management and social and relationship awareness. Understanding and managing feelings in all settings is explored through casual thinking, exploring underlying issues as contributing factors, adjusting reactions and interactions, implementing effective repair strategies, learning to interpret non-verbal communication and reflective thinking.

### Autism Social Club

Get ready for fun and goal-oriented leisure pursuits in a community-based setting! This group will focus on inclusion, exposure to new experiences and peer interactions on the forefront of a great time in a group setting. Individuals begin to develop a sense of fulfillment, self-esteem and independence as a member of a social circle. Opportunities to deal with real-life feedback, both positive and natural consequences from peers and community professionals, are supported by caring staff while at the same time decreasing prompt dependency and the "bail out" by others. Groups work together to advocate favorite activities or make suggestions for something new. Favorite activities include opportunities to guest DJ at Home Grown Radio Station in Boonton, mini golf, bowling, train trips, game nights, Culture Cabin, laser tag, fencing, Power Play Gaming, ice skating, corn mazes, short trips using public transportation and more. Join the gang and have a blast with something special to look forward to each week!

**Instructor: Linda Dimick**

**Ages: 13-21**

**Time: Tuesdays, 3:30-5:00**

**Start Date: September 17<sup>th</sup>**

**Fee: \$35 per group**



### Social Skills Group Ages: Middle School

Our peer and group Floortime sessions are designed to meet the needs of individuals 10 years+. All people have the right to positive and supportive relationships in all aspects of their lives and these skills are critical to successful interactions and participation in all societal settings. Foundational and prerequisite skills such as assertiveness, self-advocacy, perseverance, work ethic, person centered planning, self-discipline and self-reflection are explored. Dyads and groups are formed based on need and individual profiles. Intensive DIR goals are identified and fostered to support social, emotional and cognitive growth and success. This group heavily targets each individual's sense of self and self-esteem, self-regulation, initiation, communication, and sharing of ideas and interests.

**Instructor:** TBD

**Ages:** 10-13

**Time:** Thursdays, 3:45-5:00

**Start Date:** September 19th

**Fee:** \$70 per group

### Social Skills Group Ages: Highschool

Our peer and group Floortime sessions are designed to meet the needs of individuals 10 years+. All people have the right to positive and supportive relationships in all aspects of their lives and these skills are critical to successful interactions and participation in all societal settings. Foundational and prerequisite skills such as assertiveness, self-advocacy, perseverance, work ethic, person centered planning, self-discipline and self-reflection are explored. Dyads and groups are formed based on need and individual profiles. Intensive DIR goals are identified and fostered to support social, emotional and cognitive growth and success. This group heavily targets each individual's sense of self and self-esteem, self-regulation, initiation, communication, and sharing of ideas and interests.

**Instructor:** Monica Osgood

**Ages:** 13-18

**Time:** Thursdays, 3:45-5:00

**Start Date:** September 19th

**Fee:** \$70 per group

### Social Skills Group Ages: Young Adult

Our peer and group Floortime sessions are designed to meet the needs of individuals 10 years+. All people have the right to positive and supportive relationships in all aspects of their lives and these skills are critical to successful interactions and participation in all societal settings. Foundational and prerequisite skills such as assertiveness, self-advocacy, perseverance, work ethic, person centered planning, self-discipline and self-reflection are explored. Dyads and groups are formed based on need and individual profiles. Intensive DIR goals are identified and fostered to support social, emotional and cognitive growth and success. This group heavily targets each individual's sense of self and self-esteem, self-regulation, initiation, communication and sharing of ideas and interests.

**Instructor:** Karen McDowell

**Ages:** 18-25

**Time:** Mondays, 3:30-4:45

**Start Date:** September 16th

**Fee:** \$70 per group

## Parent and Family Services

### Parent Coaching Ages: 2-30

After an initial assessment above, Floortime coaching sessions will carry out intensive FEDL goals identified with the aim of empowering parents to support the healthy development of his or her child's social, emotional, and cognitive growth and success.

