



Applied Behavior Consultants
ABC Center Singapore



Our Mission Statement

Our goal is to unlock the full potential of every child in our care.

We provide cutting-edge Applied Behavior Analysis (ABA) services with compassion for children with autism and other developmental disabilities to enhance their quality of life.

Over 25 years of service for children with autism
in 4 continents worldwide



USA Sacramento Los Angeles San Francisco Eastern Los Angeles Northern California Central
Valley Santa Clarita **Europe** France Portugal Netherlands Iceland Romania **Asia**
China Bahrain Philippines **Africa** South Africa

Our Services

All our programs are individually designed and implemented based on the unique needs of each child.

- ◆ **ABA Intensive Behavioral Program** - for children with Autism, ASD (Autism Spectrum Disorder) or other similar disorders between the ages of 3 and 12. This is a language-based ABA program, individually designed for each child. Each program enables critical language skills, functional activities, socialization, initiation, spontaneity and generalization of mastered skills. The overall goal is to prepare for integration into school.

- ◆ **Infant Toddler (IT) Program** - Designed for infants up to 36 months who exhibit autistic-like behaviors, who are at-risk for a diagnosis of autism or who have a diagnosis on the Autism Spectrum.

- ◆ **Classroom Consultation and Shadowing** - Visit, shadowing and consultation on the child in the neighborhood school. Consultation may be limited to one or two areas of focus (such as PECS or the reduction of behavior excesses), or may encompass the design and monitoring of an intensive behavioral program.

- ◆ **Parent and Caregiver training seminars** – Critical training to enable parents and caregivers to more effectively manage and care for their children at home.

- ◆ **In Home ABA Program** – We also provide our ABA Intensive Behavioral Program in a child's home, assuming that the assessed needs of the child requires this. This program is subject to availability.

- ◆ **Play Skill Group Program** – Designed to support children in mutually enjoyed play experiences with typical peers. We help maximize the children's intrinsic desire to play, socialize and form meaningful relationship with peers within a play setting.

- ◆ **Social Skills Program** – Designed for children who already have good verbal skills, this develops social skills important to build positive interactions – ie to understand social cues, proper behavior and response without awkwardness, enabling them to respond more comfortably in everyday social settings.

- ◆ **Independent Living Skills** – As children grow, we want them to live more independently – eg. learn to dress, maybe make a sandwich, eventually read road signs, go to the grocery. This is designed for older children (9 yrs and above) to live and function more independently.

Our Results

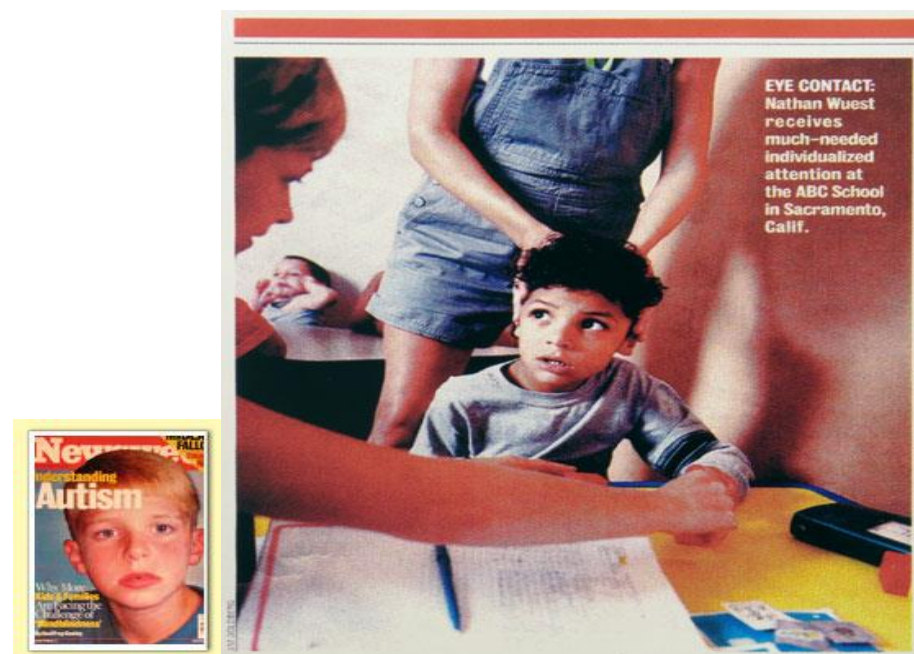
Consistent with over 40 years of scientific data from the field of Applied Behavior Analysis, ABC Inc. finds that all children in our care make progress with ABA.

