



UK Young Autism Project

Established as part of the UCLA multi-site Young Autism Project

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Information Pack

Contents

Page:	3	UK Young Autism Project Aims
	4	What is Applied Behaviour Analysis?
	5	Research-Based Provision
	6	Why specialist provision?
	7	What we teach
	8	How UKYAP programmes work
	11	Potential benefits
	12	Programme Packages: Fully-Staffed Core Programme
	16	Programme Packages: Parent-Managed Workshop Programme
	20	How a typical day is structured
	21	Parental Involvement
	22	What do we need?
	23	Programme Structure and Integration
	26	Secondary Learner/Young Adult Programme
	29	Our Staff
	34	Service application guidelines
	35	Costs
	35	Assessments
	39	Frequently Asked Questions
	47	Contact Us
	47	How do I apply for services?
	48	Further Reading

UK Young Autism Project aims to:

- Provide research-based comprehensive Early Intensive Behavioural Intervention (EIBI) and Intensive Behavioural Intervention (IBI) programmes using procedures based on Applied Behaviour Analysis (ABA);
- Teach children and young adults with autism and/or other related pervasive developmental disorders;
- To enhance intellectual, academic, social, and emotional behaviours;
- Enable children and young people to participate in educational and social opportunities within their communities;
- Enable children and young people to require less professional attention as they reach adulthood, and to live with dignity and independence

What is Applied Behaviour Analysis?

Applied behaviour analysis (ABA) is a science devoted to the understanding and improvement of human behaviour.

Its central focus is on behaviour that is important to individuals, groups, or communities, enabling them to lead more fulfilling lives.

A research-based provision

The intervention was developed by Dr. O. Ivar Lovaas and is based on extensive clinical experience and more than 40 years of scientific research conducted at the University of California, Los Angeles (UCLA).

As part of the UCLA Multi-Site Young Autism Project, our study compared progress of 44 children after one year of treatment in the UK.

Results showed children improved significantly on: IQ; Visual-spatial IQ; Language Comprehension; Expressive Language; Social Skills; Motor Skills; and Adaptive Behaviour.

The mean IQ increased 16 points after one year of treatment.

These findings are consistent with previous studies demonstrating the benefits of ABA treatment for children with autism and related developmental disorders.

Hayward, D., Eikeseth, S., Gale, C., & Morgan, S. (2009). Assessing progress during treatment for young children with autism receiving intensive behavioural interventions. Autism, 13 (6), 613 – 633

Why specialist provision?

Individuals who have difficulties in communication and learning, such as with autism and/or related developmental disorders, often have a history of appearing to misunderstand well-meaning adults. As a result, they may frequently encounter continuous failure in learning situations. This leads to frustration resulting in tantrums and other attempts to escape or avoid future failures.

What do you teach?

The curriculum addresses all skill areas in deficit, including:

- Communication
- Receptive Language
- Expressive Language
- Play
- Social skills
- Self-Help and Independent Living Skills
- Academics

How does the programme work?

The intervention is based on:

- Shaping behaviour through reinforcement of successive approximations:
 - If you get a positive reaction after you perform a behaviour, you will be more likely to repeat the behaviour again: this is the principle of reinforcement.
 - The individual's motivation to participate in the learning process is key in our behavioural interventions.
- Prompting new skills and then systematically fading prompts until the individual responds independently.
- Breaking tasks down into smaller component skills for more efficient and successful teaching.
- Creating a teaching environment that maximises a child's success and minimises failure.

- Developing appropriate behaviours such as play, language, and socialisation by optimising teaching opportunities.
- Reducing excessive or inappropriate behaviours through analysing the function of the behaviour and implementing specific interventions. In addition, alternative more socially acceptable behaviours are taught.
- Continually monitoring progress through data collection to ensure optimal progress. Data collection ensures that the intervention is responsible for the change in behaviour, that the results are significant, and that the behaviour change is generalised across contexts.

Programme development:

- The intervention progresses gradually from teaching the beginnings of self-help and early receptive language skills, to teaching non-verbal and verbal imitation skills and establishing the beginnings of appropriate activity such as toy play.
- Following mastery of basic tasks, the second stage of the intervention emphasises the teaching of expressive and early abstract language and interactive play with peers.
- In more advanced stages of the intervention the child is taught both at home and at school, and learns:
 - early academic tasks such as beginning reading, writing, and numeracy;
 - socialisation skills;
 - cause-effect relationships;
 - and learning to learn by observing other children.
- Skills are systematically generalised throughout the programme.

