



Expanding individual potential through innovative instruction



- ADD/ADHD
- Apraxia
- Autism
- Developmental Delays
- Down Syndrome
- Dyslexia
- Feeding Disorders
- Hearing Impairments
- Intellectual Disabilities
- Language Delays
- Learning Disabilities
- Reading Disorders
- Sensory Integration Disorder
- Written Expression Disorders



ACCESS

Arkansas' One-Stop Shop for Individuals with Disabilities



WHY ACCESS?

- **Proven Methods**
- **Nationally Recognized Curriculum**
- **Learning within Real-Life Settings**
- **Professional, Experienced Staff**
- **Small Student-Teacher Ratio**
- **Comprehensive Services**
- **State-of-the-Art Therapy Gym**
- **Parent Training**
- **Satisfied Parents**

ACCESS

501-217-8600

info@accessgroupinc.org

AccessGroupInc.org



[Facebook.com/accessgroupinc](https://www.facebook.com/accessgroupinc)



[@accessgroupinc](https://twitter.com/accessgroupinc)



Located in Little Rock, Arkansas, ACCESS is a “one-stop shop” that offers comprehensive diagnostics, outpatient therapy and full-time education for individuals with disabilities. ACCESS has been helping families, educators and medical professionals in Arkansas and surrounding states since 1994.

A 501c3 nonprofit organization, ACCESS specializes in developmental curricula and therapy treatments designed to address disabilities such as ADD/ADHD, apraxia, autism spectrum disorders, Down Syndrome, dyslexia and language and learning disabilities.

ACCESS comprises:

- **ACCESS Preschool**
A multi-sensory program for children ages 0-5 with developmental delays and disabilities and typically developing children
- **ACCESS Academy**
A full-time educational program for individuals ages 5-21 with developmental and learning disabilities
- **ACCESS Therapy**
Including speech, physical and occupational therapy programs
- **ACCESS Academic Therapy**
Specialized tutoring for students who struggle with reading, reading comprehension and written expression
- **ACCESS Evaluation and Resource Center**
Offering psychological, psychoeducational and therapy evaluations as well as technology consultation and training for students, parents and professionals
- **ACCESS Life**
A day program for adults ages 18-35 who have developmental disabilities

ACCESS employs more than 85 staff members and serves almost 200 students and outpatient clients weekly. The 36,000-square-foot Stella Boyle Smith campus is located at 10618 Breckenridge Dr. in Little Rock, Ark., just off I-430.

EVALUATION AND RESOURCE CENTER

An outpatient clinic on the ACCESS campus serving Arkansas and surrounding states.



EVALUATION AND EARLY INTERVENTION

The ACCESS **Evaluation and Resource Center** is the only center of its kind in Arkansas and serves families from Arkansas and surrounding states.

The center offers parents and educators an on-staff clinical psychologist for expert **psychological and psychoeducational evaluations**. Evaluations can include rule-outs and diagnoses for autism, Asperger's, PDD-NOS, ADHD, anxiety, depression and a variety of other mental health issues. Thorough educational testing highlights learning styles, weaknesses and/or disabilities.

Additionally, the Evaluation and Resource Center's **licensed speech, physical and occupational therapists** administer comprehensive developmental assessments.

The individuals seen in the ACCESS Evaluation and Resource Center are referred for many different reasons. These may include but are not restricted to suspected dyslexia, reading disorders, spelling problems, inability to decode (sound out words), handwriting problems, language problems, visual motor/processing problems and clumsiness.

Many students seen in the center also come with not only educational difficulties but with other concerns. These may include but are not limited to ADHD, ADD, anxiety, depression, test anxiety, slow processing and other complaints that fall outside of the typical emotional health domain.

IS YOUR CHILD STRUGGLING DEVELOPMENTALLY OR EDUCATIONALLY?

Learn more about appropriate evaluations and testing by contacting our admissions coordinator at 501-217-8600 or info@accessgroupinc.org or by visiting AccessGroupInc.org.

Many times, parents, educators and even medical professionals find it hard to cope with what might be a learning disability or developmental delay. Too often, a "wait and see" approach is taken.

When it comes to delayed development, however, every month without treatment between birth to age 3 is quality-of-life-threatening. These are the formative years, when language-based skills and motor skills are developing at a rapid pace.

If you suspect a child in your care may have a developmental delay, err on the side of caution and seek professional help.

THERAPY

An outpatient clinic on the ACCESS campus serving Little Rock and surrounding communities.



