

**Welcome to our**

**Applied Behavior Analysis Program**

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**WELCOME**

Welcome to All About Kids, one of the largest providers of English and bilingual evaluation, educational and therapeutic services for children throughout the five boroughs of New York City, Nassau, Suffolk, Westchester, Putnam, and Orange counties.

Formed in 1988, All About Kids has been a company built on integrity and professionalism. We are committed to providing the highest quality of Early Intervention, Preschool, School-age, Autism and Behavioral services to children.

At All About Kids, helping children with developmental delays reach their greatest potential with effective interventions is provided by caring, skilled and dedicated professionals. Our therapists collaborate and partner with parents and other therapists, schools, and community agencies in a multifaceted team approach.

Our Educational and therapeutic services are delivered at home or at school, in a designated community location, or at one of our therapeutic facilities. At All About Kids we strongly support each child's potential for independence in the most natural and least restrictive environment.

**OUR MISSION:**

**All About Kids™** is dedicated to making a difference in the lives of children and families who need our help. We facilitate individual growth and independence, in the most natural and [least restrictive environment,](http://www.allaboutkidsny.com/glossary3.html#lre) and provide opportunities for children to maximize their potential. **All About Kids™** is committed to a higher quality of service and professionalism, and by working together with families, caregivers, and the community, we set the standard for excellence.

# WHAT IS APPLIED BEHAVIOR ANALYSIS (ABA)?

Applied Behavior Analysis is a science based teaching method that allows decisions to be made based on data that is collected. The data is collected on the skills your child needs to learn so that he/she can socialize with your family and his/her peers and function in your home and your community. These skills are based on

assessments completed within the first few weeks of services so that your child’s program is individualized to his/her needs. At **ALL ABOUT KIDS™** we believe that all students are entitled to the best instruction possible. Each child is an individual and will be taught based on his or her individual strengths and needs.

# WHY USE ABA?

ABA is SCIENCE. It is the science of human behavior and changing behavior. It is evidence based and proven to change behavior by making data-based decisions. It allows your child to succeed with skills that drive his/her education. This intensive instruction is provided in a structured educational environment characterized by frequent rewards and individualized programming. ABA can be utilized to teach any skills including, but not limited to language, social skills, adaptive skills, academic, positive behaviors, and attending skills. Teaching instructions and learning objectives are tailored to your child’s needs and level of function.

Therapists carefully select the appropriate and effective teaching methods that best suit your child’s learning style. Common strategies include shaping, prompt hierarchies, chaining, modeling, errorless learning techniques, and many more. The benefits of ABA is multifaceted that extends beyond your child, but also to you as the parent. Opportunities are created for you to learn and observe your child acquires information and what is the most effective approach to manage your child’s behaviors. An important component of ABA that

differs from other intervention is the mandate to collect daily data on your child’s performance. ABA allows the therapists and the family to visually see the progress your child has accomplished. This helps set expectation for the child and the family.

**ALL ABOUT KIDS™** continuously measures your child’s performance on his/her learning objectives and monitor his/her daily progress towards instructional goals. **ALL ABOUT KIDS™** also has high levels of professional expectation for each of the therapist utilizing ABA with each child.

ABA at All About Kids: What to expect

# Members of Your ABA Team

1. Service Coordinator – The service coordinator manages active and ongoing services such as referrals to community resources.
2. ABA Therapist(s) – The therapist will provide the direct intervention and conduct sessions according to the schedule you and the therapist have developed. Therapist will collect data and manage the program book. Therapist may suggest and develop additional goals once your child mastered the initial goals or if there is a need to address other skill deficits.
3. Team Leader – The team leader will be your first point of contact. The team leader will develop your

child’s initial program goals according to the concerns you have shared, which will be collected in the Program Book. The team leader also collaborates with your direct ABA therapist to monitor your

child’s development and discuss treatment intervention moving forward. Sometimes the Team Leader will provide the direct service in lieu of the ABA therapist.

1. ABA Supervisor – The ABA Supervisor collaborates with all ABA staff to ensure treatment fidelity.

# Establishing a Schedule

Upon accepting your child’s services, your therapist will contact you to set up a schedule for provision of services. We try to accommodate your requests as best as possible, please understand the development of the initial schedule takes a lot of juggling and consideration. We understand that you may have scheduling needs, particularly if your child is receiving multiple services at home or in their day care setting. A schedule that will meet both you and your child’s needs requires a great deal of coordination and balance.