What are the potential benefits?

- With early intervention, a sizeable minority of children have been able to achieve typical educational and intellectual functioning by 7 years of age.
- These children have been mainstreamed into regular classrooms and have advanced successfully through the school system without additional assistance.
- They show significant increases in intellectual functioning and perform within normal ranges on standardised tests of intelligence.
- They also appear indistinguishable from their peers in measures of social and emotional functioning.
- For those who do not achieve typical functioning, sizeable improvements in language and other important skills have been achieved, while inappropriate behaviours decreased.

Our best predictor of long-term treatment outcome is the child's responsiveness to the intervention during the early months. Children who learn relatively quickly during this time usually continue to progress at the same rate throughout the intervention.

Our Programme packages

1. Fully-Staffed Core Programme

This programme model is described in detail in our paper:

Hayward, D.W., Gale, C.M., & Eikeseth, S. (2009). Intensive behavioral intervention for young children with autism: a research-based service model. *Research in Autism Spectrum Disorders, 3 (3)*, 571-580.

This involves:

- 35 hours per week of teaching conducted by a team of staff from UK Young Autism Project with an additional 5 hours teaching by the child's parents.
- The majority of teaching is conducted at home initially, with a gradual integration into nursery and school.
- Parents are an important part of the team as they play a key role in adopting interventions into the child's everyday environment.
- This programme is available for those of nursery age through to school age.

- This programme is available for those who live in a manageable travelling distance of our London, Birmingham and Bristol offices.
- Each team has a consultant, senior tutor, and 2-3 tutors. Weekly team meetings ensure programme progression.
- We can only accept a limited number of children into this provision, who must meet specific location criteria. Those who live outside the location criteria will qualify for the parent-managed programme.
- Where a waiting list is in place, children may begin a parent-managed programme and then transition when a space is available.

Core programme structure

The consultant and senior tutor run a two-hour team meeting each week. Everyone including parents and tutors works together with the child, assessing programmes and behavioural interventions, as well as monitoring teaching technique. Team meetings are held in the home, at a fixed time each week.

Consultant

In addition to running team meetings, the consultant also provides approximately two extra visits each month. The consultant may visit during typical teaching sessions or visit to observe the child in school, or at another community activity.

The consultant also carries out other tasks during the week, such as: pre-meetings with the senior tutor when required before a team meeting; case meetings with the directors; writing reports; editing monthly summaries; providing practical and theoretical training to the senior tutor, as well as appraisals; programme planning; and assessing behavioural interventions.

If the consultant is not a director or senior consultant, regular visits during team meetings from a director or senior consultant are also provided.

Senior Tutor

The senior tutor works with the child directly for seven hours per week and assists the consultant in running the weekly team meeting.

This includes one regular teaching session and one training session where they overlap with a tutor or parent, to provide feedback and support. Some of this time can be taken for the up-keeping of the child's logbook, conducting functional analysis or preparing task analysis.

In addition to clinical work, the senior tutor is given a small amount of administration time each week to write a monthly or bi-monthly summary of the child's progress.

Our Programme packages

2. Parent-Managed Workshop Programme

This model is available throughout the UK and world-wide. It follows the same researched model of ABA as the fully-staffed core programme: 35-40 hours per week of teaching. This differs to the core programme in that tutors are recruited by the family.

A UKYAP consultant is assigned to your child's case and they travel to your home and, during a three-day workshop, teach you how to begin your child's treatment.

The workshop includes:

- instructions about the teaching procedures;
- what to teach, when to teach;
- how to keep records;
- how to supervise your staff;
- and how to analyse problems in your child's learning.

The majority of the time is spent working directly with your child. Initially the consultant models teaching procedures for you and your staff working directly with your child. Then they help you practice these procedures, with your child through role-play.

Follow up workshops

Regular follow up workshops are essential to re-evaluate your child's programme, design new goals, discuss and rectify problems and provide ongoing training for you and your staff.

Follow-up workshops can be scheduled directly with your consultant. In addition, you can receive additional advice through e-mail, telephone and video consultations, arranged individually with your consultant.

Follow-up workshops are conducted on a *minimum* frequency of 3hrs every 3 weeks, or 6hrs every 6 weeks.

