
Penn Highlands Connellsville Regional Center for Autism

Penn Highlands Connellsville Regional Center for Autism (PHCRCA) is honored to offer autism services in affiliation with Cleveland Clinic Children's Hospital's Center for Autism.

Our licensed private school is modeled after Cleveland Clinic's esteemed Lerner School and has been utilized at multiple locations across the United States for more than 20 years. PHCRCA provides families and children in Southwestern Pennsylvania with advanced educational and behavioral treatment. The program model to which we adhere has shown sterling documented positive outcomes in educational, medical and behavioral programming. Intensive treatment through the exclusive use of Applied Behavior Analysis (ABA) offers our students the highest possibility for success. The evidence-based, data-driven methodology of ABA has been proven effective through extensive research benefitting the lives of individuals on the autism spectrum and their families.



In affiliation with



Regional Center for Autism at Penn Highlands

PENN HIGHLANDS CONNELLSVILLE REGIONAL CENTER FOR AUTISM

700 Park Street
Connellsville, PA

Phone 724-603-3360

Fax 724-603-3363

401 East Murphy Avenue
Connellsville, PA

Phone 724-628-1500

TDD/TYY 724-628-4816

www.phhealthcare.org/connellsville

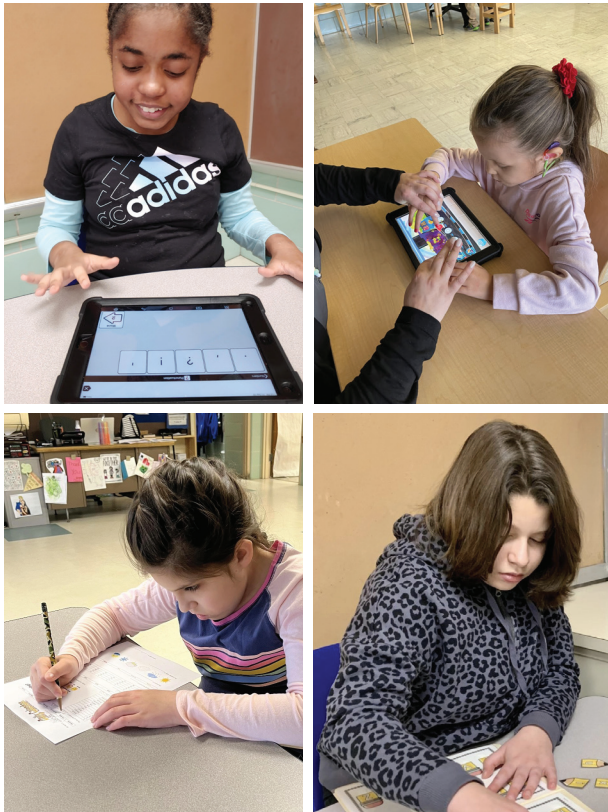
Regional Center for Autism

Penn Highlands Connellsville



Penn Highlands Connellsville Regional Center for Autism Rehabilitative/Therapy Services

At Penn Highlands Connellsville Regional Center for Autism, all students have autism diagnoses. However, each child is treated on an individual basis and presents with their own strengths and deficits. While ABA is our primary method of instruction, we also offer additional evidence-based therapies to address these needs, including: speech-language, occupational and physical therapy, vision/orientation and mobility (O&M), hearing, music and dog therapy. It is important to us that all therapy goals are individualized in order to maximize all students' abilities to fully participate in school activities alongside their peers.



THERAPIES INCLUDE:

Speech-Language Therapy: ST targets a variety of communication disorders for the students with autism, and treatment is offered on a daily basis to all students who demonstrate the need. Specific areas of treatment targeted within the program include: articulation, expressive language, receptive language, pragmatic language, fluency, voice, cognition and safe swallowing (e.g., dysphagia).

Occupational Therapy: OT provides treatment to improve overall fine motor coordination/control, gross motor coordination/control, visual motor/visual perception skills and self-care skills in order to meet age-appropriate developmental milestones in a school setting.

Physical Therapy: In school-based PT, students work to improve their overall gross and fine motor skills including: gait and balance concerns, coordination and full body/core strength.

Vision/O&M Therapy: VT is provided with the goal to improve visual skills and abilities; improve visual comfort, ease and efficiency; and change visual processing or interpretation of visual information. O&M therapy teaches individuals with visual impairments to travel safely, confidently and independently in their environment.

Hearing Therapy: HT is provided to aid students with hearing loss and associated disorders, such as tinnitus, hyperacusis and other forms of hypersensitivity or hyposensitivity. Therapy may target auditory awareness, auditory comprehension and/or use of American Sign Language to communicate.

Music Therapy: MT is the clinical use of music to accomplish individualized goals such as reducing stress, improving mood and self-expression.

Students may participate in listening, singing and/or playing instruments. MT is offered to the students utilizing the latest evidence-based educational and behavioral research.

Dog Therapy: We partner with Top Therapy Dogs (TTD) to provide our students with monthly dog therapy sessions at the Center for Autism. The mission of TTD is to “utilize specially trained and certified canines to promote love, attention and affection with hope and healing.”

Life Skills and Transition Services

Upon turning age 14, our student's Individualized Education Program goals and programming begin to trend more towards functional life skills transition goals. Before assigning/implementing transition goals, the student's strengths, interests and preferences are always considered first. Transition planning is used to identify and develop goals which are to be addressed and accomplished during the remaining school years to assist the students in meeting their post-high school goals in the areas of post-secondary education, independent living and employment. We have a variety of life skills programming that is implemented in the classroom, such as teaching the students to manage finances, using a cash register and mastering all areas of self-care. In addition, we also have a life skills classroom, where students can work on goals such as vacuuming, making the bed, washing dishes and hanging clothes in a simulated apartment-style setting. As the needs of our older students continually evolve, we are always brainstorming new and improved transition targets that individually meet our students' post-high school needs to help them transition to being as independent as possible and contributing members of the community.