

## Pressley Ridge Autism IBHS Groups Quality Improvement Report 2025

Intensive Behavioral Health Services are provided in a Group, non-ABA format to target coping skills or social skills at Pressley Ridge Westmoreland. An annual review is conducted regarding the quality, timeliness, and appropriateness of services. This report is a summary of the individual Quality Record Reviews, satisfaction surveys, assessment of service delivery, and adherence to service description. This report includes strengths as well as identification of the actions to address annual review findings. Families are notified in writing upon admission to services that a copy of this annual quality report may be requested by a youth, young adult or parent, legal guardian, or caregiver of a child, youth or young adult, A summary of the report is also available and is prepared by Pressley Ridge’s Organizational Performance Department. This report includes information from Social Skills and Coping Skills groups.

### INDIVIDUAL RECORD REVIEW

All individuals had a Quality Record Review (QRR) within 180 days of start of services. The Clinical Director completed the reviews which focused on the areas of: Assessment, Treatment Planning and Review, Service Provision, Family Work, Community, and Aftercare/Discharge (if applicable). Agency benchmarks include 80% adherence to QRR.

Over the course of the year, the records remained stable in regard to scores exceeding the agency benchmarks of 80% for each domain. Assessments and individual treatment plans were timely and included all required components. Discharge summaries were also timely. The program has shown improvement in documenting suicidality and trauma screeners during assessments. There was an increase in the quantity of contact notes outside of service documentation provided to families, but there is still opportunity for improvement. Several discharges occurred without client progress being made, though this was documented.

Quality Record Review Summary							
Quarter 1: Jan-Mar 2025							
	Assessment Avg	Tx Planning & Review Avg	Service Provision Avg	Family Work Avg	Community Avg	Aftercare/DC Avg	Total
Overall Score by category	99%	100%	100%	100%	100%	94%	99%
Quarter 2: Apr-Jun 2025							
	Assessment Avg	Tx Planning & Review Avg	Service Provision Avg	Family Work Avg	Community Avg	Aftercare/DC Avg	Total
Overall Score by category	100%	100%	99%	100%	97%	88%	97%

Quarter 3: Jul-Sep 2025							
	Assessment Avg	Tx Planning & Review Avg	Service Provision Avg	Family Work Avg	Community Avg	Aftercare/DC Avg	Total
Overall Score by category	100%	99%	99%	100%	100%	94%	99%
Quarter 4: Oct-Dec 2025							
	Assessment Avg	Tx Planning & Review Avg	Service Provision Avg	Family Work Avg	Community Avg	Aftercare/DC Avg	Total
Overall Score by category	98%	99%	98%	100%	100%	88%	97%
2025 Summary							
	Assessment Avg	Tx Planning & Review Avg	Service Provision Avg	Family Work Avg	Community Avg	Aftercare/DC Avg	Total
Overall Score by category	100%	100%	99%	100%	99%	92%	99%

## SERVICE DESCRIPTION

The IBHS service description checklist is utilized to audit compliance with the service description. The service description is also reviewed when the Operations Manual is updated.

Strengths of the service description review include adherence to target population served, admission/discharge/exclusionary criteria, staffing ratios, and maximum clients served per group. There were no changes to the service description during calendar year 2025.

The program continued to provide sessions at the maximum session length for 2.5 hours per group for Social Skills and 3.0 hours per group for Coping Skills.

The services currently being provided continue to not include a 19–21-year-old Social Skills group or a 4–6-year-old Social Skills group. Over the next year, groups will be added if there are enough referrals and staffing to support the group.

No additional areas for improvement were identified.

## INDIVIDUAL AND FAMILY SATISFACTION – SOCIAL SKILLS

Program staff administers annual Pressley Ridge Client and Family Satisfaction Surveys. Surveys for Social Skills were completed during the 4<sup>th</sup> quarter (October-December). The information in the table below and responses to open-ended questions are specific to Social Skills Group. Coping Skills results are included later in this report. Non-specific responses such as “I don’t know” or “nothing” were removed. Feedback from the surveys was shared with staff.

The following scale was utilized for both surveys:

1 = Disagree Strongly

2 = Disagree

3 = Agree

4 = Strongly Agree

<b>Family survey - 17 results returned</b>	<b>Average score out of 4</b>
1. I am satisfied with the overall quality of care and services my child received.	3.9
<b>How well have our services...</b>	
2. helped your child to achieve their goals?	3.6
3. helped your child to get along with others (family members, friends, etc.)?	3.8
4. taught your child new skills?	3.6
5. helped your child to have supportive people in their life?	3.7
<b>The people helping my child at Pressley Ridge...</b>	
6. remained committed to working with your child no matter what.	4.0
7. involved you or additional people they consider important in their treatment.	3.9

Other questions asked of families included:

Is my child better off now than when I first started services at Pressley Ridge?	94% Yes
Have you or would you recommend Pressley Ridge staff or services to others?	100% Yes

Open ended questions for families:

**What was the most helpful about the services your child received?**

“The support from all staff in difficult situations that my child and family are trying to navigate.”

“You can tell the staff is dedicated and willing to work with the kids. They have the best interests of the kids in mind. Jen and Ron are amazing.”

“Going over things as they occur in the moment with <client> and the overall improvement she has made since starting a few years ago.”

“Staff does phenomenal job in helping kids reach their full potential.”

“Communication, data collection, progress.”

“Helping <client> learn to not always be in control.”

“I am able to use what <client> goes over during her group to use in her everyday life. I am happy with everything at Pressley Ridge.”

“Great communication between staff and family. Having a place for these kids to go and hang out is wonderful.”

“Helping him to be appropriate with peers and interactive conversation. Helping his aggression to be minimized through coping skills. “

“The staff truly knows <client> and how to help him achieve his goals.”

“The degree to which it has made him excited to go to group and be an active participant - it makes him much more receptive to the lessons and given him a supportive network.”

“They help my daughter make friends and learn to interact with her peers.”

“<Client> seems to get along better with people since he started going to Pressley Ridge. He considers the people there as friends. I am glad he has a place to go where he enjoys it and is accepted as he is.”

### **What would improve services at Pressley Ridge?**

“More support personnel.”