# Is there a calendar for services?

Early Intervention services provided within your home/community setting can be provided at any time within the Individual Family Service Plan (IFSP) authorization period. Please check your child’s IFSP for the approved dates of service.

Committee on Preschool Special Education (CPSE) Special Education Itinerant Teacher (SEIT) and Committee on Special Education (CSE) services provided within your home will follow the calendar of your child’s district. If your child receives SEIT services at his or her school, the therapist will follow the calendar of your child’s school. When services are provided at school, the therapist will provide services dictated by the program and municipality calendar. Therapists will not provide services over school breaks unless these have been mandated by your school district and are noted on the IEP (Individualized Education Program).

# Conditioned Reinforcement

Conditioned reinforcement is the process of making the therapist and the environment reinforcing to the child by pairing with the child’s favorable items. This process will begin during the first session and can take up to a month to complete. This process helps make the environment a positive learning place to be, while

making the therapist an exciting person to be with. This leads to less frustration and an increase in positive behaviors and outcomes from the child.

When beginning this process the therapist will always conduct a reinforcer assessment to find the most valuable reinforcers. The next step is for the therapist to give the child what he/she desires “for free” (i.e., without asking them to do anything). In this step the use of food is preferred because it creates more opportunities for the child to see the therapist more favorably. Food is short lived, meaning, once eaten, the child will want more and then create an opportunity in which an interaction can be intentionally created between the therapist and the child. Once a relationship is established, the therapist will begin to place small demands on the child before giving him/her the reinforcement that is desired. This is continued until the child is able to sit and complete a few tasks before attaining reinforcement

The purpose is to make the child want to be with the therapist and enjoy the time spent with him/her. Time spent with the therapist should be enjoyable and not feel like “work”. No formal programming should begin until the therapist has become a person that is rewarding for the child to be with. **This process can take from 1 day to a month**. Every child is different, so be patient- it is worth it!

# What Intervention Looks Like

During the first few sessions your therapist will condition him/herself and the environment with reinforcement while getting to know your child. This process is very important. It helps to make the environment a positive place to be, the therapist a good person to be around, and will lead to less frustration in the future when demands are placed. During this time the therapist will also take time to interview you using the Family Interview Packet. The Family Interview is a brief interview that is meant to help the therapist better understand the things your child likes/dislikes/can/cannot do. The therapist will also conduct a reinforcer assessment to find the most valuable items to your child. The therapist will then take several more sessions to formally assess your child’s skills using the Assessment of Basic Language and Learning Skills - Revised (ABLLS-R). The ABLLS-R is a curriculum guide and skills tracking system that examines 25 skills areas including Cooperation and Reinforcer Effectiveness, Basic Language Skills, Social Skills, Academic, Self-Help, and Motor Skills. Upon completion of the ABLLS-R, the therapist will use the results of the assessment, The Family Interview, goals from the IFSP/IEP, and your goals to formulate an ABA program book. As your child masters goals he/she will be assessed in different settings to be sure they are maintained and generalized. You should expect that programs can be run teaching to occur at a table, on the floor, and around the house, and in the environment. We want our students to generalize skills across environments and students, it. It is important that teaching takes place in multiple settings and with multiple different people (when possible).

Therapists will use a variety of strategies to teach your child the essential skills to foster his/her development. This commonly includes the use of prompt hierarchies ranging from a simple instruction, gestural prompt,

modeling, gentle tap on your child’s hand to begin the response, and to holding and guiding your child’s hand to complete the target response. Our therapists are skilled in responding to your child’s behavior according to the situational event and the purpose of the behavior. For children with difficulty attending to task, therapists may use response block and proximity control to reduce the likelihood of your child leaving the learning area. Proximity control is when the therapist gets closer to your child to increase his/her own awareness of how he/she is behaving, especially if the behavior is inappropriate. Response blocking is where the therapist immediately intervenes with the problem behavior before it escalates, which then prevents a series of unwanted behavior from occurring. This may include tapping or nudging your child, and using one’s body to keep him/her in a clear and safe space. Planned Ignore is another effective strategy for ignore inappropriate behavior if your child is actively performing it to acquire the therapist’s attention. This strategy helps to decrease the likelihood of the undesirable behavior from happening in the future. Instead, the therapists will teach alternative positive behaviors and give your child the attention he/she is seeking immediately. For more information regarding the use of these techniques, please inquire your immediate ABA Team for support.

