



Meaningful Outcomes for Young People with Autism

THE C.A.B.S. TREATMENT MODEL





Achieving Meaningful Outcomes

Meaningful outcomes are how we determine our program and client success. Not only do we want to see assessment scores increase, but we want our clients and their families to feel the outcomes through increased quality of life, happiness and participation in family and community events.

C.A.B.S. ensures meaningful outcomes by taking the time to understand how autism affects the client and their family and by selecting goals that will help with regulation, flexibility, perseverance and decreasing challenging behaviors.

Our goal is to ensure that our client's programs are individualized so that they are achieving the most meaningful outcomes for their long-term success.



In addition, our goals do not come from a set curriculum but are based on the following:

- Identifying skills needed to be happy and independent. What can we teach them that will make their lives better?
- Ensuring our goals are relevant to the client and their families and make sense based on their community and family values
- Before teaching, we always ask: do the targets make sense for the client?
- Pinpointing the skill or behavior we want to see so we can measure progress daily. If the data isn't improving after a few sessions, we assess whether we need to make a change.
- We make sure that the strategies we use for teaching can be used outside of our clinic. When our learners leave the clinic, can they continue to learn from their parents and teachers?





The C.A.B.S. Comprehensive Treatment Model

C.A.B.S. is built around a comprehensive treatment model. This means that we believe that teaching skills across a wide range of domains, including language and communication, social interactions, expanding interests, increasing independence, and emotional regulation are all critical to our client's success. For clients who have never received ABA before, we start intensively with 30-40 hours a week of therapy. Not only does the research state that intensity and quality matter, but most of our clients have a lot of catching up to do. Typically, our clients are with us 1-2 years at this intensity before fading services to half-days or after school.

Each of our clients' experience with school is unique. Some of our younger clients have not yet been to school and are not quite ready to benefit from group learning, while some of our older learners have been in school only to consistently struggle with behaviors or learning. Regardless of their age or the reason why, most of our clients demonstrate enough severity with their autism diagnosis that 30-40 hours a week to start is medically necessary to improve symptoms.

We remind parents that the C.A.B.S. treatment model emphasizes treating autism and is not an educational model. Our clients come to us because they need medical intervention, but as we see challenging behaviors and associated symptoms decrease and communication and egulation increase, we create a plan with the family and school to take that next step.





Treatment Approach by Age Group

Early Childhood 2-4

Focusing on play and exploring different hands-on activities, we gradually build in opportunities for more structured learning and peer play to prepare our clients for their transition to kindergarten or first grade. Our early childhood ABA programs focus on play and communication, addressing:

- First words
- Turn taking
- Initiations in play
- Potty training

Our younger learners with autism spend most of their session in play and exploring different hands-on activities which allow our RBTs to work on initiation and requesting, while incorporating other targeted skills.

Elementary Years

If your child is struggling in behaviors that make learning in school or group environments challenging, then we can work alongside you, preparing them to return to school. Many of our elementary clients have never received ABA therapy before or have but are missing critical foundation skills that make learning in school or group environments challenging.

- Communication of wants and needs
- Transitioning from preferred activities
- Following directions in 1:1 and small group contexts
- Independence in self-care routines
- Problem solving and flexibility

We typically work with elementary clients for 1-2 years before fading the intensity of therapy and supporting the team with a transition to school.





Teens and Young Adults

After providing ABA support to teens and adults in community and home environments, we are excited to announce that we have brought our teen and adult services to the Itasca, IL clinic.

In our program, young adults work on skills necessary for successful transitions to a workshop or job placement setting. Emphasis is placed on teaching:

- Communication and self-advocacy
- Working with others
- Independence in self-care routines
- Job skills that fit their interests
- Utilizing technology to promote independence
- Generalizing skills to the community

Our teens and adults typically participate in our program 2-3 days a week for full or half-day sessions. As clients progress, opportunities to practice skills in the community setting are created.