“I wish there was individual therapy offered.”

“He still needs to work more. Maybe more local groups.”

“She wishes she could come more than once a week.”

“A family day where everyone comes and experiences a typical social lesson maybe a few families at a time. There is no substitute for seeing/experiencing even though staff does a great job communicating.”

“Maybe a later time or weekend to make it easier to get to.”

<b>Client survey – 33 results</b>	<b>Average score out of 4</b>
Satisfied with overall quality of care and services received	3.5
<b>How well have services...</b>	
2. helped you to achieve your goals?	3.2
3. helped you to get along with others (family members, friends, etc.)?	3.2
4. taught you new skills?	3.1
5. helped you to have supportive people in your life?	3.3
<b>The people helping me at Pressley Ridge...</b>	
6. remained committed to working with me no matter what.	3.5
7. involved family or people I consider important in treatment.	3.0

Other questions asked of clients included:

I am better off now, then when I first started services at Pressley Ridge.	82% Yes
Have you or would you recommend Pressley Ridge staff or services to others?	79% Yes

Open-ended questions for clients:

**What was the most helpful about the services you received?**

- “The games are cool and other stuff, yay.”
- “Can help me.”
- “Playing with toys.”
- “Meeting new people.”
- “Kind kids.”
- “When I get help with my emotions.”
- “Being able to make friends.”
- “Being social”
- “More friends.”
- “They help me understand how to control my feelings.”
- “Making friends.”
- “Achieving my goals.”
- “Water breaks.”
- “The people helping me.”
- “The games. You win some and you lose some.”
- “See my friends.”
- “By making me smarter.”
- “Calming down.”
- “Learning to be more social.”
- “Lessons and fun.”
- “Patience, making friends. “
- “I learned new and helpful skills.”
- “I like the staff. “

**What would improve services at Pressley Ridge?**

- “Can help more.”
- “By having a bigger group with the older group with us.”
- “Get more Lego people to play with.”
- “To be able to play on screens a little bit.”
- “Play more Madlibs.”
- “Increase the budget so we can have snacks. I can't tell if teachers are being passive aggressive or trying to help.”
- “Hot wheel tracks.”
- “Free time”

“More ways to help.”  
 “Another Wii controller, more trinkets, and more pens for me to liberate (steal).”  
 “Pizza.”  
 “Ice packs.”  
 “It's all right.”  
 “Choices.”  
 “Letting us talk about our feelings.”  
 “Buy more games.”  
 “Get more social.”  
 “More chatty discussions, right now, there's a lot of control.”  
 “Offering lessons based on responses.”

The agency’s benchmarks include 95% (3.8) satisfaction with services, and 90% (3.6) for the other survey items.

The benchmarks were met with the Family surveys but not met with the Client surveys.

Strengths identified in the families’ comments included supportive and dedicated staff, communication and data, and their child’s improvement. Families identified they would like to see an increased frequency of group offerings as well offerings during different times. There was a comment about adding more personnel through program is staffed to the stated ratio in the service description. A suggestion was given to consider family participation in a session which will be considered if there are no barriers.

The clients’ responses provided positive feedback, which was reflective of the service, including making friends, learning skills, and getting help. Some suggestions were not therapeutic in nature and are not able to be considered including “free time” and food items. Several clients also suggested more Wii remotes; however, the amount of Wii remotes promote communication and sharing between clients. Several clients’ perspectives were skewed from the intentions of the staff, for example the feedback regarding control over discussions was in direct response to staff intervention in a conversation not appropriate for the setting.

### **ASSESSMENT OF SERVICE DELIVERY – SOCIAL SKILLS**

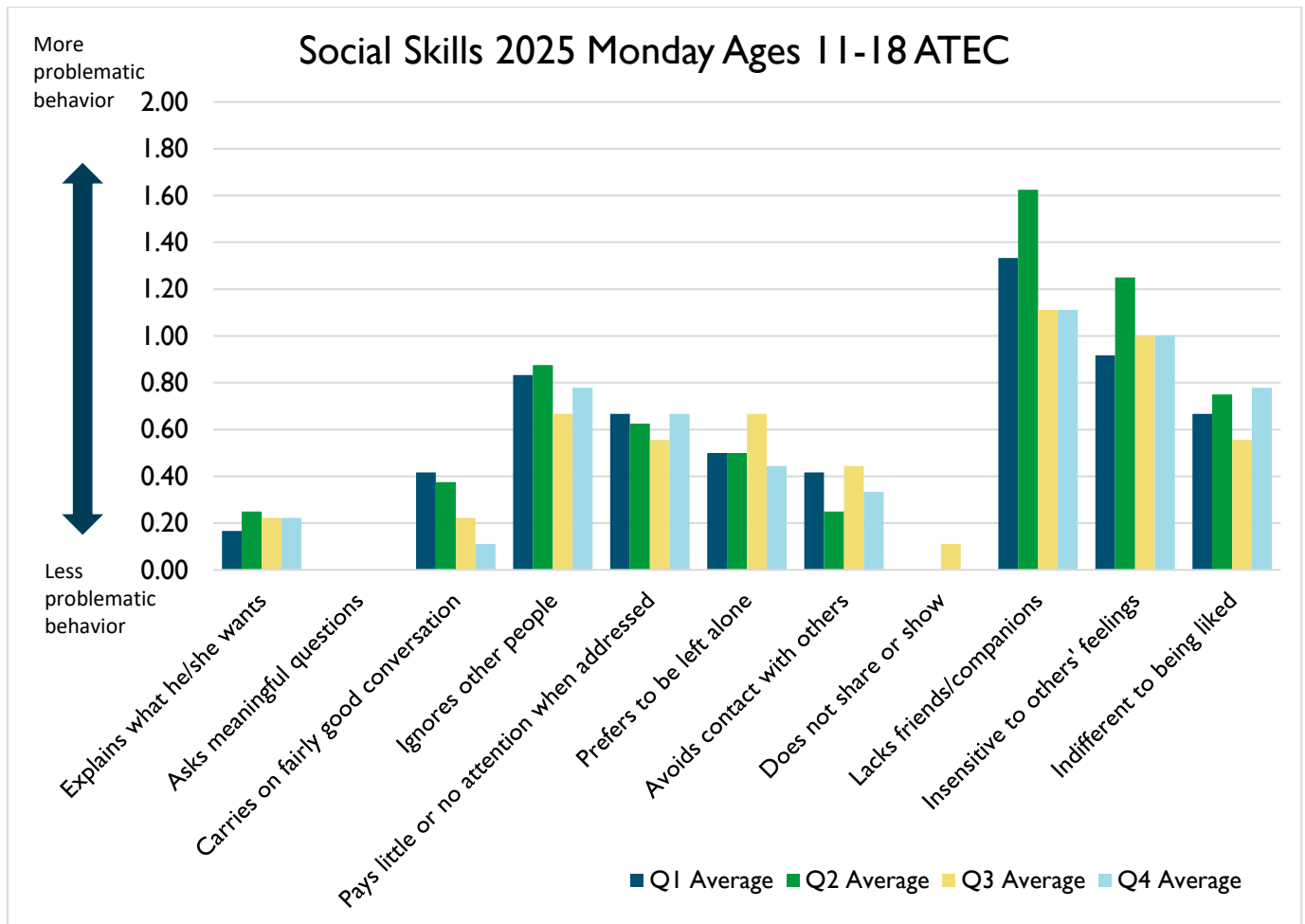
Overall individual progress is tracked to indicate including how many clients have progressed on goals and how many did not improve. This information provides feedback on how the individual is doing in relation to the specific group and can be utilized to make informed clinical changes such as moving the child to a different group.

