



Sami's Angels ABA Academy Handbook

Empowering Young Minds, One Social Skill at a Time

We specialize in nurturing the social and developmental growth of children aged 2 to 12 years. Our unique curriculum, based on the acclaimed Socially Savvy program, is designed to help your child thrive in a supportive and engaging environment, promoting social and emotional skills, school readiness and developmental growth. We offer Sami's Angels ABA Academy, The ABA afterschool Academy, and Bi-weekly Saturday social groups.

Hours of Operation:

Sami's Angels ABA Academy is open from Weekly- Monday – Friday 8:00am to 6:00pm

ABA Academy- 8:00am-3:00pm

Afterschool Academy- 2:00pm-6:00pm

Location: 16706 E Fairview St, Gilbert, AZ 85295

Daily Schedule:

ABA Academy- children aged 2.5 to 8 years (open to considering other ages on a case-by-case basis)

Our comprehensive curriculum focuses on essential social skills and school readiness that prepare children for a successful transition into a school environment.

- **Drop-off between:** 8:00am - 8:45am
- **Academy Starts:** 8:45am **Academy Ends:** 2:15pm
- **Pick-up between:** 2:15pm - 3:00pm

Afterschool Academy- 2pm-6pm ages 3-12 Join us and experience the difference of an ABA-focused after-school program. designed themed rooms, all while working on their individual ABA goals. Children make their own unique schedule based on preferences.

- **After-School Program starts:** 2:00 pm - 6:00pm
- **Pick-up between:** 5:00pm - 6:00pm

Bi-Weekly Saturday Social Skills Groups- aged 2.5 to 12 years Our program utilizes the acclaimed Socially Savvy curriculum and incorporates engaging, activity-based projects along with a component of dietary snacks.

- Saturday Social Skills Groups are 10am to 12pm
- Groups are Bi-weekly on Saturday (TBA for start date)

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Program Overview

- **Curriculum:** We utilize the "Socially Savvy" curriculum alongside academic instruction provided by a BCBA and a certified teacher.
- **Individualized Support:** Each child receives one-on-one support from a dedicated behavior technician.
- **Learning Environment:** Children will gather in a classroom setting and rotate through themed rooms designed to achieve ABA and educational goals.
- **Unique Experiences:** Our program includes interactions with nature and animals to provide hands-on, sensory-rich learning opportunities.

Children will rotate through different themed rooms throughout the day, spending time in each room. The exact schedule can be adjusted based on the child's progress and specific ABA goals. We believe in a personalized approach to ensure the best outcomes for every child. We focus on a Structured Activity, Group Activity, Focused Learning, Creative Time, Individualized Goals, Interactive Activities

Themed Rooms and Activities:

- **Classroom** This vibrant space is filled with desks, books, and learning materials that encourage interaction and foster understanding among peers. Our Staff will guide children in group activities, promoting play skills, turn-taking, sharing, communication, academic skills, self-management, and problem - solving. Educational strategies are seamlessly integrated into these activities, with specific ABA goals set for each session.
- **Kitchen** This vibrant space is filled with cooking tools and ingredients that encourage interaction and foster understanding among peers. Our instructors guide children in hands-on cooking projects, promoting turn-taking, sharing, daily living skills, safety skills. Life skills strategies are seamlessly integrated into these activities, with specific ABA goals set for each session.
- **Social-Emotional Room** This vibrant space is filled with games and books that encourage interaction and foster emotional understanding among peers. Our Behavior Technicians (BTs) guide children in group activities, promoting social skills, turn-taking, communication, coping and self-regulation, play skills, sharing, self-management and empathy. ABA strategies are seamlessly integrated into these activities, with specific goals set for each session.
- **Creativity Room** This vibrant space is filled with art supplies and creative materials that encourage interaction and foster understanding among peers. Our instructors guide children in creative projects, communication, problem solving, promoting turn-taking, sharing, and fine motor skills, coping and self-regulation. Creative strategies are seamlessly integrated into these activities, with specific ABA goals set for each session.



