



Kids for Camp 2024 – Camp Summary

Autism Pensacola’s Kids for Camp is a data-driven program that uses Applied Behavior Analysis and other best-practice techniques to contribute to both the skill acquisition of the individuals with autism and the continuing education of the teachers, support staff, and college students who work with those with autism. Autism Pensacola is committed to continuously improving the camp experience, thus remaining a model of quality and integrity to the community.

The Basics

- Kids for Camp dates: June 12th to July 17th
- Locations: Scenic Heights Elementary School & Washington High School
- 2024 Kids for Camp served those with Autism Spectrum Disorder, ages 5-25.

Our Program Sponsors

- Studer Family Children’s Hospital at Sacred Heart provided both training and leadership support
- Escambia County School District (In-Kind - \$16,000)
- Frank Brown International Songwriters Festival (\$10,000)
- United Way of West Florida \$10,000
- Aces for Autism (\$10,000)
- D.W. McMillan Foundation (\$7,500)

Campus Classroom Makeup

- 19 campers at the Holm Elementary School campus - Children with ASD (ages 5-12)
- 23 Campers at the Washington High School location - Teens and young adults with ASD (completed 6th grade through age 25)

Campers by County

Escambia – 31	Santa Rosa - 11	Out of Area - 0
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Camp Financial Aid - \$21,500.00 Total

- 3 families were awarded \$500.00 off tuition.
- 2 families were awarded \$1,000.00 off tuition.
- 12 families were awarded \$1,500.00 off tuition.

Camp Staff Numbers

- 2 lead coaches
- 2 assistant coaches
- 2 campus coordinators
- 7 lead teachers
- 15 instructors

Our Camp Staff work for the following employers throughout the year

- Escambia County School District – 16
- Santa Rosa County School District - 5
- Other or College Student – 7

End of Camp Satisfaction Survey Results

Camper Families

- 69% of parents completed the Camp satisfaction survey
- Net Promoter Score – **96**
- How likely is it that you would recommend Kids for Camp to a friend or colleague?

95% Extremely Likely	5% Somewhat Likely
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What parents are saying about their child’s experience at camp this year...

“Josh LOVES camp. He loves to swim and the field trips. He enjoys spending time with his peers.”

~Shannon B. mother of Joshua (Age 18)

“Our camper went to his first movie at a theatre. I am so glad he got to experience this with peers in a safe environment. We now know he can handle it and we look forward to going to the movies as a family :)”

~Haley W. mother of Liam (Age 7)

“Hayden having the courage to get up on stage during the talent show in front of everyone was my favorite thing for sure and throwing together a boy band on the fly was the cherry on top :) I love that he has the opportunity to just be himself and the staff at Kids for Camp are genuinely warm and welcoming in response and not just tolerant.”

~Nathalie G. mother of Hayden (age 16)

Kids for Camp Staff Members

- 72% of staff completed the satisfaction survey.
- Net Promoter Score – **98**
- How likely will you use what you learned at camp in a classroom this fall?

80% Extremely Likely
10% Likely
10% Not Working in a Classroom This Fall

What staff members are saying about their camp experience this year....

“I really enjoyed getting to know my campers and watching them grow. A lot of my campers mastered their goals and it was a great feeling to see them engaging and enjoying themselves so much. My teen peers really helped create a fun atmosphere for my classroom as well.”

~ Taylor T. – 1st year Lead Teacher at the Washington campus.

“I am pretty new to teaching and being surrounded by this community. Camp gives me an opportunity to learn about students with disabilities and learn from their families in a safe and controlled environment. I am surrounded by people who are here to advocate for these campers. I learn so much from the staff on how to address the needs of each individual camper.”

~ Kara M. – 2nd year Lead Teacher at the Scenic Heights Campus.

“I learn something every summer that I am able to use in my classroom.”

~ Lisa E. – 6th year Assistant Coach at the Washington Campus

Staff Progress

Our summer program not only measures the progress of our campers, but we also measure the progress of our teachers in their knowledge of Applied Behavior Analysis and Verbal Behavior. The main measure we take is a pre-test and post-test evaluation.