SPEECH DISORDERS AND ACADEMICS

Approximately 7 percent of children in the United States have a specific language impairment.

Speech and language development is the foundation for all academics. Effective communication is vital; it is the cornerstone to good social emotional health and the building block to all academic skills.

Speech and language are also the first building blocks to reading.

The preschool years dramatically affect reading development.

ACCESS offers **speech, physical and occupational therapy** for infants, children and youth. Our therapy team includes professionals certified and trained in a variety of treatments, including The DuBard Association Method®, the Neo-Natal Oral-Motor Assessment Scale®, neuro-developmental therapy, sensory integration therapy, vision therapy and more.

EARLY CHILDHOOD THERAPY

ACCESS has a highly specialized team for **Birth-to-3/Early Intervention Therapies**.

- Neuro-developmental therapy techniques to encourage proper motor patterns
- Respiration, coordination and phonation to support speech development
- Feeding
- Therapy to encourage development in vision, hearing and other sensory systems
- Play

SPEECH THERAPY

Some of the specific speech disorders treated at ACCESS include apraxia, severe articulation disorder, feeding disorders, pragmatics disorders, receptive language disorders (central auditory processing disorders, aphasia, comprehension deficit), and expressive language delays.

The ACCESS speech therapy program focuses on the following treatments:

- Speaking more clearly and pronouncing sounds clearly in words
- Communicating wants and needs
- Vocabulary development
- Using sentences appropriate for age
- Using correct sentence structures
- Telling stories and sequencing events
- Answering questions and reading comprehension
- Social skills/Pragmatic groups
- Critical thinking and problem-solving
- Feeding therapy
- Following directions
- Written expression

CONCERNED ABOUT YOUR CHILD'S SPEECH DEVELOPMENT?

Visit AccessGroupInc.org for a speech and language development checklist for various ages.

“ The DuBard Association Method® ACCESS teaches really benefitted my son. In four years, he has made huge strides. I drive 30 minutes three days a week to take him to ACCESS Therapy. The quality of therapy is excellent, the therapists go above and beyond to make sure my son is on the right plan, and we feel comfortable and at home here. ”
– Kristi Bell, ACCESS Therapy Parent

STATE-OF-THE-ART THERAPY TREATMENT AREA

In June 2011, ACCESS opened its new 6,700-square-foot therapy gym, which replaced two smaller on-campus therapy gyms. The gym features an in-ground ball pit, in-ground trampoline and in-ground foam pit; swings; climbing walls; fine motor/ADL (activities of daily living) areas; four additional speech-language therapy suites; an infant/toddler treatment room; and gross motor equipment (therapy balls, bikes, a balance beam and scooter boards). The space also includes a new stage and sound booth for school assemblies and performances.

OCCUPATIONAL THERAPY

A child can exhibit fine motor delays at a very young age. **It is estimated that 95 percent of children who are experiencing difficulty with visual motor integration and delayed handwriting also have difficulty participating in gym class, getting ready for recess, playing games or participating in structured and unstructured sports and leisure activities.** Occupational therapy treats disorders within the context of daily life to ensure positive community integration.

The ACCESS occupational therapy program focuses on the following treatments:

- Organizational skills
- Strength, range of motion and coordination
- Sensory motor training
- Development of activities of daily living skills
- Development of fine motor skills and handwriting
- Personalized activity schedules
- Visual perception skills and visual motor skills
- Vision therapy
- Community integration
- Prevocational skills
- Sensory integration therapy

PHYSICAL THERAPY

Developmental therapy addresses a child's ability to participate in age-appropriate activities, such as ball skills, skipping, jumping, riding a bike and balance skills.

ACCESS uses neuro-developmental therapy techniques with infants and young children to facilitate normal gross motor development. All ACCESS physical therapy clients have a customized therapy and fitness program.

The ACCESS physical therapy program focuses on the following treatments:

- Development of gross motor skills
- Balance and coordination
- Functional mobility skills
- Orthopedic and athletic rehabilitation
- Posture and gait
- Splinting and casting
- Strength and range of motion
- Endurance

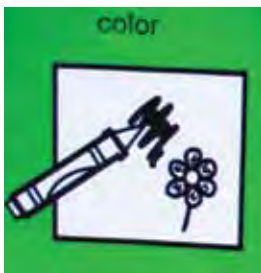


THERAPY: A HANDS-ON APPROACH FOR PARENTS

Parents and caregivers are the most viable part of the team when treating children. ACCESS strongly encourages parents to be very involved and informed in all aspects of a child's therapy. Active participation can include formal training for parents, attending therapy sessions to learn techniques to assist in a child's progress, home programs and take-home literature.