A workshop frequency of 12hrs every 12 weeks (two days) is arranged for families living overseas.

The importance of regular consultant supervision is detailed in our research paper:

Eikeseth, S., Hayward, D.W., Gale, C.M., Gitlesen, J.P., & Eldevik, S. (2009). Intensity of supervision and outcome for preschool aged children receiving early and intensive behavioral interventions: a preliminary study. Research in Autism Spectrum Disorders, 3(1), 67 – 73.

Workshop Tutors

Teaching is conducted by a team of tutors recruited by the parents, along with parent involvement.

As an optimal programme requires 40 hours per week of teaching, you will need to recruit a team of at least two tutors who will help implement the intervention.

Although it is preferable that you do some of the teaching yourself, it is not advisable to take on the full number of hours without staff to help you.

We recommend that each tutor work 7- 21 hours per week, enough to become comfortable with your child's intervention while not spending so much time that the child becomes dependent on one tutor. Furthermore, it is important to avoid "burn out" in tutors.

Recruiting Workshop Tutors

Psychology or Education students or graduates are often ideal applicants because they are interested in this type of experience.

Finding experienced tutors is not essential as the consultant will provide full-training. We would advise you to look for reliable, open-minded, and enthusiastic individuals.

Many families have recruited by advertising in the Psychology and Education departments in local universities and colleges. Career and placement centres located on campus may post your advert too.

Community notice boards and jobs pages on social media may also be good places to advertise. The service of unpaid volunteers is sometimes possible.

UK Young Autism Project would be delighted to put you in touch with other families in your area who may have tutors with extra hours to spare.

UK Young Autism Project highly recommends that you check all references very thoroughly, making sure you get to speak to referees.

DBS (CRB) checks should also be obtained and we may be able to help you do this.

How is a typical day structured?

A typical day on a Core Programme or Parent-Managed Workshop Programme:

- One-to-one teaching for 7 hours each day, over 5 days per week.
- Totalling 35 hours with an additional 5 hours teaching from parents.
- Programme intensity is key to optimal progress. This is made manageable by dividing the day into two sessions of approximately 3.5 hours
- Sessions include many play activities, and extended breaks to play outside or have a snack.
- Typically, in the early stages, children complete short 'sittings' where they are taught a skill for between 2-5min and then have a 1-2 min break during which play skills are shaped and mastered skills are generalised using natural environment training and incidental teaching.

How are parents involved?

Parent involvement is essential to an optimal programme.

- At least one parent is involved as a tutor, conducting five hours of teaching each week.
- The parent should also overlap with each tutor for an hour each week to ensure consistency in approach across the team.
- Parents are in a unique position where they can monitor consistency across the team and generalise mastered skills so that the child's skills become more functional and help to improve family life.
- Siblings are also welcome to be involved. Sibling relationships are important and so developing this can also be a key aspect of your child's programme.

What do we need?

Initially the vast majority of teaching will be implemented in the home setting. Whilst we don't expect families to have huge homes with designated play rooms for the programme, we do ask that you have the following:

A clean bright space in any room (this could be in your living room or the child's bedroom) that can be a 'base' for teaching and accommodate:

- A small table and two chairs.
- A clear area of floor space for play activities
- Shelving or a cupboard for storing programme files and paperwork.
- Storage for your child's toys and any programme stimuli.

Over the years we have worked in various homes from one-bedroom apartments to large houses. We aim to be flexible wherever possible and programmes also involve working around the home as part of generalising skills.

In addition to accommodating the above, we will need you to provide toys and stimuli for the programme. Your consultant will help you to identify suitable toys and activities.

Programme structure and mainstream integration

Programme services are tailored to each child's needs and age:

Pre-school:

For children of 0 to rising 5, programmes focus on developing skills across all areas of deficit. Based on skills and progress there is a gradual inclusion into a mainstream nursery and/or reception setting. Children transition to the Primary service at the beginning of the school term/year in which they will reach 5 years old.

Primary:

For children of 5 to rising 12, programmes focus on developing skills across all areas of deficit and based on skills and progress gradual inclusion into a mainstream primary school setting. Children aged 6 and older are enrolled on this provision following comprehensive evaluation by a member of senior staff. Children transition to the Secondary service at the beginning of the school term/year in which they will reach 12 years old.

