



Bridgeway Academy Preschool Program

Bridgeway Academy utilizes research-based approaches and individualized data to provide evidence-based intervention for students and clients, including the principles of Applied Behavior Analysis (ABA). ABA is considered an evidence-based best practice treatment by the US Surgeon General and by the American Psychological Association. The principles of ABA focus on (1) how behaviors change, (2) how behaviors are affected by our environment, and (3) how learning takes place. All of this information and research guides Bridgeway Academy as it makes decisions about its program, supporting our mission *to inspire the potential and celebrate the ability of every child.*

Bridgeway Academy is proud to offer a high quality comprehensive preschool program to students with developmental delays as well as typical peer models. For children ages 3-5, research continues to show the importance of inclusion – a setting that embraces diverse learners by offering equal opportunities to access a typical preschool environment, while simultaneously providing the support needed to achieve individual learning objectives.

Our Preschool Program offers:

- A full-day schedule
- Individualized instruction in a combination of 1:1, small group, and large group settings based on the principles of Applied Behavior Analysis (ABA).
- Ohio's Early Learning and Development Standards
- Curricula stemming from a variety of resources including but not limited to *Fundations*, Unique Learning System, and BASE (Bridgeway Academy Safety Education)
- Criterion-referenced assessments such as Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)
- Average teacher to student ratio of 1:2.5 (3-5 teachers to 8-10 students)
- Typically developing peer models enrolled within classrooms
- Supervision by Board Certified Behavior Analysts (BCBAs), Licensed Intervention Specialists, and/or Masters Level Educators.
- Targeting of IEP goals, as well as other developmentally and age appropriate skills.
- Collaboration with speech therapists, occupational therapists, physical therapists, music therapists, and behavior analysts to develop appropriate goals for intervention
- Quarterly Progress Reports
- Bi-annual parent/teacher conferences

BRIDGEWAY ACADEMY

614-262-7520 | 1350 Alum Creek Drive, Columbus, Ohio 43209

www.bridgewayohio.org

Frequently Asked Questions about our Preschool Program

How is this program structured, staffed, and supervised?

- Classrooms within our preschool program typically consist of 7-10 students and 3-5 teachers each.
 - Within the student ratio, our preschool program enrolls typically developing peer models for the full school day to assist in the facilitation of social and play skills, while accessing a preschool education .
 - While we aim to have 1-2 peer models per classroom, this number will depend on enrollment each school year.
 - Each team of teachers work under the direct, on site supervision of Board Certified Behavior Analysts (BCBA), and a Licensed Intervention Specialist to implement teaching protocols that are unique to each learner.
- Hours of operation:
 - Monday through Thursday: 9:00am-3:30pm
 - Friday: 9:00am -2:10pm

What does a typical day of preschool look like?

Our preschool program is based on a comprehensive classroom model. This means our staff will be targeting a variety of skills with your child throughout the school day. These skills may be a combination of those tied to pre-existing written goals, and skills that naturally occur during a typical school routine. For example:

- Increasing independence with belongings (i.e. unpacking backpack, hanging up their coat, putting away their lunch box, etc)
- Increasing ability to follow group instructions (i.e. clean up, line up, etc)
- Increasing functional communication with a variety of modalities
- Increasing play/leisure activities as well as time spent engaged in those activities
- Increasing social opportunities including but not limited to joint attention, functional toy play, and turn-taking activities
- Exposure to core subjects through multimedia examples (SmartBoard, chromebook, toys, books, etc)

While your child will access the same daily schedule as his or her peers each day, the skills that are targeted will depend on their individual needs. A daily schedule prepares your child for success in a classroom setting, while accounting for consistency and structure. Below is an example of a daily schedule, as well as how skills may be intentionally applied:

Activity	Potential Skills Targeted
Drop- Off	Transitions, Independence with belongings
Bathroom/ Snack	Self Help Skills (ex: toileting, dressing, self-feeding, clean up)

