

# ECAP's History



ECAP was established in 1990 by a group of parents whose children had autism and professionals in the field of human development and child psychology. ECAP quickly gained a reputation for excellence, thanks to investigation and utilization of best practices and an applied behavioral analysis approach to treatment that proved effective.

Originally, ECAP was based at the Department of Human Development and Family Life at the University of Kansas. In 1996, ECAP became part of Community Living Opportunities, Inc. (CLO), a non-profit community program serving individuals with developmental disabilities. In addition to the positive behavioral support program for school-aged children, supportive home services, in-home consultation and teaching, targeted case management and school consultation, ECAP also provides an Early Behavioral Intervention and Inclusion Program for young children two to five years old.

Through ECAP, parents learn alongside their children, acquiring teaching strategies to implement at home, educational and therapeutic terminology, and communication and negotiation skills. Parents gain the tools they need to be more informed and active members of their child's support team throughout the child's school years. ECAP also serves as a training site for teachers, therapists-in-training, and others whose future careers may include working with children who have autism or other special needs. Through guided classroom and practical experience, college students learn and practice effective teaching and therapeutic techniques.



## CLO Children's Network Services

- Early Intensive Behavioral Intervention (ECAP)
  - o Including Kansas Autism Waiver
- Positive Behavior Support
- Specialized Case Management for children and adolescents with special needs
- Family and Youth Intervention
- Johnson County Montessori Preschool
- Parent Support and Training
- Licensed Foster Care
- Midnight Farm Day Camps for Children with Autism
  - o Including horseback riding *with NAHRA-certified instructors*

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# The Early Childhood Autism Program

## Early Intensive Behavioral Intervention



## What is the Early Childhood Autism Program

EIBI Program is an effective, evidence-based program that provides intensive 1:1 intervention to increase functional skills and decrease challenging behaviors for very young children.



### Early Intensive Behavioral Intervention:

#### **Individualized Programming**

Assessment and development of an individualized treatment plan, teaching programs, and data systems. Concentration is in the areas of communication, socialization, play skills, safety skills, personal care, and school preparation skills.

#### **Intensive One-on-One Teaching**

25-40 hours per week of discrete trial teaching sessions at home.

#### **Training and Oversight**

Provided by the best ECAP professionals with expertise in applied behavior analysis and developmental and child psychology.

#### **Parent Training and Involvement**

Participation encouraged and actively supported by ECAP, including weekly team meetings and program planning.

#### **Documentation of Progress**

Data collection on the individual teaching goals with progress monitored.

\*If spots are available, inclusion in a typical preschool classroom is possible.

**The following areas are emphasized to prepare children and adolescents to be successful at home and in the community.**

#### **Communication**

The primary objective is to teach children to communicate their needs and desires to other people. A communication system (verbal, symbolic or by gestures) is established and expanded over time to be as complex and as functional as possible. Children are also taught to respond to the communication of other people to them. Children are taught to use communication systems with all relevant people and in all relevant settings.

#### **Socialization**

In order for children to function effectively and happily in their family and in the community, children are taught to reduce levels of maladaptive behavior, use self-management techniques, initiate and respond to social interactions, and participate in sustained social interactions. In addition to learning to interact with family and friends, children are also taught to engage in socially appropriate behaviors in community settings such as grocery stores, the park, restaurants, etc.

#### **Play, Leisure & Recreation**

By learning to engage in structured and unstructured play and leisure activities, there is a greater probability that maladaptive behavior will decrease and appropriate social behavior will increase. Children are taught increasingly complex imitation skills that are prerequisites for learning to play and participate in recreational activities.

#### **Transition Services**

The primary objective in this area is to prepare children for current or future school experiences. Children are taught important prerequisite skills such as number and letter recognition, fine motor skills, and pre-reading. Children are also taught to respond to instructional formats frequently found in school settings such as group circle times and independent seat work. Children receive "priming," or pre-training exposure to materials and activities that will be utilized in the school setting.

# ECAP

**Research on autism has shown that an early, intensive, systematic, and individualized intervention program can improve the outcomes for children with autism.**

- Intervention is most successful if begun at a young age, between 2.5 and 4 years old.
- Intensive intervention appears to be most effective (greatest success is with children who have 25-40 hours per week, 5-8 hours per day).
- Long term intervention appears to be needed (probably 2 to 4 years at a minimum).
- Behavioral programs have demonstrated a high degree of effectiveness in increasing functional skills and replacing challenging behavior.
- Both the Surgeon General and the Center for Disease Control have identified "behavioral intervention" as an effective intervention for children with autism.

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Weiss, M.J. (1999). Differential rates of skill acquisition and outcomes of early intensive behavioral intervention for autism. *Behavioral Interventions*, 14, 3-22.

# It Works!

## INDIVIDUALIZED PROGRAMING



## INTENSIVE ONE-ON-ONE TEACHING

## TRAINING AND OVERSIGHT



## PARENT TRAINING AND INVOLVEMENT

## DOCUMENTATION OF PROGRESS

