

Summer With Purpose: A collaboration of University of New Mexico, Center for Development and Disability, Autism Program, Camp Rising Sun, a residential camp for children with Autism Spectrum Disorder, and the Naked Heart Foundation of Russia



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ABSTRACT

The Summer with Purpose project allows national and international (Russia, Ukraine, Georgia) LEND students (Leadership Education in Neurodevelopmental Disabilities) to work alongside New Mexico LEND students from programs including: occupational therapy; speech and language sciences; adaptive education; psychology; and special education, to learn and implement evidence-based practices (EBP) for individuals with Autism Spectrum Disorder (ASD). Through a collaboration with the University of New Mexico, CDD – Autism Program, and the Naked Heart Foundation of Russia, a four-phase training has been conducted each summer since 2015. The teaching venue includes a five-day residential camp for children and teens with ASD and their typically developing peers. This project has found that real life experiences working with individuals in a residential camp environment allows students to blend the cultures of countries with the culture of ASD. Given the opportunity to learn EBP's in theory and in practice, students take their knowledge into a variety of settings, including schools, community, work places and homes.

Summer With Purpose Training Phases, Goals, Methods and Objectives

1. Identify and provide evidence-based strategies to support the inclusion of people with ASD
2. Identify and practice specific evidence-based strategies that support persons with ASD
3. Effectively teach others to serve children with ASD in a variety of settings

Phase	Phase 1	Phase 2	Phase 3	Phase 4
Location	New Mexico Camp	Moscow Workshop	New Mexico Camp	International Camp
Time Frame	9 days	1/2 day-3 days	9 days	5-7 days
Number of Participants	18-20 CRS/LEND National trainees (per year) 10 International LEND trainees (per year) (5-Administrators, 5-Counselors) 2-Naked Heart Foundation Experts 6-8 CRS trainers	International participants who have completed phase 1 (each year) 1-2 CRS trainers 2 Naked Heart Foundation experts	3 International LEND trainee teams who meet qualifications for: 3-behavioral support and program trainees 3-counselor trainees 2 Naked Heart Foundation experts 8-10 CRS trainers	15-35 parents 16-35 international staff 2 Naked Heart Foundation experts 1 CRS trainer
Teaching Method	Lecture/didactic, Interactive exchange of Information, Coaching and Mentoring	Lecture, reading, video review, discussion	Lecture/didactic, Interactive exchange of Information, coaching and mentoring	Lecture/didactic = parents Coaching and mentoring = International LEND trainees
Objectives: Participants will be able to...	-Verbally identify the characteristics of ASD -Recognize and state how to use interests and strengths to support a person with ASD -Define basic behavior principles (ABC's) -Identify and implement the "8 Ways to Support" (reinforcement, visual supports, sensory calming techniques, structured environment, partial participation, time to process, routines, and functional communication) -Learn the camp policies and procedures -Administrators will also be introduced to the importance of: the family perspective, visual supports, functional communication, peer programs, the overall camp operation, and ways the camp evaluates program effectiveness through camper, family, and staff feedback forms and camper summary and star forms.	-Identify and verbally discuss characteristics, strengths and learning styles of individuals with ASD -Teach the "8 Ways to Support" using passive and active teaching practices -Read and discuss the American Camping Association Guidelines and safety standards for camp operations -Problem solve individual camp questions and concerns -Be introduced to information regarding camper selection, camper support level, camper group assignment, and staff assignment to group -Identify and utilize effective ways to train staff -Identify the people and systems in Russia that are resources	-Be introduced to: camper review; level of support; staff match; and camper grouping -Understand and practice the role of behavior specialist (TAG) -Attend TAG and leadership meetings and understand leadership roles -Understand various specialized programs within camp: CIT (Counselor In Training), Camp Assistant and Peer Programs -Understand and practice the key features of camp program activities	-Effectively teach evidence-based practices for use in a variety of environments to support individual's with ASD -Problem solve which EBP can be the most effective in particular situations -Ask and use feedback provided by the Summer With Purpose experts -Utilize resources and supports to create a training site of excellence for individuals with ASD