Secondary/Young Adult:

This programme is available to children and young people of 12 years old and above and may include full or part time attendance at secondary school, college or a work placement. Most children and

young people in this provision had joined us during the pre-school or primary years but still benefit from our programme. Occasionally, following a comprehensive evaluation, we will admit external candidates to this provision.

How long do children require intensive teaching?

- For most younger children, the majority of one-to-one teaching takes about two years, during which time a phased entry into a nursery or school environment might begin.
- The majority of children still require a number of hours one-to-one teaching at home, as they begin the early years of school. Hence 40 hours' tuition is usually still scheduled and divided appropriately between home and school. We anticipate that most children will require an intensive programme for a period exceeding two years.

How do you begin school integration?

- School integration is planned individually for each child and during this time tutors attend school with the child, in order to 'shadow' them, as they learn to adapt to the classroom routine.

- School time is increased gradually from as little as 30 minutes a week initially, to potentially full time and eventually the tutors are faded out very systematically, if appropriate.
- For optimal success at school, the shadowing is guided by UK Young Autism Project staff and conducted by tutors who have received our recommended training and quality control.
- Younger children's progress is evaluated and monitored throughout the pre-school phase and during the early school phase.
- If a child should require ongoing services, this will be provided and the curriculum will be adapted to focus on teaching long term independent skills in a comprehensive manner.
- Parents, teachers and UKYAP staff maintain close supervision of the child's progress in school so that success can be maximised and integration planned accordingly.

Secondary Learner/Young Adult Programme

This serves:

- Children of or approaching secondary school age who may be able to access *some* of the secondary level curriculum but need ABA support to do so.
- Children of or approaching secondary school age who are *not* able to access the secondary level curriculum but are able to access education through an Intensive Behavioural Intervention programme following a bespoke curriculum.

This provision involves:

- Programmes with 35 hours per week of teaching and a further five hours provided by the child's parents.
- Highly individualised programmes in order to address the specific needs of the child/young adult.

Secondary Learner/Young Adult Programme Curriculum

Teaching includes additional focus on skills to enable the child to successfully develop into a young adult:

- Understanding and coping with puberty
- Self-management of behaviour and emotions
- Reduction in any self-stimulatory, aggressive, or self-injurious behaviours.
- Developing skills to become a proactive learner and developing self-motivation
- Understanding complex emotions
- Using computers and social networks safely
- Personal, Social, Health, and Economic Education (PSHE)
- Self-help and independent living skills
- Understanding and practising healthy eating and exercise
- Development of skills to access work and the community

Supporting the development of academic skills for:

- Key stage 3 and 4
- GCSE and BTEC qualifications
- A Levels and or vocational courses

Secondary Learner/Young Adult Teaching Structure

- Combination of 1:1 teaching and inclusion in a school or social setting or workplace setting, with a tutor shadowing.
- This includes the development of social skills using role play with the trained tutor or teaching skills through systematic teaching or shadowing within contextual situations. These skills are actively generalised to natural contexts with peers so as to develop independence within the community and/or school setting.
- 1:1 teaching may also include teaching of specific academic objectives to prepare the young adult to access the national curriculum in the classroom with support where necessary.
- Parents and siblings continue to be involved in the programme to the same level and frequency as required as in the earlier level programmes. Parents and siblings are provided with continued training and support in order to allow for the continuation of learning after school/1:1 teaching to ensure consistency.
- Training in safely managing challenging behaviour is provided and training is also extended to parents, carers and siblings.

Our Staff

Svein Eikeseth, PhD - Clinical Research Director

In 1985, Svein began working at the UCLA Young Autism Project, under the supervision of Dr. Lovaas. He stayed on working with Dr. Lovaas for three years before becoming a Ph.D. student at the University of Kansas. He gained his Ph.D. in 1991 in developmental and child psychology under the supervision of Dr. Donald M. Baer. Subsequently, he returned to UCLA working as a post-doctoral fellow at the UCLA Young Autism Project for approximately one year, again under the supervision of Dr. Lovaas. On returning to Norway, he received clinical training at the University of Oslo and is a certified clinical psychologist. Svein has directed two UCLA Multi-Site Young Autism Project replication sites and continues to oversee the clinical and research activities at UK Young Autism Project and other settings in Europe. Currently, he is also a professor of psychology at Oslo Metropolitan University in Norway. He has published a number of peer reviewed research articles and book chapters on autism and Applied Behaviour Analysis. He is an author of some of the best-known outcome studies and meta-analyses evaluating EIBI for children with autism.