The ABA Program Book

The book will contain information about your child’s individualized programs, including (but not limited to): materials needed, schedules of reinforcement, short and long-term goals, data sheets, and graphs of your

child’s performance from day-to-day. The ABA program book should stay with your child either in the home, daycare, or school depending on the service location. If your child transitions between environments (e.g., gets ABA services at daycare in the mornings and then ABA at home in the afternoon) the book and materials should travel with them. The program book is the property of All About Kids. At the time of discharge, the therapist returns the program book to the appropriate All About Kids office for required archival. You may however request a copy of any/all the documents contained within the book.

# Embedded Coaching

When utilizing embedding coaching your therapist looks at what your child does during routine activities throughout his/her day and helps you find ways to help your child learn during these times. Consistency and carryover with techniques your therapist provides you will ensure that your child learns throughout the day when therapists are not there. This will be at home, when playing, getting dressed, food shopping, playing at the park, etc. There is always an opportunity to learn! The more practice children receive throughout the day the more skills and knowledge they will acquire. Your therapist will work closely with you to identify and meet the individualized goals you have for your child as well as those goals indicated on your child’s IEP/IFSP.

# Team Meetings

A great place for you to be an active participant in your child’s home program is at the team meetings. Team meetings can be a part of your child’s educational program. Ideally, all therapists/therapists working with your child should attend the meeting. It is merely an opportunity to ensure that all the therapists are working on similar goals and generalizing skills across providers. Additionally, the team meetings are an opportunity to voice concerns about programs and progress, and to work as a team to come up with solutions to those problems.

# Caregiver Involvement

Observations and participation by parents/caregivers are welcome! Your participation as partners in the education process is an important component of your child’s services. By observing your child’s session, you may gain valuable insight to your child’s learning style and the skills he/she possesses. Your lead therapist and service coordinator will provide you with additional information so you can follow through in the absence of the therapist. Your therapist will take time during each session to coach you through techniques so you may continue to practice these skills with your child during his/her daily routine throughout the day when the therapist is not present. Questions and comments are encouraged and therapists will try to answer questions as much as possible during the session and when coaching. Specific questions/comments that may require more time to answer may be answered more thoroughly at the end of the ABA session.

Some other helpful tips:

1. ***Be ready and available when therapists arrive***. Child is awake, diapered or toileted, and feeding has been completed (unless a part of the instruction.) **Also, someone 18 years of age or older must be in the home while services are being given. There are no exceptions to this policy.**
2. ***Communication is the key to a successful program:*** Communicate often with your team. There will be a communication notebook, review it after sessions. In addition, bring up your questions at team meetings. You can always call your therapists too! Speak with them about the best time and number to reach them.
3. ***Family involvement is a major factor in treatment success***. We believe parent and family participation is an integral part of the assessment process and the basis for successful therapeutic intervention. Family members are essential in the learning and social/emotional growth of any child in a home-based program. Family members are an integral part of the planning, prioritizing, and the progress of every child.

# What should you do when your child is sick?

1. If your child has a clear runny nose which needs to be wiped frequently or is incessantly coughing, please cancel the session.
2. If your child’s nose is not running clear, it is a sign of an infection and the session needs to be cancelled.
3. If your child is running a fever, or displays viral symptoms of diarrhea or vomiting, sessions need to be cancelled up until 24 hours after fever breaks or symptoms are relieved.
4. If your child has a rash, pink eye, chicken pox, lice or any other highly contagious condition, please cancel the session. Then obtain a doctor’s note stating that your child is no longer contagious in order for the clinician to return.
5. Please keep in mind that if your child did not go to school because he/she was sick, then home-based services should be cancelled as well.

Please contact the relevant service providers as soon as possible. Although you might be concerned about loss of teaching hours due to canceling a session, keep in mind that when a child is sick it is a negative experience for demands to be placed on the child. ***We appreciate your cooperation in helping to keep our staff and students as healthy as possible.***

# Behavior Management

It is the philosophy and practice of **ALL ABOUT KIDS™** to use positive reinforcement procedures as the preferred method to teach new skills and reward appropriate behaviors. If your child requires a behavior plan to assess the function (i.e., what may be causing/maintaining the behavior) the therapist~~s~~ or supervisor will review the plan with you prior to beginning any procedures to ensure your understanding of what is begin done and so that you may carryover these procedures to address the undesirable behaviors.