**Instructor:** TBD upon request and individual profile

**Scheduled as per client and clinician availability**

**Fee:** \$50 to \$150 per hour depending on level of clinician

### Individual and Family Counseling Ages: 5+

**Therapist:** Fern M. Kopakin, MSW, LCSW, BCD

**Scheduled as per client and clinician availability** **Fee:** \$150 per hour (insurance accepted)





## Growth of the Mind

Our mission is to fortify the processes that build the mind and contribute to growth and development in order for humans to reach toward his or her highest potential, lead a fulfilling life and find joy in deep connections with others. These mindsets are preparing students for full and integrated participation in meeting the demands of the workforce as well as opportunities for leisure pursuits in the greater community. We strive to support strengths and passions and ensure that students are engaged in typical experiences as they emerge into adulthood. By supporting development in all areas and across the lifespan, we aspire to give our students access to all areas of adulthood when the school bus stops coming. The mind's deepest structural components support all development and our comprehensive program strives to advance higher level symbolic, emotional, creative and self-reflective thinking and relating. Building this sturdy support system requires both nature and nurture. "Limitless" aims to facilitate progress and potential through fostering trusting relationships, engaging in shared learning opportunities that are based around passions, and immersing students and staff in shared experiences that are embedded with emotional meaning. Our vision is to tap into potential, strengthen the areas of development that future roadblock and presume the given right of all people to be agents of their own lives and futures.

### Classes focus on:

Shifting 21st century life demands in the workforce and beyond are recognizing core capacities, such as problem solving and critical thinking, as keys to success in competitive employment and education. Building on the foundations of regulation, engagement and intentionality, students begin to move into the higher levels of symbolic, emotional, critical, and abstract thinking. The utilization of multiple ways of deriving solutions, understanding and foreseeing the outcomes, viewing issues from other's perspectives, thinking on your feet in the moment, being creative and innovative, working collaboratively, using good judgment when making decisions and sequencing solutions are crucial components in being a competent and independent problem solver. Students will gain a leg up in vying

for positions in the workforce by gaining experience, self-esteem and skills as they excel in being active problem solvers.

Fun, collaborative and interactive experiences are set up to encourage learners to be constantly engaged in the problem-solving process. Group dynamics and roles are examined through discovery and experience in both real life and simulated scenarios. Steps of the problem-solving process are broken down using visuals to examine how a challenge or oversight occurred. A "back to the drawing board" culture supports self-esteem and encourages new ways of thinking with the focus being on the processes of reasoning versus the formulation of one "correct" answer.

### Executive Functioning

The most intelligent and skilled person can appear incompetent and incapable if they are challenged to organize, prioritize and complete work tasks effectively in a timely manner. Understanding and supporting the processes necessary to engage in both daily tasks and work endeavors independently is crucial for success in any setting. Executive Functions are a diverse group of cognitive processes that act in a coordinated way to direct perception, emotion, thought and action. Multiple cognitive capacities need to integrate and are responsible for a person's ability to engage in purposeful, organized, strategic, self-regulated, goal-directed behavior. They serve to cue and direct other competencies including reasoning, language, visual and spatial, and memory capacities. Social, emotional, academic, and career potential can be impacted by challenges in working memory, drawing from past experience, managing time, monitoring interactions, shifting and being flexible, having hindsight and foresight, and self-regulation.

Focus of intervention is on preparing young adults to demonstrate increased independence in being the "orchestrator" of their own perceptions, actions, emotions, and thoughts. Purposefully putting participants in the driver's seat through interactions intended to move from external to internal prompting to think and ask questions of yourself, use multiple ways of thinking around problems, sequence new processes, monitor and self-evaluate, and shift interactions is the aim of activities.

**Instructor: Karen McDowell**

**Ages: 15-25**

**Time: Wednesdays, 3:30-4:30**

**Start Date: September 18<sup>th</sup>**

**Fee: \$50 per class**



## 21<sup>st</sup> Century Life Skills

### Cooking and Entertaining

As adolescents and young adults, developing feelings of independence and competence are instrumental in expanding self-confidence and a positive sense of self-worth. Daily living skills and self-care are influential in feeling like a contributing and self-sufficient member of society. Wherever the transition roadmap may lead, goals of independence in all human functioning areas are essential to experience and practice.