- ◆ 100% of children in our program are effectively communicating their wants and needs within one year, either vocally and/or by PECS, and sometimes ASL (American Sign Language) or other types of language assisted devices.
- ◆ 90% are eventually transitioned to either a mainstream or special education school.
- ◆ If ABA is started at an early age, a significant number is transitioned to attending regular school with same age peers.

Visit www.abccentersingapore.com for more detailed results on our ABC programs.

US Surgeon General says: ABA most effective treatment for autism (1999, US Department of Health). Visit the following site for more details <http://autism.healingthresholds.com/research/mental-health-a-report-of-the-su>

In the News: ABC US operation feature, Newsweek, July 31, 2000



Our Approach

Applied Behavior Analysis (ABA) is the theoretical foundation that underlies our practices at Applied Behavioral Consultants, Inc.



Unique and Individualized program for each child: Each child's program is uniquely created for his or her needs. The child is first given a comprehensive functional assessment that identifies core deficits and excesses that interfere with his abilities. This is the basis upon which an Individualized Intervention Program is uniquely created, tailor fit to his/her unique needs and learning style, and continuously adapted as the child progresses to higher skill levels.

Parent involvement and training is core: Parents play a central role in a child's development. One of our goals is to provide the best guidance, advice and training to ensure a consistent approach in caring for your child in both our center and at home. Hence, we have an open door policy where parents can come and observe the programs anytime upon appointment. We also automatically include parent /caregiver training individualized for your specific child's needs as part of our package. This maximizes the effectivity of our program for your child.

Language skills are prioritized: The acquisition of language is one of our most primary goals. Communication is a critical aspect to every program and is emphasized throughout. Each child learns to request his or her wants/needs, taught to comment about the world around them, answer questions, imitate the language of others, and eventually read, write and finally to respond in their own words. The rate at which these are learned are determined by the child's overall deficits and competing excesses. We use several methods to stimulate language, including the use of PECS (Picture Exchange Communication System), particularly for children who have significant deficits in vocalizing. We use PECS to build a functional communication repertoire where the child can request/reject, comment and interact with others. We concurrently teach vocalization to give the child the foundational skills for language development.

Data-based analysis is fundamental: One of our fundamental beliefs is that data specific to behaviors of each child is a fundamental basis upon which we create an individualized program. Hence, data of how the child reacts is meticulously collected during each session, this is then analyzed fully -- daily, weekly, monthly and quarterly-- to determine the child's rate of improvement, and serves as the guide to determine how to progress on the child's program.

Generalization of skills is emphasized: To address the difficulties faced by children with autism in generalizing skills, ABC's 5 level generalization program was developed in 1996 by Co-founder Brenda Terzich, referred to as R.E.A.L (Recreating Environment to Accelerate Learning; Terzich, 1996). Each child's program is guided to more successfully generalize learned skills from a structured environment to the natural environment such as the school, playground or at home, for the eventual integration of skills into daily life.

Positive Programming Oriented: To address serious behavior problems that often prevent children from learning new skills or maintain existing appropriate behaviors, ABC uses Positive Programming Procedures.

1:1 Child/Adult Ratio: ABC believes in ensuring a 1 to 1 ratio to ensure appropriate focus is given to each child, especially at the start of a program. Only when a child is ready and can benefit from social interaction do we then enhance the program to enable interaction in pairs or small groups.