<b>Social Skills Group</b>
59% showed progress on three goals
29% showed progress on two goals
8% showed progress on one goal
4% did not progress on goals

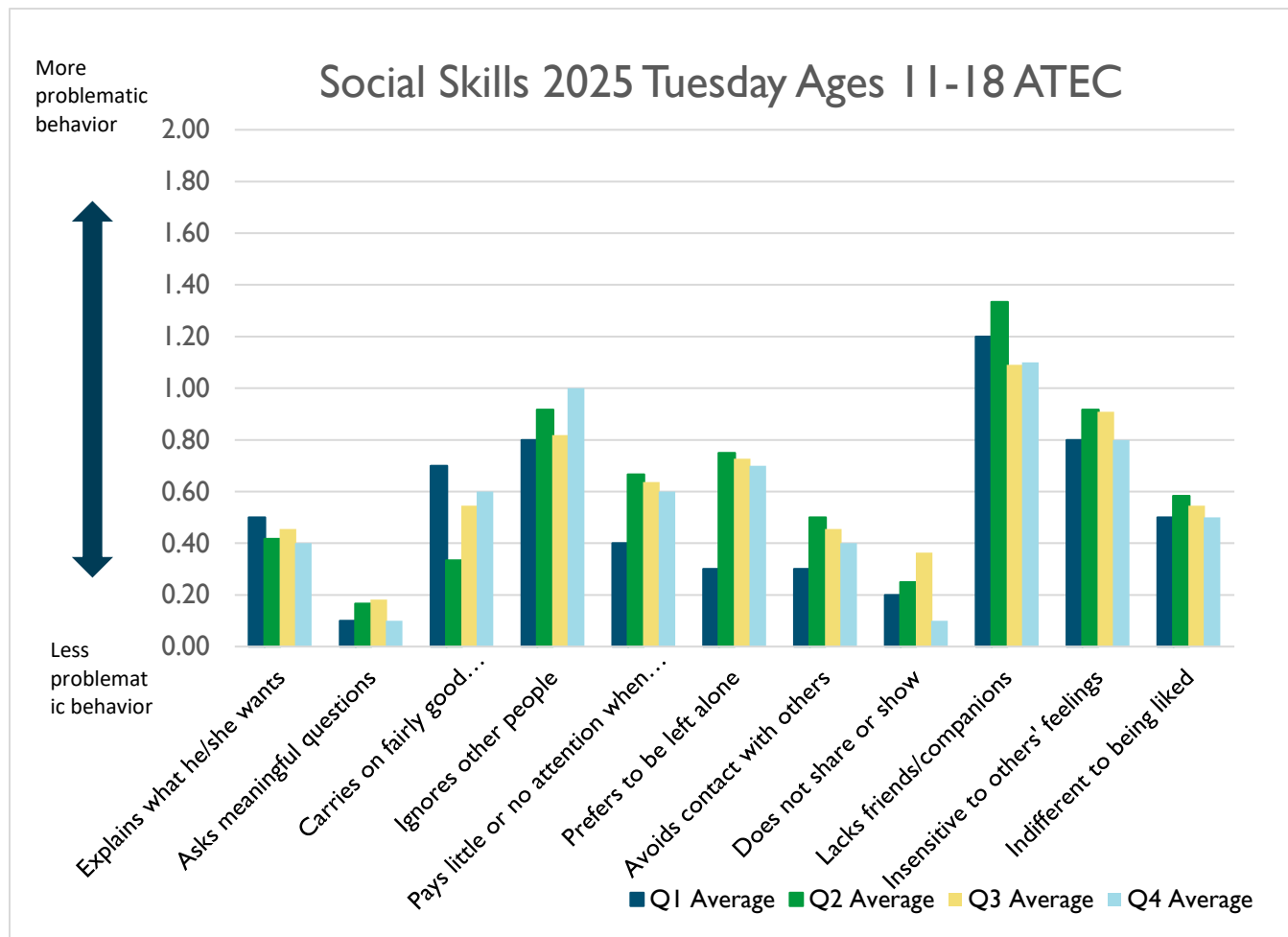
Of the 54 total clients served, three were not included in data due to two being discharged soon after starting and one began at the end of the year and did not have enough data to report.

For clients who have made progress on goals, target criteria were changed to reflect progress, new goals were identified, or the client discharged. For clients' goals that were not met, the goals and/or target criteria were changed. There were two clients who did not progress on goals. One of the clients has typically shown a regression on goals in the fall after school is back in session and then rebounds after the beginning of the year. Another client regressed in all domains including outside of the group setting and received care for the increasing needs.