In this self-help course, students are cooking collaboratively as they learn how to meal plan on a budget, develop skills with kitchen tools and understand the importance of proper nutrition. They are also learning the fundamentals of kitchen safety, basic first aid and how to research recipes independently. Course goals include developing a basic arsenal of go to meals, such as eggs or pasta, how to pack a nutritional lunch on the fly and portion control to promote health.

Social goals are embedded, such as the use of proper etiquette and how to serve themselves and their guests while entertaining. They will also develop the skills needed to entertain groups of friends or family, ranging from small, intimate get togethers to large-scale situations. Table setting, food service, proper clean up and food storage are built into the food and fun. Students will improve their gross motor skills by rolling, mashing, kneading, and mixing. Students will also learn kitchen basics, such as names of common kitchen utensils and appliances, how to turn on and use appliances and other kitchen-related lessons.

**Instructor: Andrew Reynolds**

**Ages: 14-25**

**Time: Wednesday, 3:45-5:00**

**Start Date: September 18<sup>th</sup>**

**Fee: \$40 per class**

## Exploring and Discovering Passions

### Sci-Fi/Fantasy Club

This social group is the perfect outlet for all of your geeky needs. Have you ever wanted to create a fantasy world of your own? Design and paint mini gaming figures? Play board games and then create your own? We'll do all that and more. Join us and let your creativity and fandom shine! We focus on sharing our passions with others while providing a creative outlet to express and explore new things. Everyone is entitled to feel a sense of community and belonging, build connections with different personalities over shared interests, learn the art of group navigation and pursue passions and leisure pursuits with likeminded people. This community building class promotes the extension of social circles and the ability to learn how to make new connections. Importantly, it fosters the potential to build a life based upon being an integral part of a strong fellowship by sharing common attitudes, interests and goals. Both individual goals and group dynamics are facilitated with the context of creativity, problem solving and ingenuity.

**Instructor: Andrew Reynolds**

**Ages: 14-25**

**Time: Tuesdays, 4:15-5:30**

**Start Date: September 17<sup>th</sup>**

**Fee: \$30 per group**

## Technology

### Digital Arts/Multimedia Program

This digital arts/multi-media program incorporates video, still photography, and music as a means to explore the students' passions while developing technical skills.

**Instructor: Mike Sammon**

**Ages: 14-21**

**Time: Tuesdays, 3:15-4:45**

**Start Date: September 17<sup>th</sup>**

**Fee: \$50 per class**



## U R Smart Communication Programs

**See next page for more information on our communication philosophy.**

### U R Smart Communication Assessment Ages 5-30

Our communication assessments incorporate a review of the individual's history and current intervention programs. Careful evaluation of the individual's unique sensory-motor-cognitive-emotional profile will provide the foundation for the "passion-based" assessment to identify the mode of communication that most successfully fosters the individual's highest level of intent and spontaneous and meaning communication. DIR principles will guide the evaluator in eliciting meaning gestures and communication that are functional and relevant to the specific individual.

**Instructor: TBD upon request and individual profile**

**Scheduled as per client and clinician availability**

**Fee: \$150 per hour-Typical assessment 1 - 2 hours (handwritten notes and goals)**

**Fee: \$500 Assessment and formal report and goals developed for IEP, program guidance, etc.**

### U R Smart Communication Sessions Ages 5-30

Based on the above assessment, intervention programs will be individually tailored to foster communication in a developmentally guided progression. Depending on the age and interests of the individual, sessions will incorporate Floortime, motivating play, role play, functional skills, peer interaction and communication with typical peers and within the community.

**Instructor: TBD upon request and individual profile**

**Scheduled as per client and clinician availability**

**Fee: \$50-\$150 per hour depending on level of clinician**

### Facilitated Communication Ages 8-30

Facilitated Communication (FC) is a form of Augmentative Alternative Communication (AAC) in which individuals, with complex communication needs, develop their pointing skills for communication utilizing pictures, symbols, letters, or words.

FC training is useful for teaching individuals who cannot speak or point reliably due to neuro-motor problems such as impulsivity, regulation of movement, poor eye-hand coordination, and difficulty with initiation and sustainment of movement to develop effective pointing skills. FC training

presumes competence, to increase student interest and motivation, by using age appropriate content.

