

Play Therapy and Teenagers with Autism

Name:

Institution:

The research will be conducted in Gateway STEM High School based in the suburban area of St Louis. The school has approximately 1200 students drawn from the metropolitan area. The age group is from 12 years and picks students from all social backgrounds, male and female. The school has an average of 200 students with special needs; hence, have different departments to cater to the needs of these students. Some of the special needs include orthopedically handicap, behavior disorder, learning disability, and autism. Moreover, the school has many teachers and counselors to cater to the diverse needs of students who require special treatment and provides free lunch and breakfast for them (Gateway STEM High School, 2015). The school also welcomes help or assistance from the public in form of volunteering. Volunteers are welcome in the school to help in delivering services that work to the best of the students. This paper discusses the opportunities St. Louis' school provides for children with special needs.

The school administers different instructional programs to the autism children in a structured manner to ensure kids receive a well-rounded and challenging education. The school standards and expectations have remained high and the school's number one goal is providing students with quality educational experience in a safe, caring, and nurturing environment (Gateway STEM High School, 2015). Lastly, the school's curricular program is multisensory, multilevel, and includes visual touch Math, SPIRE Reading program PAES and transition.

Moreover, the school runs the autism program in partnership with parents in responding to the needs of the young adults with autism. The school assists parents and students through maintaining an atmosphere that is favorable for social, emotional, vocational, and educational growth. In order to achieve all these, the school instructors cooperate in fulfilling their mandate knowing that each young adult has the right of developing potential and experience life success (Gateway STEM High School, 2015). Additionally, the school has classrooms, which focus on

enhancing student's visual ability, intervention, as well as equipping them with different skills in relation to self-help, life, and pre-vocational jobs. Others include behavioral intervention strategies, and skills acquisition in relation to independent living, social, vocational, and coping.

The school has special classrooms that solve different needs of the children. For instance, some classes are designed to help students with communication challenges since this is what is associated with autism children. Hence, there are visual aids as well as pictures that help them in the communication. Moreover, there are different playing equipment in other rooms that are useful in helping the autism children enhance their communication ability. Through this, the children are able to interact when playing with this equipment to overcome their weaknesses. Similarly, the playing rooms are large with a lot of space for active games. This is an indication that the school is dedicated to helping students towards overcoming their communication difficulty.

In conclusion, the school runs the autism program in partnership with parents. The school has special classrooms that solve different needs of the children. Hence, the school has a mission of creating an environment where students are prepared to function independently and become contributors and active members of the community they live in.

References

Gateway STEM High School. (2015). *Overview of the autism program*. Retrieved from <http://www.slps.org/gatewaySTEM>