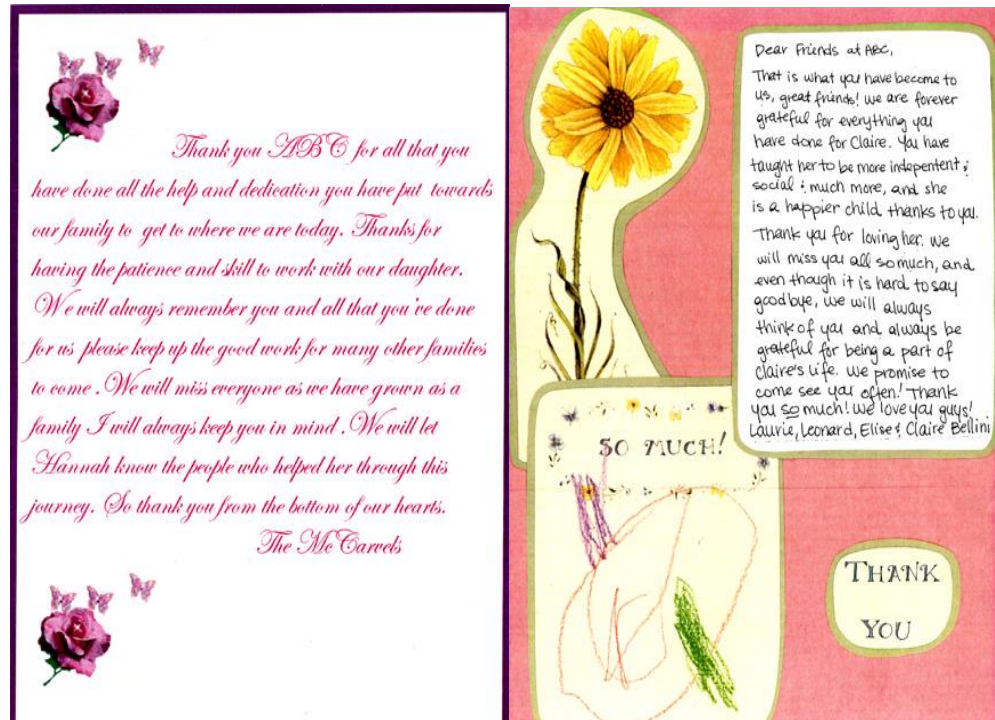


What Parents Have to Say

Applied Behavior Consultants has helped over 2000 individuals with autism over the past 25 years. The heartfelt thanks we receive from parents tell us we are doing the right thing for the children in our care.

To read the many parent testimonials we have received over the years, please visit www.abccentersingapore.com

"....I can't begin to express how deeply grateful we are to you for how much you have helped Jack since we started the Infant/Toddler Program.... We are extremely proud of his progress and forever appreciative to all of you for your determination, patience, expertise, knowledge and dedication to give him a quality of life that we did not think could be possible....." - Claudine and Jack



The Village of ABC

They say it takes a village to raise a child. All of you at the IT program at ABC School have been part of our village. You have helped us grow so tremendously in the last 10 months. We want to thank each and every one of you for all the hours you have put in, dedicated to helping Connor and Shane blossom into the talkative, inquisitive and fun loving little boys they are today. You have also helped us as parents, teaching us ways to effectively handle the hard times and also teaching us how to give Connor and Shane independence. They have thrived so much, and are learning more each and every day. Connor and Shane have also taught us to take time to stop and smell the roses, notice what is around us and enjoy the little things in life. We hope that this is also their gift back to you. Thank you to Robyn, Marisa, Emily, Wes, Judy, Jessica, Kyle, Missy, Mari and all the others who have been there on our journey at ABC. You will be greatly missed by all of us as we move on.

With gratitude,

Lisa Gliever, Brian Marchut and Connor and Shane



Who We Are

Applied Behavior Consultants, Inc. (ABC, Inc. USA) was founded in 1987 by **Dr. Joseph E. Morrow, Ph.D., BCBA** and **Brenda J. Terzich, M.A.** who serve as President and Vice President of Applied Behavior Consultants, Inc.