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Morning Circle	Joint attention, Duration of sitting/ staying in area, Following directions
Whole Group Reading	Foundations curriculum, Attending to group instruction
Academic/ Play Centers	IEP goals, Ohio Learning Standards, Following directions, leisure/play skills
Recess	Transitions, leisure/play skills, joint attention, turn-taking
Lunch	Independence with meal time routine
Quiet Time/ Sensory	Leisure skills, staying in designated space
Whole Group Math	Content standard, IEP goals, joint attention
Academic/ Play Centers	Transitions, staying in designated area, participation in small group
Social Group	Turn-taking, waiting, following directions
Gross Motor	Leisure skills, joint attention, turn-taking
Snack/ Bathroom	Self Help Skills (ex: toileting, dressing, self-feeding, clean up)
Closing Circle	Joint attention; sitting/staying in designated space; participation in whole group activity
Pick-up	Transitions, independence with belongings

How do you account for each student's individual strengths and deficits?

- Low teacher-to-student ratio
- A focus on generalization of foundational skills across multiple environments
- Teachers trained and supervised in various ABA-based teaching strategies including but not limited to Discrete Trial Instruction (DTI), Natural Environment Teaching (NET), and Functional Communication Training (FCT).
- Multi-disciplinary approach to teaching skills through collaboration with other teachers, Behavior Analysts, Intervention Specialists, and therapy departments such as Psychology, Speech Therapy, Physical Therapy, Occupational Therapy, and Music Therapy.

How often can I expect communication regarding my child's progress?

Connection and collaboration between staff and parents is very important to our organization. The frequency of communication and parent participation varies based on the program model (i.e. classroom-based vs. home-based vs. clinic-based). Due to variables such as the number of students per classroom and the additional responsibilities of teachers, it is equally important to set expectations that offer balance and equity in these areas. Below are communication expectations for our **classroom model**:

Daily: For daily updates and direct communication, classrooms utilize the communication application *Classroom Dojo*.

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- “*Classroom story*” feature will be used as a daily recap of lessons/activities as well as a way to remind parents of upcoming events, closures, etc.
- “*Student portfolio*” feature will be used to upload individual pictures and videos related to progress Parents can expect 2-3 picture/video progress posts to student portfolio per week
- “*Direct messaging*” feature will be used to communicate directly with parents about more timely concerns (if your child needs extra snacks, wipes, pull ups, etc)
- Pickup/Drop off: Our Pickup/Drop off line moves fairly quickly in order to safely get students out of and into their cars within the designated time frame. However, there may be instances where a teacher will use this time to give a brief update

Quarterly (every 9 weeks): Teachers are responsible for submitting quarterly progress reports related to IEP and Academic goals. This will be sent to parents as well. Progress will be reported to any and all necessary agencies.

Bi-annual Parent Conference Meetings: Teachers and therapists meet with parents/caregivers twice a school year to discuss progress towards your child's goals.

My child is currently enrolled in Bridgeway Therapy Center’s Clinical ABA Program. Can we choose to access a Preschool Classroom for part of the school day?

At this time, we are not offering half-day options for our preschool classrooms.

Our Clinical ABA Program is housed in Bridgeway Therapy Center, and is entirely independent from Bridgeway Academy’s school-based programs. The Clinical ABA program provides clients 18 months to 5 years old with early intensive intervention based on a therapy model, consisting of 3-hour sessions per day, 5 days a week with a ratio of 1 staff to 1-2 clients. Our Education Center programs utilize a full-day classroom model, 5 days a week, with a ratio of 3-5 staff to 8-10 students. *For this reason, our Clinical ABA program is only accessible for those who are not enrolled in our full-time educational programs.*

Bridgeway Academy’s full-day programs use the principles of ABA as the foundation of all classroom activities. In this setting, ABA methods are utilized to offer individualized instruction, as well as promote peer interactions, group skills, and adaptive behaviors that will increase independence in a classroom environment. While our Education Center’s full-day classroom model uses a *comprehensive* approach to learning, our Clinical ABA Program’s half-day therapy model is more *focused* in approach.

I have more questions and would like to talk with someone on your clinical staff. Who should I contact?

If you would like to speak to someone regarding services, the best way to reach us is by phone (614-262-7520), emailing us at admissions@bridgewayohio.org, or filling out our [enrollment application](#). A team member will get in touch with you as soon as possible.