# Reports

We want you, our parents, to be informed of your child’s progress with the therapist. You should expect to receive a total of four reports over the course of the service year documenting progress your child has made toward their IFSP/IEP goals. For Early Intervention (EI) services these reports will be every six months depending on your IFSP service date. EI program requires a six-month and an annual report in which therapists may complete a formal evaluation. For CPSE/CSE aged children, reports are due November 15th, January 15th, March 15th, June 15th, and August 15th.

# Phone Calls

Although many of our therapist~~s~~ have personal cell phones on them, please understand that your child's therapist is not permitted to take or make phone calls during scheduled instructional time. If your child is receiving services in our center, understand that the therapists are only able to take phone calls before and after sessions.

# In summary:

We welcome you to ALL ABOUT KIDS™ and look forward to a productive, collaborative relationship. With collaboration and team work we are all in a better position to meet the needs of you, your child and your family.

**ALL ABOUT KIDS™** supports and reinforces the decisions of the Early Intervention Program, Board of Education, and local school districts.

# Frequently Asked Questions

1. **I need to go and pick up my other child can I leave my child alone with the therapist?**
   * *No, someone 18 years or older must be present while services are being given.*
2. **My child has difficulty navigating playground equipment and approaching peers at the park. Can my therapist take my child to the park?**
   * *Yes, in Early Intervention services can be provided in the home in community, depending on your child’s needs. It may be beneficial to work on specific targets in the home then generalize them to the community. If you are going into the community you or another adult 18 years or older must be present. If your child is in CPSE/CSE then service location will be indicated on the IEP. If your child does not have community indicated on the IEP then services cannot be delivered there. To add community to your child’s IEP you must contact the CPSE/CSE chairperson for your school district.*
3. **Can my therapist bring their own children to the session in order to work on social skills?**
   * *No, at no time should a therapist bring their own child to a therapy session.*
4. **Can my therapist use an iPad/iPod touch to teach my child?**
   * *Yes, the iPad/iPhone/iPad touch/Smart Devices may be used on a limited basis during therapy sessions as a reinforcing item or to generalize skills. At no time should these devices be used to teach skills that are on an IFSP/IEP or any pre-requisite skills that lead up to an IFSP/IEP goal unless specified on the child’s IFSP/IEP.*
5. **Why is my child’s therapist asking me for food?**
   * *Food may be used initially with children who have limited items/toys that act as reinforcers. The food items you provide the therapist with will only be used in small quantities during the first few sessions to condition the therapist with reinforcement and to condition other toys as reinforcers. It is important that your child have a wide variety of reinforcers. If at any time you do not want the therapist to use food please let the therapist know.*
6. **I feel that my child needs an increase/decrease in services. What do I do?**
   * *If you suspect a change in services is needed, you will need to contact your service coordinator (for EI) or your chairperson for the CPSE/CSE (for preschoolers or school age children). At that point, All About Kids will request specific documentation from the therapist which will detail why that increase/decrease in services is warranted. Once that change is authorized by the Department of Health (DOH) or the school district and the*

*appropriate documentation is received, your therapist will be notified as to when the change in service can be made. Something to consider when you think an increase in services is needed is that “more is not always better”. Discuss your concerns with your therapist so that as a team you can look at the pros and cons of an increase in services.*

1. **What do I do if my therapist is showing up late consistently/cancelling sessions?**
   * *Please contact the ABA Field Program Supervisor for your area; please see the included phone contact information sheet.*
2. **Why isn’t my therapist bringing in/leaving toys for my child?**
   * *Your therapist may choose to bring some items in initially when working with your child. But is important that your child learn how to play with the toys in his/her environment. This is important because what you want to see is that the child generalizes these skills when the therapist is not there. If your therapist brings in toys to work with your child keep in mind that this is in part place to help condition him/herself with reinforcement as well as to help develop programming. The amount of toys and they type of toys may change as they begin to work with your child.*
3. **What do I do if my child and I will be on vacation?**
   * *Please inform your child’s therapist and the service coordinator at least 2 weeks prior to traveling.*
4. **Can I request my child’s therapist to make-up missed sessions?**
   * *Make-up sessions are not mandatory. However, if a make-up session is held, the NYC Early Intervention Program (NYC EIP) expects that it will be held within two weeks of the missed session. A session can only be made-up if it is medically or therapeutically appropriately for your child. Six makeup sessions per service will be authorized at the time of the IFSP meeting.*