PRESCHOOL

A multi-sensory, literacy-focused, birth-to-5 program for children with developmental delays and learning disabilities and their typically developing peers.



ACCESS PRESCHOOL

ACCESS Preschool offers an **individualized education focused on developing a child's cognitive, fine and gross motor, social-emotional and language skills through small and large group instruction.** The program is based on children's literature, incorporating language, music, art, movement and technology to engage students and prepare them for future academic work. Each student age group has a designated indoor and outdoor age-appropriate play area engineered to foster child development. Classes are taught with a teacher and a teaching assistant assigned to each class, keeping the child-to-staff ratio low. Teachers also have access to additional staff members to allow for frequent one-on-one interaction. Classes for students ages 2 and older are taught by a professional educator. Students who are a developmental age of 3 and older benefit from a phonics-based reading method used throughout the curriculum.

Although ACCESS Preschool offers early intervention educational and therapeutic techniques to children with disabilities, including children who have speech and language disorders, the curriculum benefits all learning styles, as well as typically developing peers. Auditory, tactile and visual learners are instructed with multi-sensory materials. Whether ACCESS Preschool students have developmental problems or not, they consistently enter Kindergarten with an advantage over their peers, a direct result of the multi-sensory approach.

ACCESS Preschool students also benefit from our multi-disciplinary team approach. ACCESS therapists provide on-site individual therapy sessions within and outside the classroom setting. Teachers are fully supported by a full-time curriculum specialist.



ACCESS FOUNDATIONS

The **ACCESS Foundations** classrooms are part of ACCESS Preschool and offer an intensive language-learning environment for 3- to 5-year-olds with developmental delays and disabilities. The classrooms were named for their purpose: to provide a firm foundation of language skills. The students in these classrooms have moderate to severe language disorders.

The Foundations classrooms share the same curriculum focus as the preschool classes, with an added emphasis on language development. They feature manipulative language activities, multi-sensory literacy experiences and visual language supports.



A MULTI-SENSORY CURRICULUM

Multi-sensory teaching provides a rich array of materials that stimulate senses and promote memory and comprehension. This hands-on style incorporates hearing, seeing, touching and experiencing to assist learning and means ACCESS offers methods that are successful for students with a variety of learning types including auditory, visual and tactile.

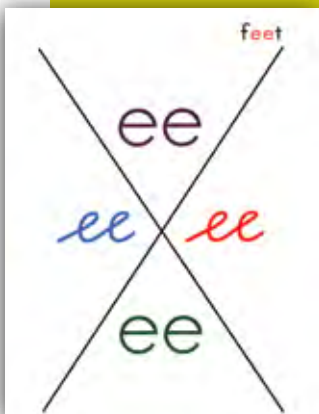
ACCESS ACADEMY

A full-time educational program for individuals ages 5-21 with developmental delays and learning disabilities.



PHONOLOGICAL AWARENESS

Phonological awareness, a term related to a more familiar word, “phonics,” is the understanding that letters represent sounds, that words are made of letters and that sentences are made of words. Phonological awareness is the highest indicator of early reading skills; young children who display it are better readers later in life.



ACCESS ACADEMY

A private school for students with learning differences, ACCESS Academy offers the most comprehensive special education program in Arkansas. The school serves students ages 5 to 21 with a curriculum focused on oral and written expression, literature and reading instruction and including math, science, social skills, leisure, technology, physical fitness, fine arts and character education. The Academy comprises six classrooms within three categories: the Lower, Intermediate and Upper Schools. Students are grouped according to student abilities, teaching methods used in each classroom, and age and peer groups.

LOWER AND INTERMEDIATE SCHOOL COURSEWORK

The Lower and Intermediate School classrooms focus on oral expression, literature and reading instruction. Oral expression includes literature and study skills, speaking and the use of language, and auditory skills. ACCESS uses a nationally recognized multi-sensory reading method, The DuBard Association Method®, to teach structured progression from sounds to words, sentences and paragraphs. Spelling, decoding (sounding out words), comprehension and written expression are core components of this method.