Diane Hayward, MSc - London based Director

Diane holds a Bachelor of Science (Hons) Degree in Psychology and a Master of Science Degree in Applied Behaviour Analysis, as well as being certified by the National Nursery Examination Board (NNEB) and holding the NNEB Diploma in Post Qualifying Studies (DPQS). Since 1994, her experience of using procedures based on Applied Behaviour Analysis for children with autism includes a site director's internship at UCLA during 1997/8, under the supervision of Dr Lovaas, as well as directing the UK based replication study as part of the UCLA Multi-Site Young Autism Project, together with Professor Eikeseth since 1998 until the project was published in 2009, and as a company director of UK YAP since it formed independently in 2000. Diane has published research in peer reviewed journals, including outcome of early intensive behavioural intervention in the UK, long-term outcome following EIBI, reduction of parental stress during first year of treatment, and on teaching early receptive language skills. Current research involves investigation of strategies for most efficiently teaching receptive and expressive language skills in children with autism.

Catherine Gale, PhD BCBA-D - Birmingham based director

Catherine holds a Bachelor of Science (Hons) Degree in Speech and Language Pathology and Therapeutics, a Master of Science Degree in Behaviour Analysis and a PhD in Behaviour Analysis from Oslo

Metropolitan University. She is a Board Certified Behaviour Analyst (BCBA-D). Catherine has broad experience in ABA which includes extensive training, experience, research, teaching and management at the UK based replication study as part of the UCLA Multi-Site Young Autism Project, from 1998 until the project was published in 2009, and as a company director of UK YAP since it formed independently in 2000. Catherine has published research in peer reviewed journals on a number of topics including outcome of early intensive behavioural intervention in the UK, long-term outcome following EIBI, reduction of parental stress during first year of treatment, functional assessment of eating difficulties in children with autism, and atypical preference for non-social stimuli found in children with autism.

Consultants

Our programme consultants are based in and around London, Birmingham, Bristol and Hull. Most hold or are completing a Master of Science degree in Applied Behaviour Analysis and some have additional post graduate qualifications in related subjects. Most are Board Certified Behaviour Analysts (BCBA), or are working towards this certification alongside their extensive clinical training and experience.

Consultants have gained extensive experience over several years, usually by developing from tutor to senior tutor and then consultant, predominantly on our fully staffed programmes. By progressing on these intensive programmes, they benefit from regular training and supervision on programmes that are research-

based, undergo rigorous quality control, and hence have all of the fundamental treatment variables in place. Gradually, they gain further experience of transferring their skills and knowledge to work on our parent managed programmes as well.

Senior Tutors

Our senior tutors usually have a BSc in psychology or a related subject and some have a Master's degree or other graduate qualification. A small number are completing their Bachelor's degree or graduate studies alongside work, including some who are completing an MSc in ABA with our support.

Senior tutors are identified as exceptionally talented tutors who have gained experience on our fully staffed programmes. In this role, they take on additional responsibilities alongside the programme consultants, including: training and supervising tutors; demonstrating teaching procedures and behavioural interventions; conducting task analyses and introducing stages of programmes; maintaining data collection systems; and writing monthly clinical reports. Practical and theoretical training is provided to our senior tutors, including a series of advanced classes.

Tutors

Our tutors come from a range of backgrounds, for example: Bachelor's and Master's degree graduates (mostly psychology or

related fields); undergraduate students on their professional placement year; graduate students working part time alongside their studies, often as part of their clinical placement.

Tutors work with one or two different children, working part or full time, respectively. Over time, they gain further experience across different cases. They receive extensive training and supervision, including an initial theoretical training and up to four additional training seminars each year. Initial training comprises approximately sixty hours of structured practicum, followed by ongoing supervision from our consultants and senior tutors, one to two half days per week for each case they are assigned to.

We are committed to safer recruitment and as part of our commitment to safeguarding children and young people, appointment to this post is subject to a satisfactory enhanced DBS check with a check against the barred lists for children and adults.

We are an ACE accredited provider.

Service Application Guidelines

We provide services for children and young adults who display developmental delays in one or more of the following areas:

- cognitive performance
- language development
- social skills,
- self-help skills,
- and/or behavioural functioning.

We also have experience working with children with medical conditions such as blindness, and cerebral palsy.

