

“We teach skills and foster experiences that provide students with confidence to promote individual independence and success. “

Hayley Garr, M.S. Ed
Program Director



At Coryell Autism Center, we promote independence through person-centered planning, founded on our students' own strengths and preferences.

The Center is named in recognition of the Coryell Family Foundation's ongoing support of individuals with autism in the San Francisco Bay Area



Coryell Family Foundation

Coryell Autism Center
111 Errett Circle
Santa Cruz, CA 95060
831.713.5186
831.713.5184 fax

info@coryellautismcenter.org
www.coryellautismcenter.org

Coryell Autism Center admits students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national origin, and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school administered programs.



cac

coryell autism center

preparing young people with autism to lead meaningful, productive, and independent adult lives



The Center is certified by the CA Dept. of Ed., as a Nonpublic school (NPS). Our teachers are certified by the CA Commission on Teacher Credentialing as Specialists (Moderate-to-Severe) in Special Education. The Center is a vendor of the San Andreas Regional Center, CA Dept. of Developmental Services.

Coryell Autism Center
is a nonprofit 501(c)3 tax-exempt organization
Tax ID # 20-8527502

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Coryell Autism Center uses an individualized and flexible approach to educate young people, ages 14 to 22, with moderate to severe autism. Our highly-specialized and skilled staff endeavors to support the successful transition from school to adulthood. The Center accomplishes this through person-centered planning, using ABA principles, and partnering with families, agencies, and community resources.

Vocational Training

We start students early on the path to work by assigning jobs and responsibilities at the Center. When appropriate, we work with the student to explore different vocational environments and customize training opportunities to meet their preferences and life plan. Students are given both volunteer and paid work opportunities at the Center and in the community.

Increase Independence

Student independence is increased through teaching self-advocacy skills, reinforcing initiative, and encouraging independent decision-making. Students gain a repertoire of life skills, allowing for independent self-care and domestic skills. Innovative technology is a core component to successful transition into adulthood, and as such, is implemented as an integral part of the program.



Community Based Instruction

An emphasis is placed on the application and generalization of the skills students acquire. The community plays a large part of each and every individual's life. Students are given opportunities to explore a variety of recreation and leisure activities and to participate in social activities that build relationships and a social network. Students also learn to utilize methods of transportation in order to increase community access.

Functional Academics

We focus on academics that have a direct application to each student's life. Instructional activities take place both onsite and in the community to help students generalize the skills learned in the classroom to the real world.

Supported Living Services

Coryell Autism Center offers eligible students, ages 18 and over, the opportunity to live independently through the Center's Supportive Living Program.

“Planning a whole life is the greatest challenge young people with autism and their families face as they prepare to leave school to work, live, and participate in their community. Coryell Autism Center has given my son a full life that is more than I could have hoped for.”

-Marianne Sullivan,
President, Coryell Autism Center



Person-Centered Planning

At Coryell Autism Center, we focus on what the student *can* do, using *their* strengths and preferences. This allows Center staff to target skills which will maximize the student's abilities.

Transition Team

Board Certified Behavior Analysts (BCBAs) develop Positive Behavior Support Plans and collaborate with staff to implement and supervise student progress. Our Program Director, BCBA, Credentialed Teacher, highly qualified Instructors, and family members work together to develop and carry out individualized programs.