



Reaching Potentials

Compassionate Care for Children and Their Families

We are a small, dedicated team of professionals who are committed to providing the support and guidance your family needs to help your child reach his or her potential. We believe that children obtain the best outcome when families and caregivers are an integral part of the treatment team.

Our Mission

Reaching Potentials provides early intervention services for children with Autism Spectrum Disorder (ASD) and developmental delays and their families. Our support services focus on evidence-based treatment, including Applied Behavior Analysis (ABA) behavioral intervention direct care services, professional consultation and family training.

Why behavioral intervention?

Findings from hundreds of applied studies focused on understanding and treating ASD published in peer-reviewed journals over a 50-year span indicate that ABA is a highly effective method to teach individuals with Autism Spectrum Disorders (ASD) and other developmental disabilities.

ABA practices have been endorsed by the American Academy of Pediatrics, National Academies of Science, the Surgeon General, the National Institutes of Health (NIH), the United States Government Accountability Office, the New York State Department of Health Early Intervention Program, the Maine Administrator of Services for Children with Disabilities, and the Association for Science in Autism Treatment, among others.

Scientific research has provided evidence for the effectiveness of behavioral intervention and suggests that the most comprehensive and long-lasting benefits for children occur when the child is engaged in behavioral intervention for at least 2-3 years. The empirical literature suggests that children should receive 30-40 hours per week of intensive, effective one-on-one instruction. Other recommendations (State of NY Dept. of Health, US Surgeon General) suggest 20-25 hours per week *at a minimum* may be appropriate for early intervention services.

We strongly suggest to parents that you research and review current (peer reviewed) literature to become familiar with outcome studies, the appropriateness of treatment, and to determine the optimal treatment intensity for your child.

Type of Treatment

We offer ABA programs for both comprehensive treatment and focused treatment.

Focused ABA is appropriate for children who need treatment only for a limited number of skills or who need focus on a priority behavior. This may involve targets such as increasing socially appropriate behavior or reducing problem behavior.

Comprehensive ABA refers to treatment of multiple affected developmental domains, such as cognitive, communicative, social, emotional and adaptive functioning. Problem behaviors such as noncompliance, tantrums and stereotypy are also typically the focus of treatment.

Program Design

Our programs incorporate the identified important elements of an effective therapeutic program including: *a behavioral emphasis, family participation, one-on-one instruction, comprehensiveness, intensity and integration.*

In the early phases of programming for young children, comprehensive treatment with a focus on skill acquisition is primarily accomplished through discrete trial training and/or direct instruction. Discrete trial training is a specific method of one-on-one therapy, which involves intensive teaching of skills and utilizes reinforcement paradigms to reinforce learning. Once skills are mastered in intensive instruction, generalization of those skills across people and environments is systematically programmed for through the use of Pivotal Response Training and/or Incidental Teaching. Reaching Potentials' programs are developed to address your child's individual strengths and barriers and utilize a variety of teaching strategies and methodologies to address your child's needs across multiple developmental domains:

Learning Readiness & Cooperation– This domain is necessary to develop skills necessary for effective learning. Such skills include establishing and maintaining eye contact and following instructions.

Imitation (Echoics) – This domain focuses on the development of imitative skills that are utilized to shape specific motor and vocal behavior.

Requesting (Mands) – This domain focuses on the development of skills that will enable your child to appropriately request desired items/activities and information about items/events.

Labeling (Tacts) – Designed to help build your child's vocabulary, this domain will focus on the various speech components and will be combined to increase communication utilizing more complex descriptions.

Advanced Communication – This domain entails the combined use of the above-mentioned skills to develop communication that more closely resembles typical social interaction.

Specific Academic Concepts – This domain focuses on the skills necessary for successful adaptation to an educational environment (the three R's – reading, writing and arithmetic!)

Socialization – Teaching appropriate social skills and social communication is the focus of this domain and will help build the necessary skills your child needs to navigate social interactions with peers and adults.

Self-Help & Adaptive Skills – The ability to independently engage in daily living skills (such as grooming, toileting, dressing) is the focus of this domain.

How are services provided?

We offer center based services at our Fredericksburg clinic. Additional support may be available for home /school/community based services. Our programs are appropriate for children aged 2-9 who have received a diagnosis on the autism spectrum. (Children with differing diagnoses or those who are outside our primary age category may be considered on a case-by-case basis.)

The first step is an initial consultation ("intake"), which is conducted by senior level staff. To help identify your child's current level of functioning and to identify appropriate areas of focus for treatment, we will utilize parent interview/assessment instruments and will also observe and interact directly with your child. Your child's individualized program will be developed to address any skill deficit and/or excess areas identified during this process. In order to appropriately review and assess your child's

progress in therapy and make necessary program adjustments, follow-up treatment planning and supervision of therapeutic staff members is required semi-monthly.

Who delivers services?

Board Certified Behavior Analysts (BCBA) who are Virginia Licensed Behavior Analysts supervise all of our clinical services. We utilize a tiered model of service delivery providers which includes: A BCBA who serves as the program supervisor/behavior analyst together with a clinical program team comprised of behavior technicians/paraprofessionals. Board Certified assistant Behavior Analysts may support the program supervisor and/or serve as part of the clinical program team. We also provide internships for individuals who are pursuing certification as behavior analysts and these individuals may be included as part of the paraprofessional therapy team.

The role of the program supervisor is to select the program goals specific to each child's needs, analyze the program data/progress and make necessary program modifications, and supervise clinical staff. The program supervisor may also provide direct service. A program supervisor is expected to have attained a master's degree and at least three-five years of experience. Assistant Behavior Analysts assist the Behavior Analyst with these activities and are expected to have attained a bachelor's degree and at least two-three years of experience. Behavioral technicians will have received a minimum of 40 hours of behavior analytic training and typically will have or are pursuing certification as a Registered Behavior Technician.

What to expect . . .

It is not unusual for children who are being introduced to intensive programming to exhibit "unusual" behaviors. Don't be overly alarmed to see some of these behaviors:

- Crying / Tantrums
- Toileting Issues
- Mild Aggression
- Non-Compliance (closing eyes, not attending or other avoidance behaviors)

Tracking Your Child's Progress

At the time of your initial consultation, we will gather the information needed to develop your child's initial program. A treatment plan will then be developed and reviewed with you for approval. We utilize daily treatment records which include a "Program Notebook" containing the current treatment plan information forms necessary to document your child's participation in therapy. Data collection is an important component of programming which allows us to appropriately identify and analyze your child's progress. For children who are served in the clinic, parents are provided with a copy of the treatment data at the end of each session and a verbal report familiarizing you with your child's participation.

Parent Participation

Development of treatment plans is guided by family goals as well as functional/skills based assessments and observations. We believe that children obtain the best outcome when families and caregivers are an integral part of the treatment team. Family members and caregivers are encouraged to participate by observing and participating in treatment sessions, attending training meetings and addressing treatment goals at home.

Billing

Reaching Potentials is a fee for service organization. Payment is due at the time services are rendered. Methods of payment for our services include cash, check and debit or credit card (American Express, MasterCard, Visa.)

Insurance Participation

If your insurance policy contains a provision for coverage of Applied Behavior Analysis services and you have been authorized for such services, please check with us to determine if insurance direct billing is available for your child's services. If direct billing is not available, we will be glad to provide you with an itemized receipt and a completed provider CMS insurance claim form so that you may file for reimbursement.

Contacts

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