In order to ensure we are able to teach and care effectively, applications for children with a medical condition are considered on an individual basis.

For families applying for programmes for children aged 5 years or over, we conduct a comprehensive evaluation to assess whether we are able to meet the child or young person's needs.

If you wish to apply for services, please complete and submit an application form.

Costs

Fee information available upon request.

Assessments

Core Programme:

As part of the initial phase of your programme your Consultant will conduct the following assessments:

- Vineland Adaptive Behaviour Scales
- Childhood Autism Rating Scale (CARS)
- Verbal Behaviour Milestones Assessment and Placement Programme (VB-MAPP)

In addition to this, a set of standardised assessments evaluating cognitive functioning and language development will be administered for children of 5 years and under at intake. These assessments include:

- Bayley Scales of Infant and Toddler Development (3rd Edition)
- Reynell Developmental Language Scales III

- WPPSI - The Wechsler Preschool and Primary Scale of Intelligence
- WISC – The Wechsler Intelligence Scale for Children

We provide the assessment results in a summary following the assessment. A written report can be provided at an additional cost.

All assessments will be repeated annually for the first two years of the programme for additional measures of your child's progress.

Assessments

Parent-Managed Workshop Programme:

Your Consultant will conduct the following assessments during the initial workshop and annually thereafter:

- Vineland Adaptive Behaviour Scales
- Childhood Autism Rating Scale (CARS)
- Verbal Behaviour Milestones Assessment and Placement Programme (VB-MAPP)

In addition to this, a set of standardised assessments evaluating cognitive functioning and language development can be provided:

- Bayley Scales of Infant and Toddler Development (3rd Edition)
- Reynell Developmental Language Scales III
- WPPSI - The Wechsler Preschool and Primary Scale of Intelligence
- WISC – The Wechsler Intelligence Scale for Children

Costs for assessments are outlined in our fees document (available upon request).

An additional service:

Families are welcome to request assessments for their children without obligation to begin an ABA programme with us. The cost for the assessments is outlined in our fees document (available upon request).

Some families find the assessments helpful when deciding what type of provision to choose for their child.

If you would like to apply for this service, please complete an application form.

Frequently Asked Questions

1. How do I know if the UKYAP programme is right for my child?

All parents are welcome to have a chat with us regarding the programmes we provide. We appreciate that starting an EIBI/IBI programme involves significant commitment and we want to be sure that you will be happy with our services. Where possible we can also put families in touch with other parents who have UKYAP programmes.

2. Why is having a research-based programme important?

We believe that every child with autism should receive intervention that will enable them to achieve their full potential. We understand that identifying the most appropriate provision for your child can be difficult.

To identify which provision to choose we believe scientific validation is important. Education and autism treatments should undergo scientific research to ensure treatments are proven to result in an effective outcome.

3. I don't live near your offices in London or Birmingham; can we still have a programme?

Families who live outside these areas qualify for the Parent-Managed Workshop Programme. Our Core Programme does cover large areas around Birmingham, Bristol and most of greater London, as well as some surrounding counties.

4. When can we start? Is there a waiting list?

Waiting times vary depending upon your location and the location and caseloads of our staff. Where we have space for Core programmes there is an 8-week preparation period for organising staff for the programme. Workshop-based programmes can begin as soon as we have a consultant with availability.

5. Is my child too old for an EIBI/IBI programme?

There is no age-limit to starting a programme. However, early intervention is known to be important for children with autism and therefore it is best to start as early as possible.

Research shows that the most significant gains have been observed in those starting at a young age; however, those who have started at a later age have also made significant progress.

UKYAP also works with older children and young adults. For this client group, individualised programmes are devised to focus on areas of need. Some individuals may need help in specific areas, while some may benefit from a comprehensive programme. Through discussion with a UKYAP consultant a programme can be devised to address the individual's needs (following a comprehensive evaluation to assess if our provision is suitable).

6. My child is in school full time; can we have a part-time programme?

UKYAP provides research-based programmes. Our research shows that optimal progress is made by those children who follow a waking-hours programme.

At the onset of a programme, we recommend that children begin a full-time programme immediately as this is a key period for teaching learning and attending skills.

Children move to part-time programmes as part of the gradual integration in to mainstream environments which is entirely dependent upon the child's progress.

7. I think my child will get too tired

The recommended number of hours is 40 hours per week. This provides the intensive learning opportunities required for optimal progress.