The ultimate goal of FC training is to become as independent as possible in communicating at a level that is commensurate with intellectual ability regardless of physical limitations.

A FC evaluation would be appropriate for any individual not currently communicating in an effective, reliable and age appropriate way. An initial evaluation can take place regardless of a person's previous/current perceived ability/inability to identify objects, pictures, letters or words. Parent participation is required in all sessions so that all skills can be practiced and carried over in the home.

**Instructor: Lisa Romaine**

**Scheduled as per client and clinician availability**

**Fee: \$100 per hour**

### Rapid Prompt Method (RPM) Ages 8-30

Rapid Prompt Method is an educational approach that ideally leads to communication. RPM is used to teach academics and communication is taught in the process. RPM uses a "Teach-Ask" structure for eliciting responses through intensive verbal, auditory, visual and/or tactile prompts.

RPM presumes competence to increase a student's interest, confidence and self esteem. Age appropriate content is used in the structure of lessons based on student interests. Verbal and written expression is the ultimate goal for all students but the level of achievement can vary among students. RPM learning equips students with the subject matter and motor skills needed to learn to communicate effectively. An initial evaluation can take place regardless of a person's previous/current perceived ability/inability to identify letters/words. Parent participation is required in all sessions so that all skills can be practiced and carried over in the home.

**Instructor: Lisa Romaine**

**Scheduled as per client and clinician availability**

**Fee: \$100 per hour**

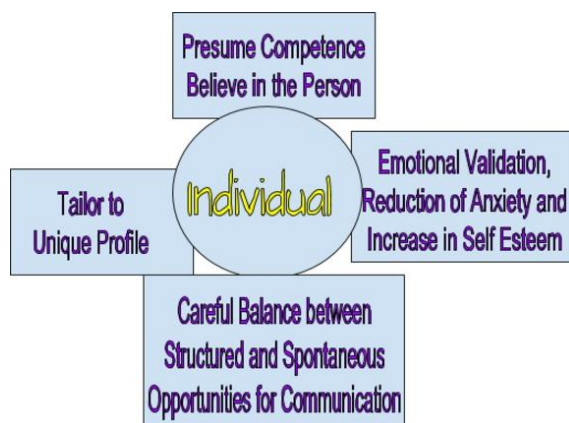
Lisa is also available for on-site training and workshops for staff/organizations working with clients using supported typing to communicate.





## U R Smart Communication Programs

Our progressive approach to communication development is based on four core principles:



1. We presume competence and understand that individuals with sensory and motor differences often do not communicate at a level that reflects his or her cognitive abilities
2. We work with an interdisciplinary team to identify each individual's unique sensory motor profile and related preferences for relating and communicating in order to match the best approach to increase functional communication
3. We understand and respect that communication is very complex and can be very difficult, anxiety provoking and sometimes even scary for individuals with diverse abilities.
4. A careful balance between 'structure and repetition' and spontaneous opportunities' are used to reduce anxiety, support motor memory and motor planning and initiation, and feelings of competence.

**U R SMART** is a Cognitive and Emotional Approach to Language Development that utilizes:

- Meaningful and motivating cognitive and emotional concepts
- Repetition in play to provide predictability, support motor abilities and reduce anxiety
- Validation of anxiety, motor and self esteem challenges related to verbal communication
- Modeling and physical support as needed to facilitate "acting on ideas"
- Intensive focus on:
  - The ability to hold images in mind and connect words (symbols) to these images/ideas
  - Reduce anxiety and increase comfort and self-esteem related to using ideas and verbal language
  - **The child's use of spontaneous, meaningful ideas and language in the moment**
- Our developmental levels and core principles are based on the DIR model
  - D-Developmental Levels
  - I-Individual Profiles
  - R-Relationship-based Intervention
- Principles of other developmental approaches are integrated as needed systematically (e.g., RDI, VB, etc.)
- Language Programs are tailored to individual profiles and include:
  - Facilitated Communication
  - Rapid Prompt Method
  - Verbal Behavior
  - Links to Language
  - Visualize and Verbalize

**Parents are an important part of U R Smart Communication interventions. Clinician's will require parent participation in no less than 25% of all sessions.**



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