- **Adaptive Skills Room** This vibrant space is filled with adaptive tools and resources that encourage interaction and foster understanding among peers. Our instructors guide children in developing adaptive skills, promoting daily living skills, self-management, and coping and self-regulation. Adaptive strategies are seamlessly integrated into these activities, with specific ABA goals set for each session.
- **Sensory Room** This vibrant space is filled with sensory supports that encourage interaction and foster understanding among peers. Our staff guide children in using these supports, promoting communication, play skills, motor skills, turn-taking, sharing, and social skills. Sensory strategies are seamlessly integrated into these activities, with specific ABA goals set for each session.
- **One-on-One DTT Room** This vibrant space is designed for discrete trial training (DTT) sessions that encourage interaction and foster understanding among peers. Our instructors guide children in one-on-one activities, promoting all ABA and academic goals. DTT strategies are seamlessly integrated into these activities, with specific ABA goals set for each session.
- **Outdoors Adventures** *Experience animal interactions:* activities like animal walks (mimicking animal movements) can improve motor skills, coordination, and balance. Interacting with animals can help children with sensory processing issues by providing calming and organizing sensory input. Animals can have a calming effect, helping children manage their emotions and reduce anxiety. Caring for and interacting with animals can improve social skills, empathy, and nonverbal communication. **Gardening:** Encourages responsibility and care for the environment. Social skills, communication, coping and self-regulation. **Nature Walks:** Nature walks are a form of self-regulation walking in nature provides various sensory experiences, such as different textures, sounds, and sights, which can help improve sensory processing and integration.
- **Project-Based Learning (PBL)** Engages children in long-term projects that integrate multiple areas of learning and development. The PBL Science Room is a dynamic space where children explore scientific concepts through hands-on projects. Promoting problem solving, communication, safety skills, and academics.
- **Calming Room** This vibrant space is filled with calming supports like a crash pad, tent, and calming box that encourage interaction and foster understanding among peers. Calming strategies are seamlessly integrated into these activities, with specific ABA goals set for each session. Promoting coping and self-regulation, self-management, communication, and daily living skills.



Curriculum Focus:

- **Communication Skills:** Helping children express their needs and emotions effectively.
 - **Nature Walk:** Scavenger hunt, leaf rubbings, sound hunt, animal interactions
 - **Academic Matching/sorting,** letter/number recognition, reading comprehension
 - **Problem-Solving:** Developing strategies for resolving conflicts and making decisions.
 - **Safety Skills:** Ensuring children understand and follow safety rules, such as crossing the street safely, recognizing dangerous situations, and asking for help when needed.
- **Social Interaction:** Encouraging positive interactions with peers and adults.
 - **Interactive Activities Group Games:** Charades, Duck, Duck, Goose, Hot Potato, Red Rover, Simon Says.
 - **Role-Playing:** Restaurant, doctor's office, grocery store, post office, fire station, school.
 - **Cooperative Play Time Activities:** Building block towers, team sports, plays/puppet shows, board games, cooking, puzzles, gardening, interactive games.
 - **Art Activity Projects:** All types of projects will be done along with writing practice
 - **Playground Games:** Red Light, Green Light, Simon Says, obstacle course, tag variations, hopscotch, Follow the Leader. Board Games, Bowling
 - **Play Skills:** Encouraging cooperative play, imaginative play, and appropriate use of toys through modeling, role-playing, and naturalistic teaching.
 - **Social Skills:** Turn-taking, sharing, group projects.
- **Coping and Emotional Regulation:** Teaching children how to manage their emotions in various situations.
 - **Sensory Movement Time Activities:** Freeze Dance, sensory bins, texture wall, music corner, swing, trampoline, weighted blankets, bean bag chairs, calm corner, playdough, aromatherapy, bead stringing, lacing cards, busy boards, ball pit, water table, sensory bottles.
 - **Self-Management:** Teaching children to monitor and regulate their own behavior, including using self-monitoring checklists and self-reinforcement strategies.
 - **Behavior:** Token economy, calm down strategies, behavioral contracts clip charts
- **Academic Readiness:** Following instructions, attending to tasks, and completing academic activities.
 - **Morning Circle Activities:** Greeting song, feelings check-in, weather report, schedule review, sharing time, movement activity, calendar time, story time, Book of Choice, asking "W" questions. group activity, positive affirmations.
 - **Reading:** Centers, Letter search, sight word bingo, phonics games, etc.
 - **Math:** Centers, number blocks, pattern building, story problems etc.
 - **Science:** Hands on experiments, nature exploration, STEM challenge and projects etc.



The Academy Day

Your Child's First Day

Preparing for the first day of the Academy can be exciting, but it can also be an overwhelming and anxious time – we understand! We will work with you to make your child's first day the best it can be. Don't hesitate to share any concerns you have before that first drop-off.

Each child is unique in their patterns and ease of adjustment to new situations. A consistent daily schedule (arrival and departure routines) also helps children adjust to a new routine and environment. You're always welcome to text any time to see how your child's adjusting.

On the first day, we ask that you send in the items listed below. Please make sure to label each item with your child's name.