***Some* Applied Behavior Analysis/Autism Resources**

* *The Power of Positive Parenting* by Glenn Latham (2002)
* *Parenting with positive behavior support.* Hieneman, Childs, Sergay (2006)
* *Activity schedules for children with autism: Teaching independent behavior*. McClanahan & Krantz. (1999).
* *Behavioral Intervention For Young Children with Autism: A Manual for Parents and Professionals*. Catherine Maurice, Gina Green, Stephen C. Luce. PRO-ED, Incorporated, 1996.
* *Right from the Start: Behavioral Intervention for Young Children with Autism: A Guide for Parents and Professionals*. Sandra L. Harris, Mary Jane Weiss. Woodbine House, 2007.
* *Children with Autism: A Parents' Guide*. Michael D. Powers, Temple Grandin. Woodbine House, 2000.
* *Let Me Hear Your Voice: A Family's Triumph over Autism*. Catherine Maurice. Random House, Incorporated, 1994.
* *Helping Your Child with Autism*. Stephanie B. Lockshin, Raymond G. Romanczyk, Jennifer M. Gillis. New Harbinger Publications, 2005.
* *Defying Autism: Keeping Your Sanity and Taking Control*. Stephanie B. Lockshin, Raymond G. Romanczyk, Jennifer M. Gillis, Judy Law. D R L Book, Incorporated, 2004
* Bondy, A., & Frost, L. (2002). *A picture’s worth: PECS and other visual communication strategies in autism*. Bethesda, MD: Woodbine House.

**Web Resources**

**American Academy of Pediatrics**: [www.medicalhomeinfo.org/health/autism.html](http://www.medicalhomeinfo.org/health/autism.html)

**Arise Coalition**: <http://arisecoalition.org/>

**Autism Speaks:** <http://www.autismspeaks.org/index2.php>

**Association for Behavior Analysis**: [www.abainternational.org](http://www.abainternational.org/)

**Association for Science for Autism Treatment (ASAT):** [www.ASATonline.org](http://www.asatonline.org/)

**Autism Intervention Training**: University of New Brunswick video training series <http://vimeo.com/channels/287691/41718685>

**Behavior Analyst Certification Board** (locate certified behavior analysts/qualifications) [http://www.bacb.com](http://www.bacb.com/)

**Behavior Analysts Inc.** (video on how to teach communication/verbal behavior, guides on how to teach, ABLLS). Look under books and products: <http://www.behavioranalysts.com/>

**Cambridge Center for Behavioral Studies (click on behavioral solutions then parenting)** [http://www.behavior.org](http://www.behavior.org/)

**Center for Disease Control: Autism Information Center** - [www.cdc.gov/ncbddd/autism](http://www.cdc.gov/ncbddd/autism/) **COSAC-the New Jersey Center for Outreach and Services for the Autism Community** <http://members.aolcom/njautism>

**Kennedy Krieger Institute:** [http://www.kennedykrieger.org/](http://www.kennedykrieger.org/kki/index.jsp)

**National Autism Center:** <http://www.nationalautismcenter.org/>

**National Dissemination Center for Children with Disabilities** ( NICHCY): provides comprehensive information about a variety of topics including special education, special education law, disability information and more. <http://www.nichcy.org/Pages/Home.aspx>

**National Institute of Mental Health -** [www.nimh.nih.gov](http://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-pervasive-developmental-disorders/index.shtml)

**NYU Child Study:** <http://www.aboutourkids.org/content/early_childhood_autism_communication_disorders_service> **Regional Center for Autism Spectrum Disorders at Hunter College:**

<http://www.hunter.cuny.edu/school-of-education/special-programs-and-centers/regional-autism-center>

**YAI Autism Center** is a state-of-the-art facility that combines a long tradition and expertise of serving people with autism with an early detection and treatment center; family support and life planning services; and a resource library. **1-888-YAI-Autism,** [**http://www.yai.org/agencies/autism/**](http://www.yai.org/agencies/autism/)