Dr. Joseph E. Morrow, Ph.D. BCBA-D, is a pioneer in the academic development of Behavior Analysis, creating one of the first courses in 1966 and publishing several papers on the behavioral treatment of autism. He received his Doctorate in Experimental Psychology from Washington State University, has served as Department Chair at Indiana University, and is now Professor of Psychology and Behavior Analysis (Emeritus) at California State University. His work has earned him many awards culminating in the Livingston Lecture in 2002. Dr. Morrow is member of the Association for Behavior Analysis International (ABAI) which awarded him for "*Outstanding Contributions to the International Dissemination of Behavior Analysis*" (2006).



Brenda J. Terzich-Garland, M.A., BCBA, is the Chief Clinical Officer of ABC, Inc.. She received her Master of Arts Degree in Psychology with a concentration in Behavior Analysis from California State University, Sacramento. She is a Board Certified Behavior Analyst, a Certified PECS Implementer/Supervisor, and a member of the Association for Behavior Analysis at the international and state levels. She has over 25 years of extensive clinical experience in the behavioral treatment of Autism/Autism Spectrum Disorder (ASD) and is the developer of ABC's generalization program, **Recreating Environments to Accelerate Learning (REAL 1996)**, upon which all ABA programs are built. Ms Terzich-Garland is also the developer of ABC's clinical staff training programs globally.



Hui Ling Loh, M.A., is the Singapore Site Administrator and Senior Behavior Analyst. She is a Board Certified Behavior Analyst (BCBA), holds a Masters degree on Behavior Analysis, emphasis on Autism and Organization Behavior, and a Bachelors Degree (Summa Cum Laude) on Psychology, both from Western Michigan University, USA. She is a member of the Association for Behavior Analysis International, and has worked many years with children with autism in special education schools and at ABC, Inc. She has consulted internationally, most recently to China regarding lesson progression, and Bahrain, where she presented on 'Effectively Managing Behavior Excesses' for the 2nd International 'Untangle Autism 2009' Conference.



Applied Behavior Consultants
ABC Center Singapore

Contact Us:
318 Tanglin Road, Phoenix Park Office Campus, 01-57 to 59
Singapore 247979

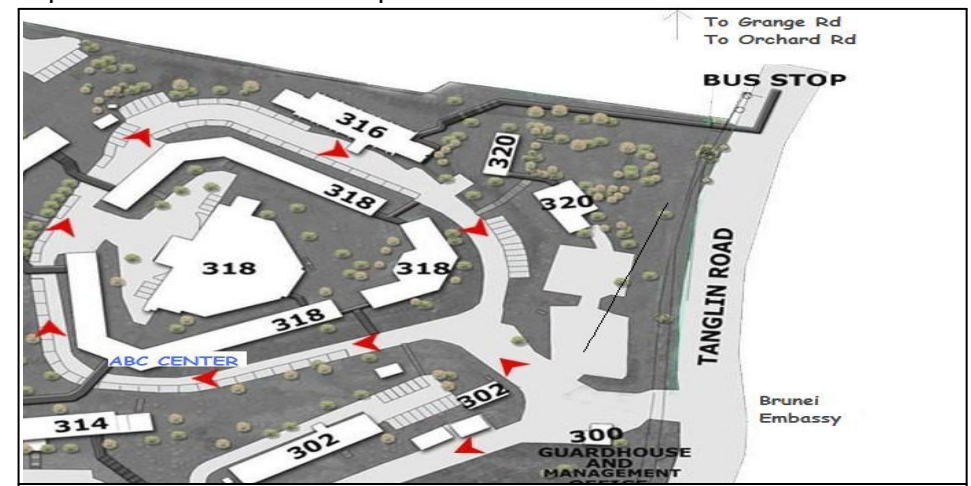
Tel: (65) 94236248

Fax: (65) 62355658

Email: admin@abccentersingapore.com

www.abccentersingapore.com

Map of Phoenix Park Office Campus



ACRA Reg No. 200910650Z