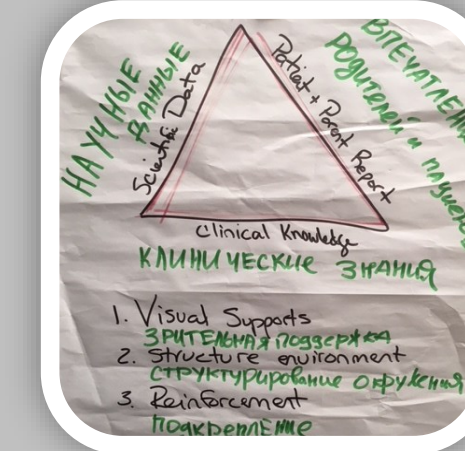
Theory & Didactic

Characteristics of Autism Spectrum Disorder, behavior principles, Evidence-Based Practice content and specific file review, that link supports to individual needs.



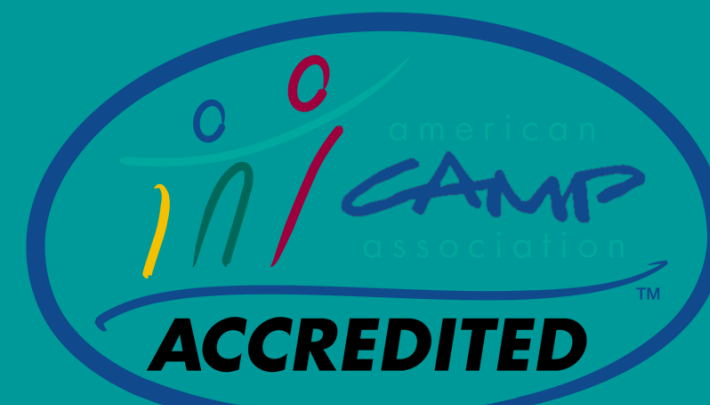
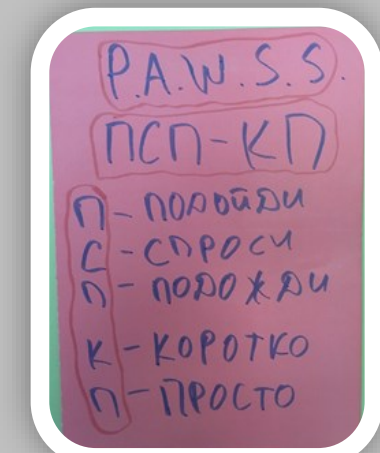
Interactive Exchange of Information

Onsite training including: creating individual visual systems, team building, emphasis on specific EBP's that support an individual's goals, policies and procedures of the camp environment, and problem solving techniques.