The classrooms focus on basic academic fundamentals in traditional subjects such as literature, language arts, math, science and social studies. Through this content-based instruction, the teaching staff are teaching concepts related to the subject matter. In addition, they are teaching higher-level thinking and analysis, using educational technology and tools such as graphic organizers, digital books and software that assists students in generating written work. Each ACCESS Academy classroom has an interactive whiteboard, computers, a mounted projector and a digital document camera for everyday instructional use, and students regularly use the school mobile laptop and iPad labs.



To address specific skills, reading, spelling and written expression curricula are organized by a student's academic level, chronological age, comprehension, language ability, independence and social maturity. The focus on components of reading and writing includes a phonological basis, with direct instruction in breaking the code (sounding out words) and instruction in the basic writing system; handwriting; language arts; comprehension and fluency. There is interdependency among these areas; it is important to work on individual skills needed for each area to develop strong reading and writing skills.

UPPER-LEVEL COURSEWORK

The Lower and Intermediate School classroom focus on oral expression, literature and reading, creating the foundation for students to successfully complete work in math, science, social studies and technology. The Upper School classrooms offer lessons in these same academic areas and focus on life skills such as working within a group, developing social and organizational skills, and developing vocational skills. See our vocational education section on the next page for more information.

Students who graduate from the ACCESS Academy Upper School receive a certificate of completion rather than a traditional high school diploma. Qualifying students may be placed in the Upper School 1 classroom, which offers a General Equivalency Diploma program (GED testing is not administered at ACCESS). The Upper School 2 classroom has a blended curriculum of academics and applied academics with more emphasis on life skills.

See our students in their school surroundings through videos and photos available at AccessGroupInc.org or our Facebook page!

STUDENT LIFE AND COMMUNITY INTEGRATION

ACCESS Academy offers an array of social and athletic activities. All students participate in the SPARK PE program, designed to be more inclusive, active and fun than traditional physical education programs. Students may also participate in extracurricular sports teams (track, swimming, cheerleading), student council, ACCESS Night Out monthly evening events, the ACCESS Adventure summer program and prom.

VOCATIONAL EDUCATION

Programs designed to develop life and social skills and encourage community integration.



VOCATIONAL EDUCATION

Vocational training is incorporated into all ACCESS Academy classrooms. Specific vocational training courses are offered to students ages 12-21. The courses provide students with work experiences while teaching basic employment skills. The curriculum is designed to teach independence and communication, matching educational strengths with work-related activities. It is specifically written for the needs of the students, featuring **hands-on experiences, modified textbooks, study guides and lab manuals** to enhance the learning process.

The ACCESS Academy Upper School classrooms are designed to help students achieve their highest level of independence in activities of daily living, leisure skills, vocational development, social skills and community integration.

ACCESS Gardens, a horticulture program, and **ACCESS Ceramics** benefit students by incorporating project-based learning, social skills development and coping strategies.

Additional vocational opportunities unique to ACCESS Academy are **The Apartment**, a high school class setting where students learn to cook, clean and do laundry, as well as opportunities to practice essential job skills such as time management, work efficiency and maintaining a good work ethic, all in a supportive educational environment.

Greenhouse Propagation Chart			
Plant Item	Number (N)	Sales Price (P)	Subtotal = (N) x (P)
Lantana	100	6.75	675.00
Verbena	50	6.75	337.50
Rosemary	75	6.75	506.25
Ivy	100	6.75	675.00
Philo	100	5.00	500.00
Pot. Vine	150	5.00	750.00
		Total	3,443.75

(Add all items in the Subtotal Column)

Perennials	January	March	May	July
Astilbe	25	25	15	3
Cone Flower	0	50	30	70
Coral Bells	0	0	0	60
Daisy	50	40	30	50
Day Lily	25	25	12	3
Goldilocks	30	35	15	5
Ivy	65	40	30	15
Lantana	40	20	70	2
Mex. Petunia	80	60	40	25
Phlox	25	15	2	0
Rosemary	20	40	40	10
Tusc. Sun	0	0	0	35
Verbena	0	75	70	60
Total Items	405	425	264	218
Price Each	6.75	6.75	6.75	6.75
Total Revenue Available	\$2,733.75	\$2,868.75	\$1,782.00	\$1,474.50

(= Total Items x Price Each)

ACCESS LIFE YOUNG ADULT PROGRAM

A supportive environment where young adults with developmental disabilities experience leisure, independence, fitness and education.