An Autism Treatment Evaluation Checklist (ATEC) is completed quarterly per client. Data from the ATEC is tracked per client and can also be utilized to make informed decisions about the specific client as well as the function of each of the four specific groups. Clients are grouped both according to age and areas of clinical need. Individual data on ATEC scores was taken quarterly and averaged per group, to show progress and areas of need for each group. A lower score shows less need. Since children are admitted and discharged on a rolling basis, the specific clients in each group may change during the year. The following charts show the groups' strengths and needs as a whole throughout 2025 and can be interpreted as a snapshot of each group's clinical strengths and needs.

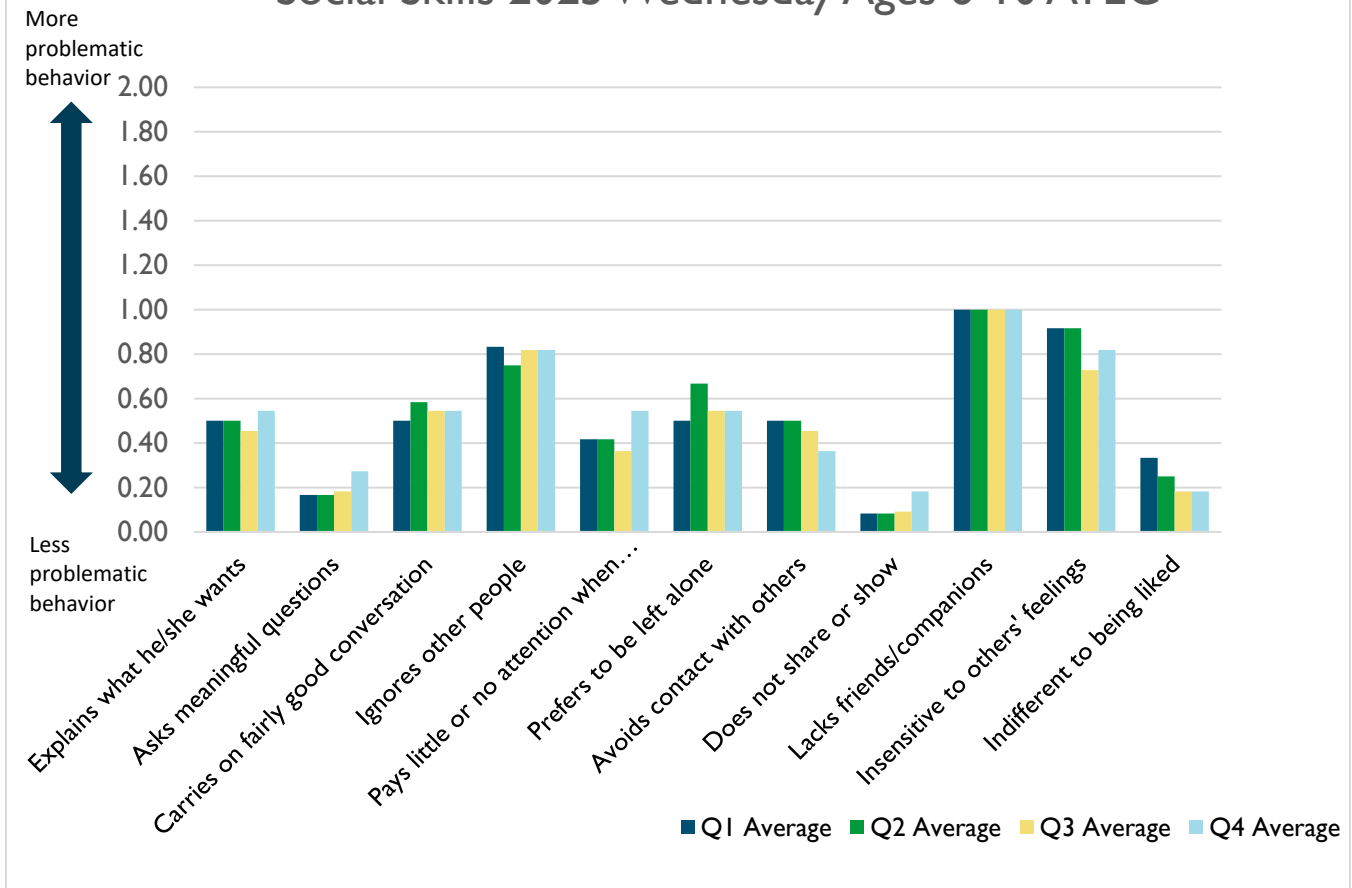


ATEC scores from Monday's group (ages 11-18) were similar to previous' years, showing strengths in asking meaningful questions and sharing interests with others. The group as a whole continues to work on understanding the impact their words have on others, though they did show improvements. They continue to need to work on responding to others when addressed.



