

# Autism Transition Education Program

At Monarch School, a chartered non-public school specifically for individuals ages three through 22 with Autism Spectrum Disorder (ASD), students are able to participate in one or a combination of three unique programs starting at age 14. One of these, **Monarch Transition Education Program (MTEP)**, offers various opportunities to participate in on-site and community-based experiential learning.

The goal of MTEP is to help prepare Monarch School students to make the transition from adolescence to adulthood. The program incorporates Monarch's visual language teaching model with innovative technology, vocational training, fine arts, behavior support, and occupational, speech and art therapy. To support employability skills, students achieve independence through numerous critical life skills training including executive functioning, self-determination, health and safety, social competency, consumer awareness, recreation, and independent living.

Located on a 32-acre campus in Cleveland, Ohio, MTEP is adjacent to Monarch School and housed in the newly renovated 10,000 square foot building intentionally designed to create a supportive learning environment. It includes a fitness center, student-run store, multi-sensory room, technology center, horticulture room, kitchen, laundry room, and student-run microenterprises.

Students can choose to participate in a variety of clubs that encourage socialization and friendship development based on common interests. These programs include swimming, drama and film, games, health and fitness, cooking, and exploring science and history. In addition, students learn daily living skills essential for future independence including self-care, health, nutrition, hygiene, personal safety, social boundaries, money management, and more.

## What Makes Us Unique

- Detailed *Transition Plans* and *Individualized Education Plans (IEP)* are developed for each student based on assessments of critical life skills, student interests and aptitudes, and input from family members and care providers. Transition meetings with each student's planning team are held to review the transition plan and student progress, and to identify steps for future planning.
- More than 14 *community-based companies partner* with Monarch School. Supported employment work crews have a 1:2 average ratio and train at organizations such as grocery stores, churches, industrial companies, garden centers and senior centers.
- *Simulated On-site work experiences* enable students to learn marketable skills in manufacturing, data entry, typing, internet exploration, and more. Programs that teach life skills and work readiness include cafe crew, the technology center, The Soap Shop (soap production and packaging), The Note Shop (note card design and production), and The Barkery (dog treat production).





# Monarch Center for Autism

*A Division of Bellefaire JCB*

## Therapeutic Staff

Our staff is well-versed in both autism and vocational education and transition planning, and work with students in simulated and real-world settings to learn, practice and generalize skills. The team is comprised of behavior specialists, intervention specialists, speech, occupational and art therapists, and associate teachers.

## Technology & Visual Supports

The integration of technology is key to reaching and motivating young adults with autism. Therapists and teachers use technology to create individualized visual supports for students that include social stories, visual schedules, topic display boards, video models, and more.

## Community-Based Instruction & Vocational Training

To support employability skills, MTEP maintains partnerships with over a dozen community businesses, universities, stores and non-profit organizations, at which students receive individual or small group vocational skills training, and are job coached by Intervention Specialists, Speech/Language Pathologists and Associate Teachers.

Daily “community explorers” groups venture to banks, grocery stores, and libraries, affording students opportunities to practice practical, everyday skills.

## ABOUT MONARCH SCHOOL

Opened in 2000, Monarch School is a chartered, non-public day school licensed by The State Board of Education of Ohio. We use a visual language immersion teaching model, which combines visual supports, technology, and Applied Behavioral Analysis (ABA). The model leverages the strong visual processing abilities of children with ASD, and supports communication, comprehension, language development, social skills, and academic achievement.

The abilities and learning styles of our students vary widely across the spectrum. The more than 115 students each receive one-on-one and small group instruction. Intensive therapeutic intervention is provided by a team of specialists that includes intervention specialists, speech/language pathologists, occupational therapists, behavior specialists, a music therapist, art therapists, and a recreational therapist. Monarch students are assigned to a classroom-based team according to age, language level, and academic functioning.

Monarch’s day school and transition education program are located in state-of-the-art facilities intentionally designed to create a supportive learning environment for students with ASD. Students incorporate technology, such as SMART Boards and digital media, into their daily learning. In addition to classroom and life skills learning spaces, Monarch boasts a custom designed pool to meet the unique sensory and processing needs of our students.

Our Extended School Year program helps maintain the consistency of the school year throughout the summer. The Summer Social Language Leadership Program emphasizes building leadership, communication, social and life skills through community service projects and leadership workshops.

## Monarch Center for Autism

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## Experience the Difference.

Call us at **216-320-8945** or **800-879-2522** to learn more and/or schedule a tour.

Visit [MonarchCenterForAutism.org](http://MonarchCenterForAutism.org) for free resources, tools, articles, and webinars.



*In collaboration with Harvard Medical School and Children’s Hospital Boston’s Autism Language Program*