ACCESS Life, for adults ages 18-35, is a day program focused on developing a healthy lifestyle, maintaining academic skills, practicing vocational skills and developing independence. The program offers an atmosphere designed for the age of participants and their abilities. It is a place where adults with disabilities may develop social skills and a group of friends. A typical day involves a current events discussion; using the ACCESS laptop lab to generate a blog or website; engaging in activities to promote problem-solving; participating in fitness, nutrition and culinary education; leisure arts; social skills; vocational training, including on- and off-campus jobs; and community integration.

LEISURE

ACCESS Life members may explore hobbies and interests through gardening, arts and crafts, photography and scrapbooking projects and more.

INDEPENDENCE

Participants in ACCESS Life engage in activities to develop problem-solving and decision-making skills and community awareness and safety. Regular off-campus activities offer real-life development and practice of these skills.

FITNESS

ACCESS Life offers various physical fitness opportunities designed to meet the needs of individuals with disabilities. Swimming, yoga, walking and other aerobic activities are part of the weekly schedule. Nutritional education complements fitness activities and focuses on awareness and monitoring of food choices and movement.

EDUCATION

Lifelong education takes place in this program through applied academics. Members use their reading, written expression and technology skills to discuss current events and blog. They receive vocational education and practice basic employment skills through gardening, fine arts and culinary activities. Community integration encourages development of organizational and money management skills.

COMMUNITY INTEGRATION

Community integration is at the core of the ACCESS Life program. Volunteering at local worksites; entertaining, just-for-fun outings; culturally enriching and educational field trips; regular visits to fitness centers; and appointments with businesses to explore jobs and employment skills offer participants real-world development and practice of social skills and independence.

ACADEMIC THERAPY

A results-oriented outpatient program for central Arkansas students K-12 who struggle with reading, reading comprehension and written expression.



TUTORING VS. ACADEMIC THERAPY

Tutoring is often designed to assist students with a specific subject area, develop study skills or complete homework. Academic therapy is an intervention program designed for students who have a specific disability in the areas of reading, reading comprehension and/or written expression. Academic Therapists are not only professionals working with children who learn differently, but are highly trained in specific approaches that are designed for children who have specific reading and writing disorders.

ACADEMIC THERAPY

ACCESS Academic Therapy provides an individualized approach specific to each student's learning needs. Therapy addresses reading, spelling, comprehension, written expression, study skills and organizational strategies. Because intensity of instruction is a critical factor when remediating a deficit, it is recommended that students be tutored a minimum of three times a week. Academic therapy focuses on remediating a student's learning difficulty, not the completion of homework. While focusing on remediation, ACCESS therapists work with the student's school to recommend appropriate modifications. ACCESS also evaluates tools or software that may help a student compensate for a specific weakness.

ACCESS Academic Therapy staff members strive to provide struggling students with a network of support:

READING INSTRUCTION

ACCESS staff members are certified in multiple multi-sensory phonics approaches including The DuBard Association Method® and other Orton Gillingham-based approaches (Lindamood-Bell Learning Processes, Wilson Language Training). The DuBard Association Method® is a nationally recognized phonics strategy designed for language-deficient children. For more information about this method, visit USM.edu/DuBard.

WRITTEN EXPRESSION/DYSGRAPHIA

ACCESS Academic Therapy offers a multi-faceted approach to difficulties with written expression. Children who struggle with written expression often struggle with spelling, grammar or sentence structure and the organization of information. Some children with this disorder may struggle with the physical task of writing as well and may have an awkward pencil grasp, have difficulty remembering how to form letters correctly and write very slowly or illegibly. Based on a student's profile, ACCESS

strategies are most effective: handwriting instruction, keyboarding, word prediction, dictation software, graphic organizers or other technology tools.

STUDY SKILLS

AND ORGANIZATIONAL STRATEGIES
Some students suffer from an overwhelming inability to break down assignments into manageable pieces, determine important and unimportant information for tests and set priorities. ACCESS therapists instruct students on the proper use of textbooks, effective highlighting strategies, reading for a purpose and breaking down the steps in an assignment. Graphic organizers allow students to use charts, webs or diagrams to organize large chunks of information and offer a visual alternative to text-only information.

EDUCATIONAL

TECHNOLOGY TRAINING

ACCESS uses various software applications for phonemic awareness, reading, hearing, comprehension and language skills and writing.

PRAGMATIC GROUPS

An outpatient, after-school therapy program for students ages 5-17 who struggle with social skills.