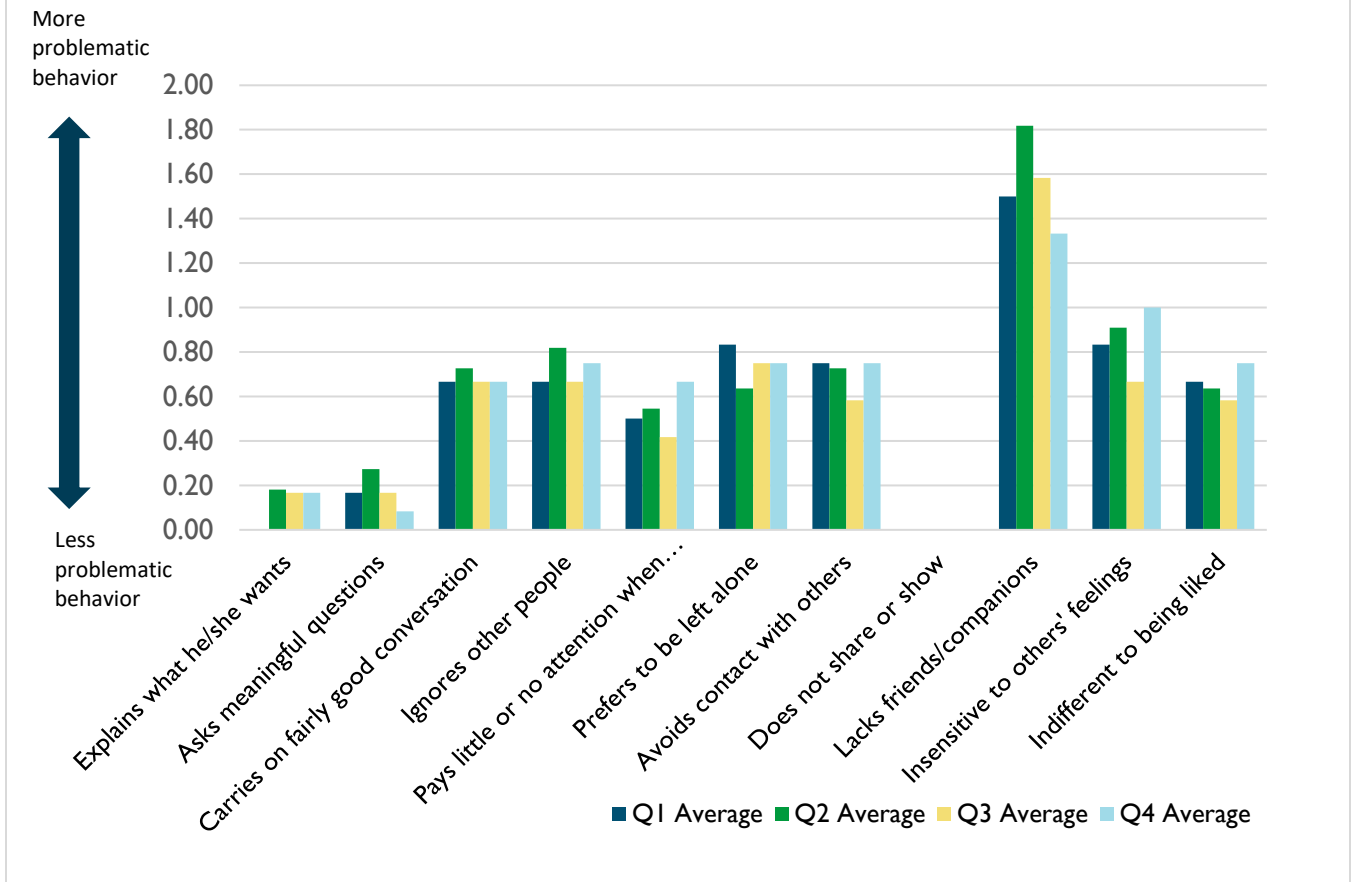
Tuesday Social Groups also serves ages 11-18. They have similar strengths to Monday evenings regarding asking meaningful questions of others and sharing interests. They also have similar needs and continue to work on understanding the impact words have on others and responding to others. As a whole, the group often needs more support interacting with each other, as several children in the group prefer to be alone.

## Social Skills 2025 Wednesday Ages 6-10 ATEC



Wednesday's group is from ages 6-10. Children in this group have consistent needs surrounding listening and responding to others as well as engagement. They have strengths regarding sharing interests with others. This year, the group welcomed several new clients which accounts for the variation in scores across quarters but as a whole, the group's strengths and needs are consistent. When a child ages out of this group into the 11-18 group, they typically move to either Tuesday or Thursday depending on clinical needs.

## Social Skills 2025 Thursday Ages 11-18 ATEC



The Thursday group is also ages 11-18. Children in this group were able to consistently share interests with others and explain wants as well as ask relevant questions to peers. During activities they continue to require support responding to others (such as recognizing when it is their turn) as well as understanding the impact of their words.

Individuals from an 11-18 group may be moved to a different group if they are a better fit due to goals and needs. For example, the Monday evening group overall has fewer needs carrying on a conversation, so a client who starts in Thursday group may switch to Monday night if it is determined to be a better fit. This continued to occur during 2025.

# COPING SKILLS GROUP OUTCOMES

## GROUP OVERVIEW

The following is a summary of Pressley Ridge’s Coping Skills Group held during the summer of 2025 from 06/11/2025-08/06/2025. Of the 20 openings, 18 clients attended. All 24 sessions were held for three hours each session.

Similar to Social Skills Groups, Coping Skills Group is for children and adolescents who have received a DSM-5 diagnosis of F84.0 Autism. An appropriate child for Coping Skills Group has a stated clinical need to increase self-regulation, executive function, attribution retraining, and/or sensory awareness (in relation to self-monitoring).

### Demographics:

<b>Number of participants</b>	18 clients
<b>Gender</b>	Male – 12 Female – 6
<b>Ages</b>	8 – 2 clients 9 - 4 clients 10 – 1 client 12 - 3 clients 14 – 3 clients 15 – 1 client 16 – 1 client 17 – 3 clients

## ASSESSMENT OF SERVICE DELIVERY – COPING SKILLS

Out of 24 sessions, the average number of sessions attended was 20.

The following table shows the attendance breakdown for the sessions, out of a total of 17 children. One client who attended 3 sessions is excluded from discussion of attendance and data.

<b>Number of sessions attended</b>	<b>Number of children</b>
22-24 sessions	8
19-21 sessions	3
16-18 sessions	5
13-15 sessions	0
<12 sessions	1

As in previous years, parent participation during Coping Skills Group included signing and returning feedback forms regarding the client’s participation for the day. The percentage of sessions attended was more than the last two

years' attendance (84% compared to 79% and 81%). Performance was measured by increase or decrease of prompt level required to meet the goal. The following table displays a breakdown of overall individual performance on short term goals.

Individual Performance on Short-Term Goals, Coping Skills Group, 2025			
	Total clients out of 17	Sessions attended out of 24	Discussion
Number of clients showing progress on 2 goals	11	23	17-year-old female met her goal of utilizing coping skills during conflict with peers. She also met the goal of increasing executive functioning skills by following multiple step directives.
		23	9-year-old boy met his goal of staying engaged during activities with others and showed progress with participation in non-preferred activities.
		24	14-year-old boy met the goal of increasing perspective taking as well as utilizing a coping strategy when upset.
		17	17-year-old male met his goal of regulating his responses to be relative to a situation (not over-reacting). He demonstrated an increase in executive function by increasing his ability to strategize and prioritize tasks
		21	12-year-old girl met goals of identifying triggers and matching a problem-solving strategy. She was also able to utilize identified coping skills when frustrated.
		22	17-year-old male met goals of displaying self-regulation skills in response to others as well as reacting in a manner relative to the context of the situation.
		18	8-year-old girl met goals of using a coping skill when she identified as being anxious. She was also able to contribute to problem-solving in a group setting, showing a decrease in isolation.
		18	14-year-old male was able to meet his goals of acknowledging conflicting viewpoints and working cooperatively with others.
		22	12-year-old boy met goals of verbalizing thoughts and feelings to others and actively contributing during team building activities (decreased quitting/isolation).
		24	16-year-old male met goals that included demonstrating self-regulation to stay actively involved in activities and increased perspective-taking of others' points of view.