- **Comfortable Clothing:** Dress your child in comfortable clothes that are easy to move in and include an extra set of clothes in case of spills or accidents.
- **Snacks and Lunch:** Pack a healthy snack and lunch
- **Water Bottle:** Ensure your child stays hydrated throughout the day.
- **Diapers and Wipes:** If your child is not potty-trained, bring a supply of diapers and wipes.
- **Comfort Item:** A favorite toy, blanket, or comfort item can help your child feel more secure.
- **Backpack:** A sturdy backpack to carry all their belongings.
- **Medications:** Any necessary medications, along with instructions and required forms.
- **Seasonal Items:** Depending on the weather, pack sunscreen, a hat, or a jacket.
- **Shoes:** Comfortable, closed-toe shoes suitable for indoor and outdoor activities.
- **Special Equipment:** If your child requires any special equipment or tools for their therapy sessions, ensure to bring those.

Parking & Carpool

To ensure our children's safety, it is of utmost importance that we practice safety and courtesy while in the parking lot. Please watch out for others, drive slowly, and hold children's hands.

Arrival and Departure

Please plan to bring your child to the Academy between 8:00am- 8:45am. Follow signs when you arrive to drop off your child. BTs will park in the parking lot on the right. Academy starts at 8:45am. Gates will be closed at 9am and reopen for departure and arrival at 2pm and will close at 3pm. We want each of our students to gain the most they can from their experiences at Sami's Angels ABA Academy. When children consistently arrive late, they miss out on educational opportunities and fun activities that the Staff have carefully planned.



Classroom Activities

Staff plan activities for the learning centers in the classrooms weekly. Staff strive to be culturally aware and sensitive in their approach to planning. They plan concrete activities that can be modified to meet all children's needs and provide challenges in skill development. Children will rotate through different themed rooms throughout the day, spending time in each room. The exact schedule can be adjusted based on the child's progress and specific ABA goals. We believe in a personalized approach to ensure the best outcomes for every child.

Curriculum

At Sami's Angels ABA Academy, we focus on child-centered teaching, developmentally appropriate practices, and the belief that 'play is a child's work.' Our goal is to develop each child's confidence, creativity, and life-long learning skills in our program. To support this goal, we use Socially Savvy - a learning curriculum that is designed to enhance social and emotional skills in young children, particularly those with developmental challenges. It breaks down broad social functions into teachable skills through:

- **Assessment Protocol:** Identifies each child's strengths and challenges.
- **Targeted Activities:** Engaging, play-based activities to develop critical social skills.
- **Individualized Goals:** Specific, measurable goals tailored to each child.
- **ABA Integration:** Uses Applied Behavior Analysis strategies like positive reinforcement and modeling.
- **Progress Tracking:** Ongoing assessment to ensure meaningful progress.

Assessment

Child assessment is a vital component of all high-quality early childhood programs. Assessment is essential to understand and support young children's development. Sami's Angels ABA Academy has selected Socially Savvy to measure child outcomes. Socially Savvy is an ongoing observational assessment tool

Assessment Plan

- Socially Savvy is used alongside informal classrooms assessments such as written observations, work samples, and checklists and is built into our classroom activities.
- Children are assessed 2 times a year
- Children will be assessed in familiar spaces, and assessments will be conducted by adults the child is familiar with.
- Assessments will be conducted via observation during the natural course of the child's day.
- This may include during one on one, small group, or large group opportunities.
- In addition, we use **Vineland Adaptive Behavior Scales, Third Edition (Vineland-3)**, a standardized assessment tool used to measure adaptive behavior in individuals from birth to adulthood. Adaptive behavior refers to the practical, everyday skills needed to function and meet the demands of one's environment.
 - **Comprehensive Assessment:** The Vineland-3 evaluates three main domains of adaptive behavior: Communication, Daily Living Skills, and Socialization.
 - **Communication:** Assesses expressive and receptive language skills, including the ability to understand and use spoken, written, and nonverbal language.



- **Daily Living Skills:** Measures practical, everyday tasks such as personal care, household chores, and community involvement.
- **Socialization:** Evaluates social skills and interactions, including play, leisure, and interpersonal relationships.
- **And Verbal Behavior Milestones and Assessment Placement Program (VBMAPP)** is an assessment tool, curriculum guide, and skill tracking system based on Applied Behavior Analysis (ABA). It is designed to evaluate and support the development of children with autism or other developmental disabilities.

The assessment is divided into three levels:

- **Level 1:** For children aged 0-18 months, assessing early developmental milestones.
- **Level 2:** For children aged 18-30 months, focusing on intermediate developmental milestones.
- **Level 3:** For children aged 30-48 months, targeting advanced developmental milestones.

Assessment results We will use the information gathered during the assessment process to:

- Identify children's interests and needs
- Develop goals for each child and plan for individual student needs
- Guide instructional/environmental planning that best meets the needs of all children
- Share progress with families by pinpointing where children are along a continuum of development and education.
- Assessment results and developmental progress is shared with parents at their parent-teacher conference