Coaching and Mentoring

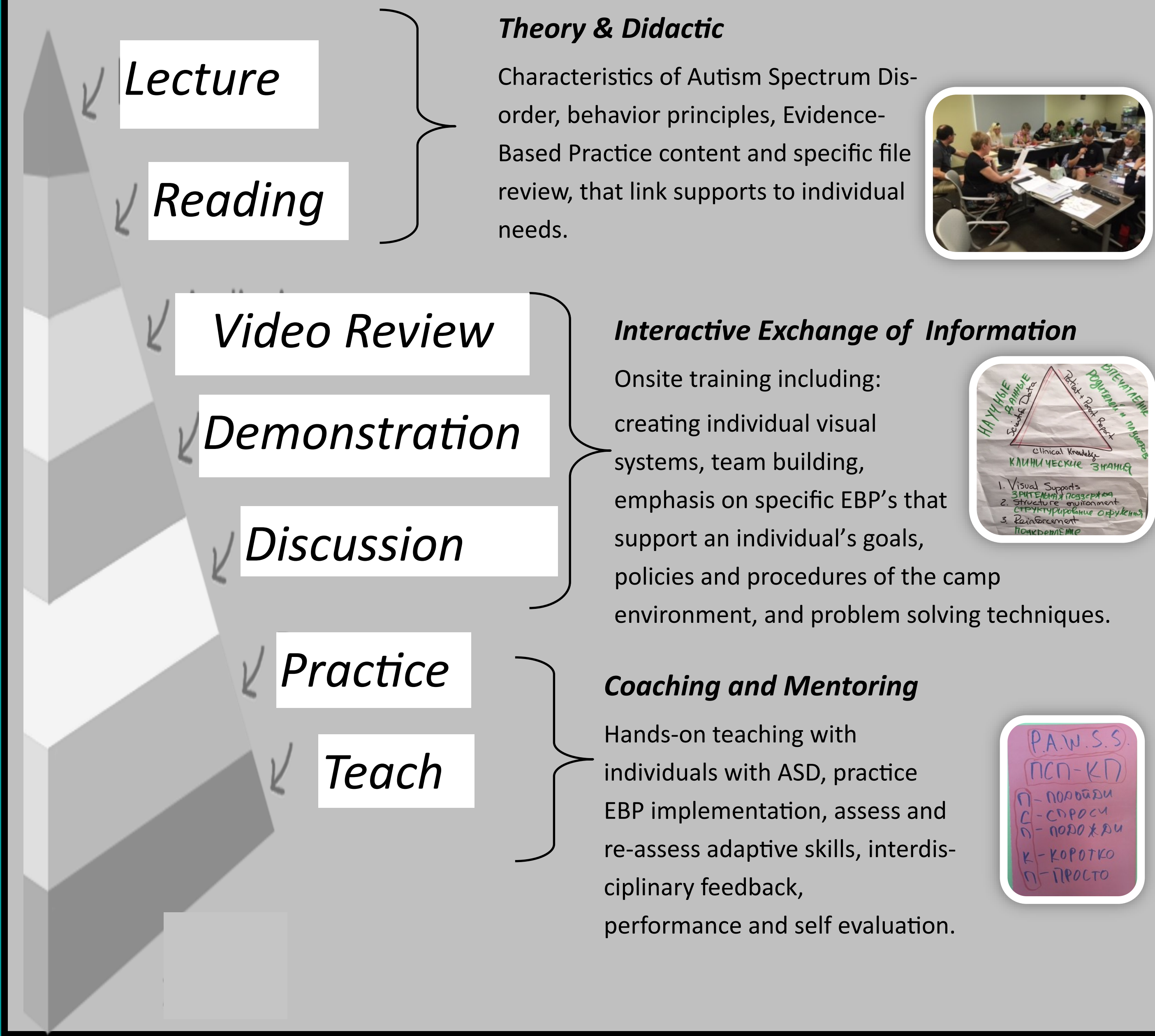
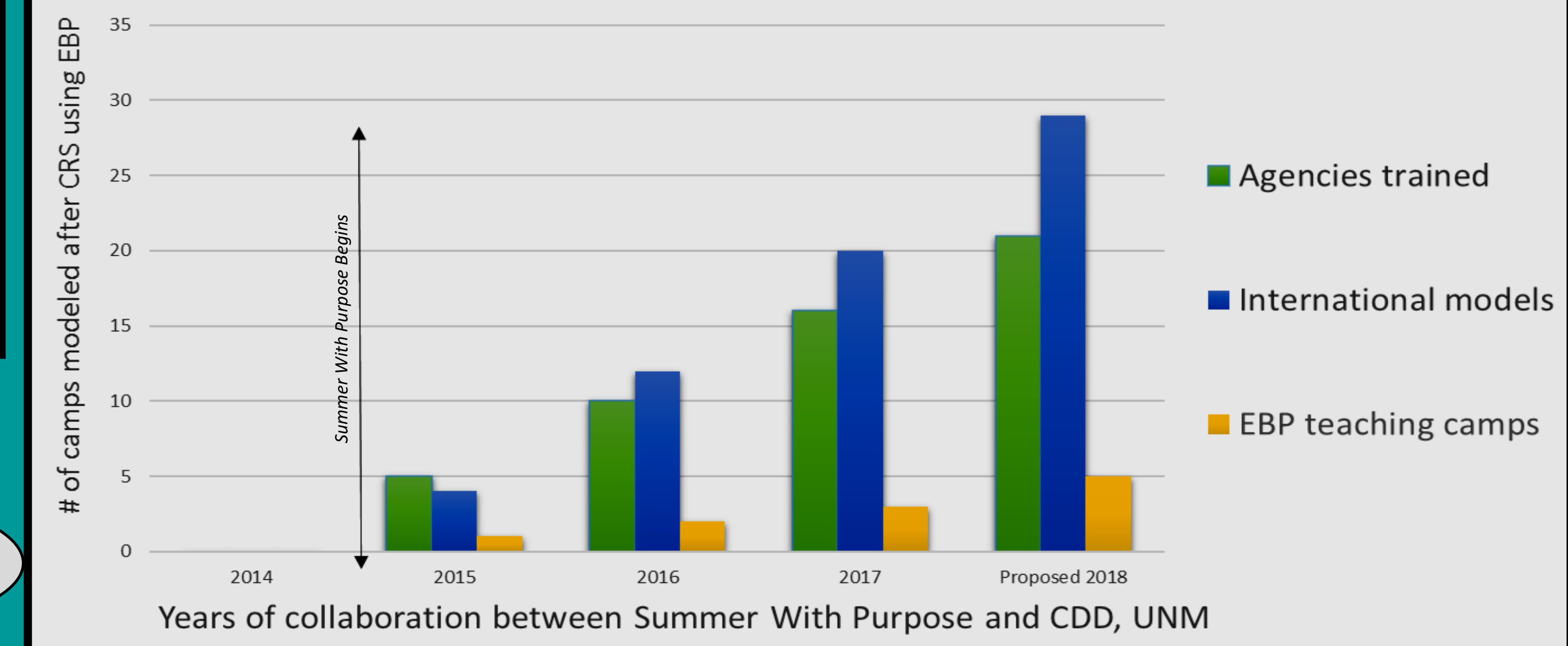
Hands-on teaching with individuals with ASD, practice EBP implementation, assess and re-assess adaptive skills, interdisciplinary feedback, performance and self evaluation.