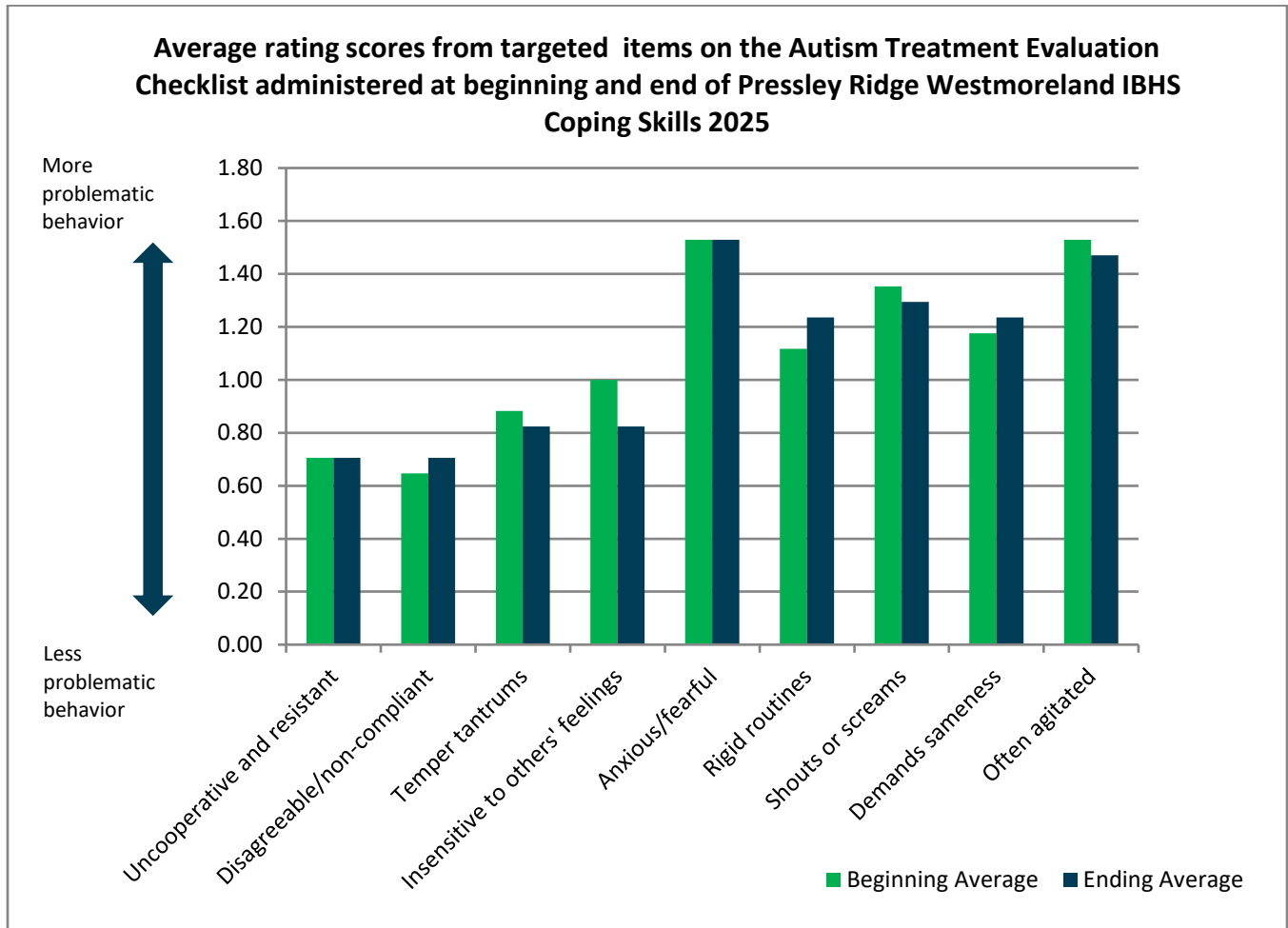
		22	14-year-old female met her goals of increased perspective taking as well as utilizing coping skills.
	<b>Total clients out of 17</b>	<b>Sessions attended</b>	<b>Discussion</b>
Number of clients showing progress on 1 goal	3	16	9-year-old girl showed an increase in her flexibility when in frustrating situations. She did not meet her goal of accepting opinions/statements of others (Theory of Mind concepts).
		21	12-year-old boy showed progress on his goal of collaborating with others by acknowledging feedback and opinions but did not show progress when expressing his frustrations appropriately to peers.
		21	9-year-old boy showed progress in his ability to adapt to change but did not show progress implementing coping skills.
Number of clients showing progress on 0 goals	3	16	8-year-old boy did not show progress demonstrating coping skills when in peer activities. He also did not show progress, accepting feedback from others (clients or staff).
		22	10-year-old girl did not meet her goals of communicating her wants and needs to others or increasing her self-regulation skills.
		11	9-year-old boy did not show progress demonstrating impulse control or following through with transitions.

Eleven out of seventeen clients made progress on goals as evidenced by decrease in prompt level needed for success. These clients attended an average of 21.2 out of the 24 sessions. The three clients who showed progress on one goal attended an average of 19.3 sessions. The three clients who did not progress on goals attended an average of 16.3 sessions. The curriculum in the program builds on skills each session; clients who attended more frequently were able to consistently practice and build upon skills as well as increase comfort level with other peers and staff in the program.