Campus	Pretest Average Score	Posttest Average Score	Avg. Improvement
Scenic Heights	71	87	16 pts
Washington	68	85	17 pts

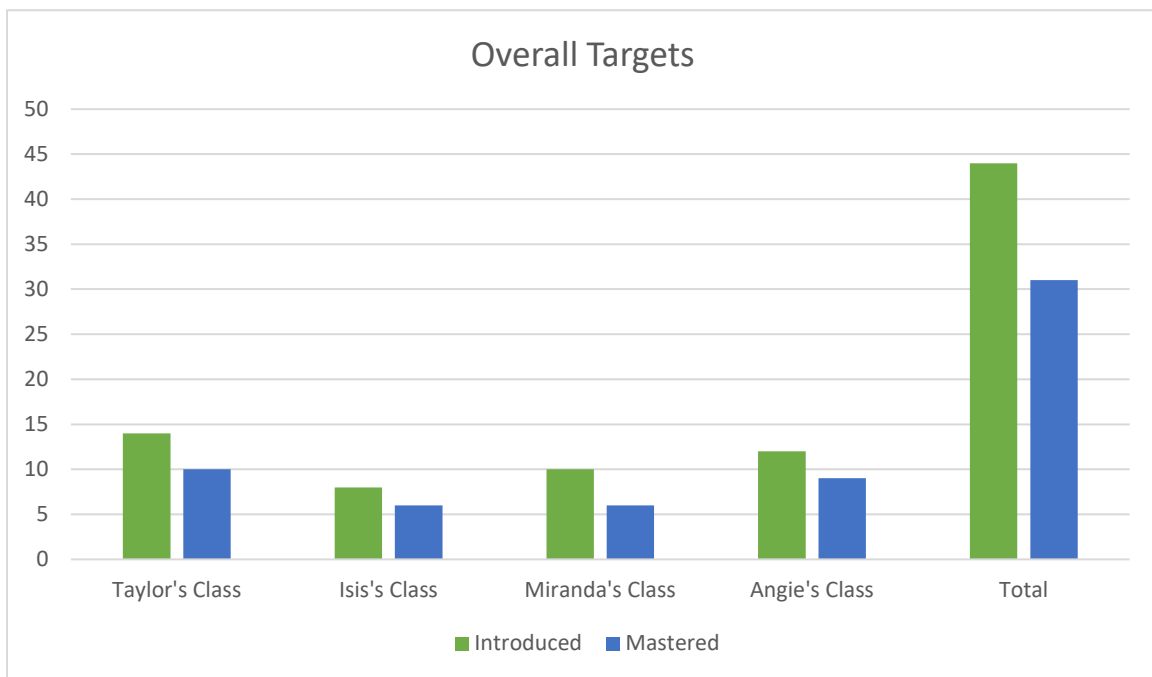
Measuring Our Impact

- Intensive opportunities: the number of opportunities given to practice a target/a set number of minutes (typically 30 to 60 minutes)
- Daily opportunities: the number of opportunities given/total number of minutes at camp

Washington High School Campus

2024 Natural Environment and Vocational Activities

Work Opportunities at the Ronald McDonald House	Bowling at Cordova Lanes Field Trip
Outing to AMC Movie Theatre	Swimming weekly at the WHS Pool
Sensory Street Field Trip	Weekly Job Trainings at Manna Food Bank
Specialized Arts & Crafts	Community Outings to Cordova Mall
Weekly Job Training at Sherwood Elementary	Banking Classes from Members First Credit Union
Weekly Japanese Lessons	Independent Living Skill Learning on Home Upkeep



Taylor's class introduced 14 targets and mastered 10, for a total of 71% of targets mastered.

Isis's class introduced 8 targets and mastered 6, for a total of 75% of targets mastered.

Miranda's class introduced 10 targets and mastered 6, for a total of 60% of targets mastered.

Angie's class introduced 12 targets and mastered 9, for a total of 75% of the targets mastered.

During the camp session, while not all goals were fully mastered, every camper at the Washington campus demonstrated measurable progress from the first to the last day. Each camper achieved at least a 30% improvement on their selected targets, which is highly commendable. At the Washington campus, a total of 44 targets were introduced, with 31 of those mastered, resulting in a 70% success rate across the campus.

The goals for **Angie, Isis, Miranda, and Taylor’s classes** focus on developing essential skills that are highly beneficial for individuals with autism, promoting independence, social engagement, and practical life skills.