Impact of Summer With Purpose Program

- 93 International, National, and New Mexico mid-level LEND students participated in phase one: learning and practicing EBP's for children and teens with ASD
- Participants from various regions, include: 31 Russia, 2 Ukraine, 2 Georgia, 3 Colorado, 1 Nevada, 2 Michigan, 1 California, 51 New Mexico
- Russian programs are beginning to include Peer-Mediated Interventions
- All newly established camps are offering respite to families for at least 5 days
- Five Russian agencies have included adults with ASD into their service delivery
- Chelyabinsk program has acquired public and private funding to expand their program to support individuals and professionals from other regions
- Russian cities of Chelyabinsk, Nizhny Novgorod, and Tula have become training sites in Evidence-Based Practices (EBP) to support individuals with ASD
- The following specific EBP's were identified by most of the LEND trainees to be helpful in their hands-on training: Visual Supports, Peer-Mediated Instruction and Intervention, Reinforcement, Time Delay, Antecedent-Based Intervention, Structured Environment, and Routines
- International LEND participants have stated that their views and perceptions toward the contributions people with ASD can make in the world have changed to be more positive
- International teaching camps are training Psychologists, Speech Therapists, Physiotherapists, Family Professionals, and Educators.

Outcome of Summer With Purpose Training



I learned how to find the reasons of problem behaviors and it started to be more clear how to prevent behaviors from happening.

We changed our camps and our organizations' way of working. We learned EBP's and are using this knowledge and it works. Our kids with ASD are the results and are encouraging us.

This week-long training, has allowed me to experience first-hand, what I learned in my University classes. It all makes sense now. I now know how to use my education to help others and have learned more in a week, than I have in any class.

This cross cultural environment gives me a chance to really think of other's realities and perspectives.