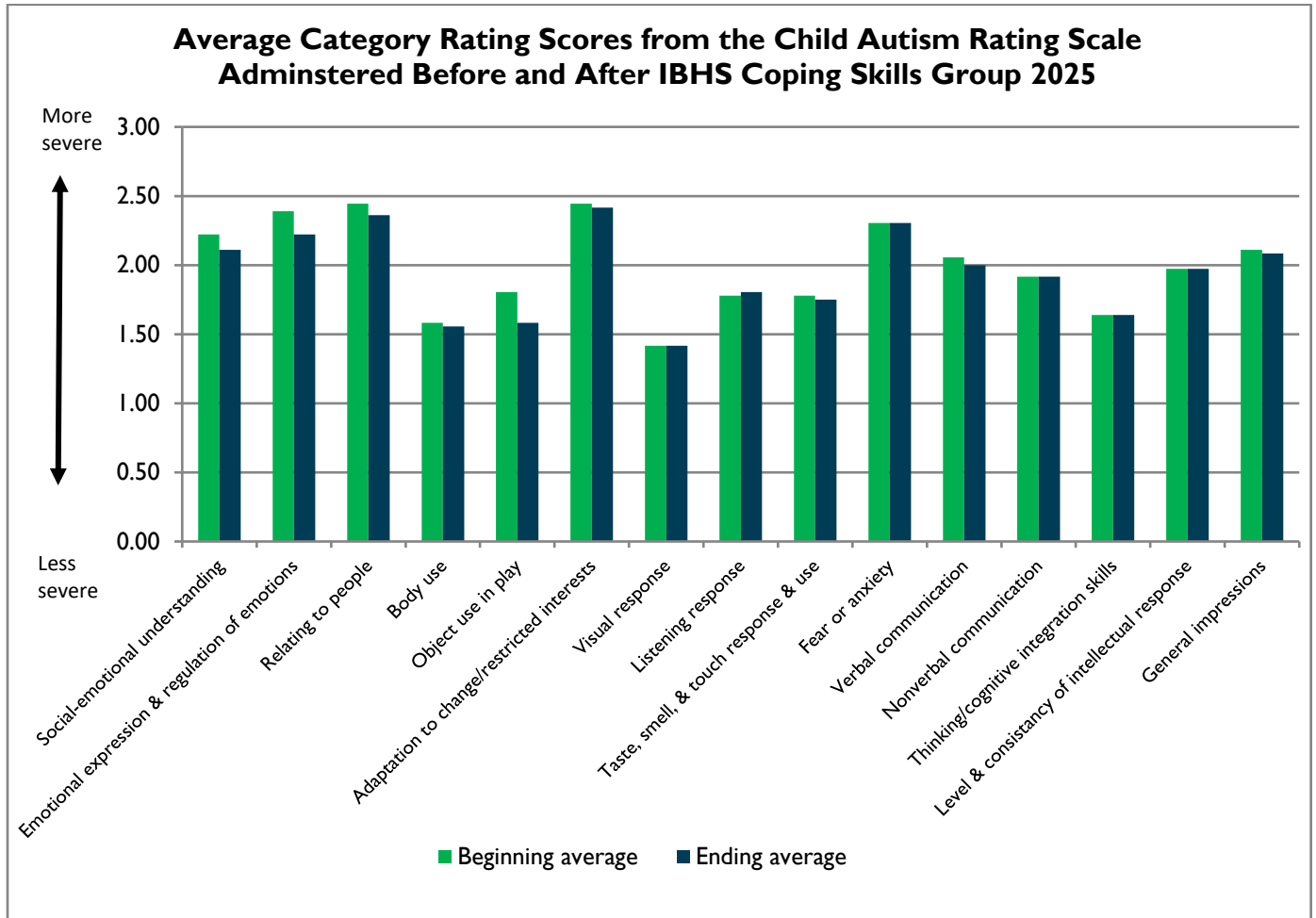
The Autism Treatment Evaluation Checklist (ATEC) and Child Autism Rating Scale (CARS) were administered prior to the beginning of Coping Skills Group and at the end for each client. For the ATEC, the chart below represents average scores on targeted items within the scale. Those items relate to behaviors and skill deficits identified within the clients' treatment plan goals. They also relate to activities within the Eclipse curriculum which the program used for skill development in the categories of self-regulation, executive functioning, attribution, and sensory awareness.

Clients showed a decrease in problematic behavior on items targeted in the sessions, including "Temper tantrums" and "Shouts or screams" which would demonstrate use of a replacement behavior (coping skill). There was also a decrease in "Insensitive to others' feelings" which shows in increase in understanding of the impact of their words. The ATEC showed an increase in behaviors related to "Rigid routines" and "Demanding sameness." This

has not been consistent with previous years' Coping Skills Groups, when there was an increase in "Insensitive to others' feelings" as the clients became more comfortable with one another.



The Child Autism Rating Scale (CARS) was also administered prior to and at the end of the sessions. Average scores on each data point are shown in the chart below. Regarding items which were addressed within the sessions, the most positive overall changes were seen in emotional expression and regulation of emotions which aligns with 2024 sessions. Positive change was also seen with social-emotional understanding and relating to people.



### INDIVIDUAL AND FAMILY SATISFACTION – COPING SKILLS

Families and clients were administered Pressley Ridge satisfaction surveys at the conclusion of the program. The results are outlined below. Questions for clients were similar to those asked of families. There were 17 surveys administered to families and 17 administered to clients.

The following scale was utilized for both surveys:

- 1 = Disagree Strongly
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

<b>Family survey – 12 results returned</b>	<b>Average score out of 4</b>
1. I am satisfied with the overall quality of care and services my child received.	4.0
<b>How well have our services...</b>	
2. helped your child to achieve their goals?	3.9
3. helped your child to get along with others (family members, friends, etc.)?	3.7
4. taught your child new skills.?	3.8
5. helped your child to have supportive people in their life?	3.8
<b>The people helping my child at Pressley Ridge...</b>	
6. remained committed to working with your child no matter what.	4.0
7. involved you or additional people they consider important in their treatment.	3.8

Other questions asked of families included:

Is my child better off now than when I first started services at Pressley Ridge?	100% Yes
Have you or would you recommend Pressley Ridge staff or services to others?	100% Yes

Open ended questions for parents:

***What was the most helpful about the services your child received?***

“Helping him to get along and interact with peers.”

