

Turning Pointe Autism Schools

AN EVIDENCE-BASED, BEST PRACTICES APPROACH TO AUTISM

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TURNING POINTE AUTISM FOUNDATION

The prevalence of autism continues to rise. Recent CDC estimates that one in 59 children are diagnosed with Autism Spectrum Disorder (ASD). Fortunately, there is a great deal of scientific research that has helped to inform the assessment and treatment strategies used to help improve the lives of those diagnosed with ASD.

Parents and families are often provided with numerous treatment options upon initial diagnosis. Unfortunately, some of these options lack strong empirical support and can even result harm to those receiving treatment.

At Turning Pointe Autism Foundation, our goal is to serve students diagnosed with ASD in an interdisciplinary environment that allows for our students to benefit from the latest research in the areas of Education, Applied Behavior Analysis, Speech and Language Pathology, and Occupational Therapy. Our foundation accomplishes this work in two distinct ways.

First, our Illinois State Board of Education (ISBE) approved day school works to develop reliable systems of communication, organization, behavioral supports, and socialization for individuals diagnosed with ASD whose significant be-

havioral needs cannot be met within their home school district.

Second, our Career College offers an innovative approach to teaching life, social, and work readiness skills for teens and college aged adults. As such, the programming in our Career College is highly individualized and focuses on the development of skills and adaptive strategies that promote independence in school and workplace settings. These programs highlight our interdisciplinary focus and helps our students gain access to education, their families, friends, and the community by building a foundation of independence and self-reliance.

In the Day School or the Career College, Turning Pointe applies best practice throughout the lifecycle of a student here from admission and intake through ongoing assessments. As a result of this, program-wide outcome data illustrates profound progress by our students toward independence, improved communication, and socially appropriate behaviors. This progress allows students to transition either back to their home schools, into employment, or on to less supportive environments.



Stephen Walker, Ph.D., BCBA-D is an Aurora University Assistant Professor and Applied Behavior Analysis Program Director. Dr. Walker has served on the Turning Pointe Autism Foundation Board of Directors since 2017. He received his B.S. and M.S. in Behavior Analysis from the University of North Texas, and his Ph.D. in Psychology (Emphasis in Behavior Analysis) from the University of Florida. His clinical and research interests primarily focus on the assessment and treatment of severe behavior disorders, staff training, and refinements of commonly used behavior analytic teaching procedures.

ABOUT TURNING POINTE AUTISM SCHOOLS

Turning Pointe Autism Foundation is a nonprofit organization creating ideal learning programs and environments for students with autism. Founded by parents convinced there was a better way to teach individuals like their own son, Turning Pointe currently operates two schools. One is a Therapeutic Day School for students age 12-22. The other is for adults with autism seeking employment skills, training, and opportunities. There are currently 70 families who utilize Turning Pointe programs.

www.TurningPointeAutismFoundation.org



TURNING POINTE
AUTISM FOUNDATION

CONTACT INFORMATION:

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Questions or to Support
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