PRAGMATIC GROUPS

Pragmatics is the social use of language; some would call pragmatics “social skills.” Pragmatic skills include the use of body language, non-verbal communication, facial expressions and tone of voice. Good manners, eye contact, paying attention and conversation skills are all addressed through pragmatics lessons.

Some characteristics of impaired pragmatic skills include being overly friendly, bossy, withdrawn, self-centered, impolite, overly personal, too loud, too quiet, gruff, blunt and/or nose; displaying impaired attention, poor eye contact, poor hygiene and/or a sloppy appearance; not taking turns and not giving others personal space; and struggling with conversation.

Pragmatic Skills Include:

- Gaining attention in an appropriate way
- Using others as a reference or resource
- Appropriately expressing emotions
- Expressing pride in accomplishments
- Directing or following a peer
- Attending to the speaker
- Taking conversational turns
- Maintaining a topic
- Changing a topic
- Clarifying a statement
- Questioning
- Indirect requests

SOCIAL SKILLS TRAINING: PRACTICAL SOLUTIONS

ACCESS pragmatics groups are specifically designed for students who are struggling with peer relationships and/or conversational skills and/or experience frustration communicating. Social environments require social skills and etiquette that are difficult for some students. ACCESS pragmatics groups provide training on boundaries and the appropriate use of language, nonverbal communication and social skills, incorporating recreational activities in real-life settings. Groups are managed by certified, master’s level speech-language pathologists and offered in 14-week programs each fall and spring semester. The groups are open to youths from the community at large and are determined by students’ ages and peer groups.

Topics May Include:

- Public Speaking and Making Presentations
- Problem-Solving, Games and Turn-Taking
- Dealing With Peer Pressure and Humor
- Social Etiquette
- Understanding Others’ Feelings
- Interpreting Body Language
- Using Social Skills in the Community
- Developing and Maintaining Relationships

ACCESS TRAINING

Flexible, affordable continuing education opportunities and workshops for educators, therapists and parents.



ACCESS offers continuing education opportunities for teachers; special educators; speech, physical and occupational therapists; social workers; psychological examiners and parents. The courses are designed to share our expertise in multi-sensory education, reading, written expression and educational technology as well as specific therapy approaches.

Some of the topics include:

READING AND WRITING ACROSS THE CURRICULUM —

Two Levels (Age 3 to Grade 2 and Grades 3-7)

How to incorporate multisensory, interactive materials that can be applied to language arts, math, science and social studies.

ORAL MOTOR AND FEEDING —

Explore therapeutic concepts associated with sensory-based eating disorders such as motor planning, socialization skills and sensory modulation. Learn the developmental milestones related to feeding, portion size and techniques used to teach children to eat.

LITERACY BEGINS AT BIRTH — (Birth to 3)

Language is the building block for all areas of academic development. Set the stage for language development through play, book interaction and vocabulary development for communication.

RECOGNIZE, EVALUATE AND TREAT STUDENTS

WHO LEARN DIFFERENTLY — How to know when everyday problems become disorders. Learn disability definitions and potentially beneficial teaching strategies. Determine when you should seek professional help and which type of professional to choose for diagnosis and/or treatment.

Two Levels (Age 3 to Grade 2 and Grades 3-7)

Many students struggle with mental and physical organization. Explore methods for organizing thoughts, organizing information to learn, time management and prioritization. Review technology that can be used in the learning process.

TECHKNOWLEDGEY — An overview of technology programs used at ACCESS. Offered through ACCESS consultation services in the resource lab.

MANAGING CHALLENGING BEHAVIORS — Designing and using child behavior programs that encourage patterns of appropriate behavior.

SENSORY INTEGRATION — Describes the sensory systems we use to interact with our world and how they can affect learning, communicating and behavior; designing appropriate sensory diets.

NUTRITION AND EXERCISE — How to provide a balanced diet; correlation of exercise and diet; benefits of a healthy lifestyle.

DISABILITY OVERVIEWS — Understanding ADHD, Understanding Apraxia, Understanding Autism and Understanding IQ are all separate, broad-based workshops we offer.

Visit AccessGroupInc.org for a course schedule and registration information. Customized courses are available for educational technology, therapy and educational topics.



The 6,700-Square-Foot ACCESS Therapy Gym

HOW DO I LEARN MORE ABOUT ENROLLMENT?

**Visit AccessGroupInc.org for information on the application criteria and process.
Contact our admissions coordinator at 501-217-8600 or info@accessgroupinc.org with questions.**