“Thank you for all you do!”

“The support the staff has for my child to improve and reach her goals.”

“I don’t know - they are fantastic.”

“Personalized! I love being able to text/call Jen about situations at home and she integrates the needed skills in class.”

“None! They make it easier to understand and support our kids.”

“Staff is always doing their best to help my child and others succeed.”

“If <client> was having issues at home prior to summer and I explained that to staff at drop off, they would help him through it!”

“Teaching <Client> about controllable and non-controllable.”

“Wonderful, creative, responsive staff. Thank you!”

“How wonderful the staff is to my child. Also, he has a blast there while learning new skills he needs.”

“The quality of services, the consistent reinforcement of good behavior.”

**What would improve services at Pressley Ridge?**

“An "orientation" for the parents each season to give parents the chance to connect, view the space, and witness what a typical session might look like. “

“To have it more than once a week during school.”

“Wish it could be two days a week during the school year!”

<b>Client survey – 16 results returned</b>	<b>Average score out of 4</b>
Satisfied with overall quality of care and services received	3.4
<b>How well have services...</b>	
2. helped you to achieve your goals?	3.1
3. helped you to get along with others (family members, friends, etc.)?	2.9
4. taught you new skills?	3.3
5. helped you to have supportive people in your life?	3.0
<b>The people helping me at Pressley Ridge...</b>	
6. remained committed to working with me no matter what.	3.4
7. involved family or people I consider important in treatment.	3.1

Other questions asked of clients included:

I am better off now, then when I first started services at Pressley Ridge.	94% Yes
Have you or would you recommend Pressley Ridge staff or services to others?	69% Yes

Open-ended questions for clients:

**What was the most helpful about the services you received?**

” I don't know. I got to see my friends.”

“They help me have coping skills and when and how to use them.”

“Helped deal with stressful situations

“Learning topics.”

“Socialize with people.”

“Talking with peers.”

“Learning a lot of useful things to use in real life.”

“Having friends.”

“Being around kids my age.”

“I learned skills to make friends.”

“It is helpful when I know kids that are around my age.”

“Social Skills.”

“Knowing better about friends.”

“It taught me things I didn't know before.”

“Learned coping skills.”

“I don't know. They are wonderful. There is nothing I would change.”

### **What would improve services at Pressley Ridge?**

“Not bursting into our conversations all of the time.”

“One more Wii Controller.”

“More Wii remotes.”

“A third Wii remote.”

“To have more groups not just one day, maybe twice a week during school year.”

“Get Star Wars Legos.”

“Obstacle course in the hallway.”

“Calming activities.”

“It improves Pressley Ridge is helpful to everyone and kind to everyone. PS, I love being here and making friends.”

“Teach about opinions (better)”

“Talk with family members about concerns.”

Both client and parent surveys had positive responses and suggestions similar to those in the Social Skills Group. Positive parent feedback included the quality of the service, supportive staff, and individualized interactions (personalization). Parents noted wanting an increased frequency of sessions and an orientation. Parent response to surveys met agency benchmarks.

Client surveys were also similar to Social Skills Group in the types of responses received and, like Social Skills Group, did not meet agency benchmarks. Positives included assistance with learning coping skills and making friends. Suggestions again included adding Wii remotes as well as requests for staff not to be involved in conversations. One client suggested to “talk with family members about concerns.” Clients are sometimes not aware when discussions occur with a parent or guardian.

The outcomes of the Coping Skills group were similar to previous years. In regard to service provision and performance on goals, attending sessions consistently was the largest indicator of success of the clients meeting their individual goals. Clients showed improvement on goals related to identifying and increasing utilization of coping strategies. Parent and client feedback was similar to the strengths and suggestions during Social Groups. Responses will be evaluated further to see if suggestions can be implemented.

## **OVERALL SUMMARY – SOCIAL SKILLS AND COPING SKILLS**

Pressley Ridge Autism Groups has been providing Intensive Behavioral Health Services since January 18<sup>th</sup>, 2021. This past year, the program served 54 clients during the calendar year. Each of the four Social Skills groups were at capacity for most of the year. The Coping Skills group filled 18 available openings, and attendance increased to an average of 20 out of 24 available sessions. Progress was shown in both groups, with the Coping Skills group's progress on goals tied closely to attendance.

Service delivery, individual record review, and service description review of the Social Skills and Coping Skills group sessions remained consistent with previous years' reports. Both the 4-6 and the 18-21 age groups have yet to begin services, due to scheduling and staffing. Family satisfaction surveys met agency benchmarks in both Social Skills and Coping Skills groups but also provided helpful suggestions. Client satisfaction surveys were lower and focused much on tangible items as areas for improvement but also had supportive comments about staff and activities. Communication with families was targeted as an area of improvement from last year's Quality Improvement Report and continued to show improvement and will remain for the upcoming year. As last year, though service documentation is sent home with clients, and parents have the opportunity to schedule a discussion if desired, it was also found that some clients were not providing the written documentation to the families (particularly if they had difficulty during a session).

A summary of strengths and needs identified in this report are below:

### **Strengths:**

- Quality Record Reviews continued to be at or above agency benchmarks.
- There was adherence to the service description, and it did not change during 2025.
- Enrollment was steady throughout the year.
- Benchmarks were met with Family Satisfaction surveys across all groups.
- Data from ATECs show each group's specific performance which has remained consistent from year to year.
- Most clients showed progress on at least one goal in both Social Skills and Coping Skills groups.
- Clients who attended Coping Skills group more frequently showed more progress.

### **Actions to address findings:**

- Implement 4-6- and 19–21-year-old groups if staffing and space permit.
- Continue to document additional pertinent communication in Contact Notes in electronic health records.
- Examine client responses to satisfaction surveys to determine if any of their suggestions can be incorporated in a clinical manner (e.g., specific activities). Ensure clients understand communication from staff in regard to interventions in conversations.
- Examine parent survey responses to determine if suggestions can be implemented (orientation)
- For clients who attend Coping Skills group, communicate with families the importance of attending consistently.

This report was completed 03/03/26 and can also be found online at:

<https://www.pressleyridge.org/services/autism-services/>