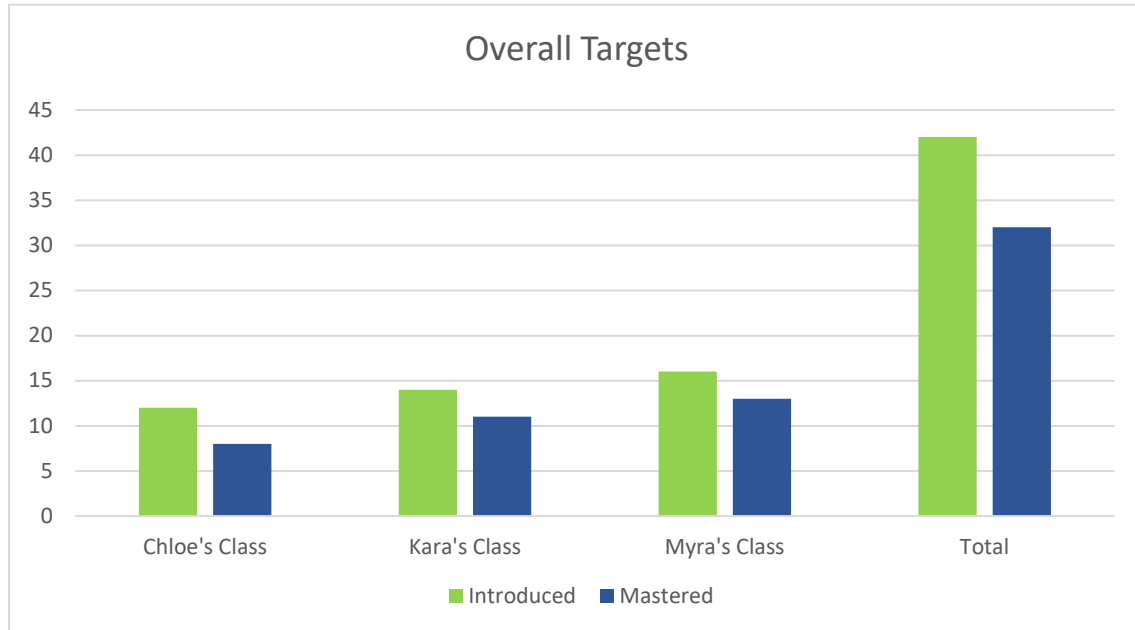
- **Angie’s class** worked on following multi-step directions with visuals, improving conversation and social skills, requesting missing items, and asking for breaks. Community outings focused on job skills at Sherwood Elementary, Manna Food Bank, and Ronald McDonald House, helping students build real-world job readiness and communication skills.
- **Isis’s class** focused on engaging in-class activities, parallel play, transitioning, completing work-related tasks, and initiating conversation or play with peers. These skills support task completion, social interaction, and adaptability to different environments.
- **Miranda’s class** targeted requesting items and manding using AAC, improving transitions, cooperative play, initiating conversation on peer-chosen topics, and practicing conversational turn-taking. These goals help develop communication and peer interaction skills.
- **Taylor’s class** emphasized maintaining personal space, completing multi-step daily work tasks, initiating peer conversations, remaining with the group, and engaging in conversations on peer-chosen topics. These skills promote social awareness, independence, and group participation.

These goals help campers build critical, transferable skills that support them in navigating social, academic, and work environments more effectively.

Scenic Heights Elementary Campus

2024 Natural Environment Activities

Weekly Swimming at Washington High School	Weekly Japanese Lessons
Weekly Adaptive Tennis Lessons	Sensory Street Field Trip
Reno’s Reptiles Petting Zoo	Escambia County Sheriff Mounted Posse
Pensacola State College Planetarium Field Trip	Daily Sensory Craft Activities
Private Viewing of Inside Out 2 @ AMC Movie Theatre	Community Outing to Cordova Lanes for Bowling



Chloe's class introduced 12 targets and mastered 8, for a total of 67% of targets mastered.

Kara's class introduced 14 targets and mastered 11, for a total of 79% of targets mastered.

Myra's class introduced 16 targets and mastered 13, for a total of 60% of the targets mastered.

At the Scenic Heights Elementary location, all campers showed measurable progress throughout the camp session. Each camper achieved a minimum of 40% improvement on their selected goals. Out of 42 targets introduced, 32 were mastered, resulting in a 76% success rate for the campus. This highlights the strong impact of the program in supporting camper development.

Chloe, Kara, and Myra's classes focused on developing key skills that are crucial for both the camp environment and everyday life.

- **Chloe's class** emphasized responding to social interactions, engaging with peers and activities, requesting breaks, and transitioning between tasks. These skills help campers navigate social settings and manage sensory overload, which are essential for their well-being in various environments.
- **Kara's class** worked on social interaction, communication, and transitioning to and from scheduled activities and field trips. These goals support structured social participation and adaptability, both of which are important for school, home, and community integration.
- **Myra's class** targeted social interactions, maintaining personal space, conversational turn-taking, and appropriately requesting items. These skills promote healthy relationships and effective communication, which are transferable to daily interactions and help campers develop independence.

By focusing on these goals, the camp ensures that campers build essential skills that will benefit them beyond camp, fostering greater independence, social engagement, and adaptability in everyday life.