This may sound extreme for a young child, but when thinking of typically developing children around the age of 2 and 3 years old, the level of activity and stimulation they receive from their environment is constant and lasts throughout their entire waking day. Children with autism need to learn to learn from their environment in the same way, and as such their day needs to be an optimal learning environment.

The weekly teaching is varied, and incorporates play and natural environment teaching (NET, which involves teaching behaviours in the situation in which they naturally occur), as well as incidental teaching (where the teaching environment is structured to facilitate spontaneous initiations on the part of the child).

A child's day may include learning to play games, eating a snack with their tutor, learning receptive and expressive language skills, reading stories, and going to play in the park or the garden where s/he can learn social communication and functional skills.

The session is quick-paced, and should always be fun! Young

children may still need their afternoon nap, and during the early stages of the programme, the teaching schedule can work around this.

8. How do I find tutors? Can you provide tutors for me?

UKYAP provides tutors for the Core programme. If you are looking to run a Parent-Managed Workshop programme, then you will need to recruit individuals to work as tutors.

Local colleges and universities are often fruitful places for recruiting tutors as psychology and/or education students or graduates are often looking for this type of experience.

Finding experienced ABA tutors is not essential as the consultant will provide full training to the team.

We advise parents to look for individuals who are energetic, creative, have a sense of fun, and are willing to learn. Previous childcare experience is also an advantage.

Family members and friends may also wish to become part of the team and can be trained as tutors.

9. My child doesn't have a diagnosis of autism – can we have a programme?

UK Behaviour Analysis and Research Group provides services for children with related developmental disorders, including Pervasive Developmental Disorders (PDD), and Global Developmental Delay.

Our teaching procedures are aimed at increasing skill levels through the continuous monitoring and consistent teaching that ABA facilitates.

Please contact us if you would like to discuss the applicability of services for your child.

10. My child has high-functioning ASD/Asperger's Syndrome – can we have a programme?

We also work with children and young adults with high-functioning ASD or Asperger's Syndrome.

Although individuals are often diagnosed later than those with autism, programmes can still be devised to focus on areas of need.

In this client group, programmes may focus on teaching children/young adults to use their skills to their full ability, teaching play and social skills, and behaviour management.

11. Do you do “VB”?

Families looking at behavioural interventions may come across the term “VB” when looking up ABA.

VB or Verbal Behaviour was first described by B. F. Skinner in his book *Verbal Behaviour* (1957). This book is a largely theoretical analysis of language and in relation to behaviour. The phrase “VB” has been coined by some ABA providers.

UKYAP programmes utilise the UCLA model of Applied Behaviour Analysis. This model was developed by Dr. Ivar Lovaas and is based on extensive experience and more than 40 years of research into the application of ABA to treat children with autism. This model includes teaching verbal behaviour skills (VB).

Essentially there is no difference between “VB” and “ABA” – verbal behaviour is a concept within ABA.

12. How do I approach the Local Authority to request funding?

If your child does not have an Education, Health, and Care Plan (EHCP), your local authority will need to conduct an assessment to establish your child's specific needs and identify appropriate provision.

You can ask for an assessment for your child and so can your child's school. If the school wants to ask the local authority to carry out an assessment, they should always talk to you first. If you would like to approach the local authority, it's best to talk to your child's teacher or SEN coordinator (SENCO) first.

If your child is not attending school or nursery, then you can contact the local authority yourself. You will usually find the relevant contact details by searching online for the authority name and special needs department.

If your child does have a statement of SEN or a EHCP we can discuss this with you on an individual basis.

Contact Us

If you would like to talk to us about our services, you can:

- Call our office on 0203 369 9630 and leave a message for our Intake Coordinator, Jennifer Taylor-Banks. Jennifer or a colleague will call you back.
- Email us on enquiries@ukyap.org or use our contact page on our website www.ukyap.org

How do I apply?

Please complete the application form on our website or contact us and we will send you a form.

Following receiving your application we can arrange to visit you, if you live locally to our London or Birmingham offices, for an initial chat about our programmes. If you live further away, we will discuss your application over the phone or by email.

All relevant documentation and a signed programme agreement must be submitted before the programme can commence. If all our places are fully booked, you will be placed on a waiting list.

Further Reading

For a comprehensive list of books and peer reviewed research, please refer to our website at www.ukyap.org