

Service Intro

Pivot Point's School Age Programs provide home and community based services for youth and teens.

Our more intensive 1-1 ABA Therapeutic Intervention Service is specifically designed for those who want to focus on a set number of concrete goals over the course of a 6 month period of intervention. Intervention typically focuses on teaching functional skills such as:

- Life Skills like cooking and chores
- Daily Living Skills: Dressing and Hygiene
- Communication and Social Skills
- Behaviour Management / Self Regulation
- Employment Skills (Teens)

Pivot Point believes that the family is at the centre of our service delivery. As such, we follow a Person Centered Planning (PCP) philosophy when identifying goals for the learner. This means that we follow the goals and priorities for each learner and their family and customize our service to match each family's circumstances.

All of our services are tailored to each individual; starting, pausing and ending as goals of service are reached, or individualized funding is exhausted.

Our Clients Are

- Children and teens age 6-19 who have complex learning needs, challenging behaviours that require 1-1 attention, or who seek a more intensive and individualized service.
- Individuals with a diagnosis of ASD, FASD or Down Syndrome; though learners with any Diverse Ability or Learning Disability can thrive in this service approach.
- This program may also be of substantial benefit to individuals recovering from an acquired brain injury (regardless of age).

Pivot Point's Approach

We start by building a care team around the individual and family. Typically, this involves a Behaviour Analyst, a Program Assistant and a Child Care Worker.

We begin with an assessment completed by our Behaviour Analysts assigned to the team. This helps us identify goals and discover which teaching approaches are most likely to be effective for the family and learner.

Next, our Child Care Workers (CCW) provide intensive support through weekly sessions bringing teaching materials, practice activities, data collection, and rewarding experiences into each session.

Data collection is important to our service approach because it helps the family and clinicians to understand which teaching approaches are working (or not) and why. This data is collected during each session and shared with the family and care team.

Moving into our Teen Transition program is usually recommended once children reach adolescence.



“We love having a clear plan, and knowing exactly how we can be a part of our child's learning and growth!”

A Typical Session

- A typical session is between 1.5 and 2.5 hours in length and held in the family home, agency office, or community settings.
- Sessions can be delivered any day of the week and most hours of the day, as needed.
- Sessions include teaching and practice of the identified skills. Reinforcement of the practice is a critical aspect of learning as positive reinforcement encourages learners to “keep trying” even when skills seem tough!
- Positive reinforcement varies between learners as it is very personal - what one person finds reinforcing, may not be reinforcing to another!
- Praise and other social reinforcers are encouraged, however, some learners may require primary reinforcers such as food items.

The Family’s Role

Once a child learns a new skill, it is important that they are able to perform that skill with multiple people, in slightly different circumstances, with different materials, and in some cases, to be able to vary the response. This is why families are taught how to practice and maintain the new behaviors and skills their children are learning. Generalization is so important!

Families who practice new skills when the Child Care Worker (CCW) is not present see the strongest learning gains in their children and teens. Your CCW and Behavior Analyst will support you every step of the way! It is crucial for parents and caregivers to create diverse scenarios for skill application, ensuring that the learned behaviors can be effectively transferred to various real-life situations.

By incorporating these varied practice opportunities, children can enhance their adaptability and proficiency in applying acquired skills across different contexts.

How To Get Started

1. If you are already a client family, receiving services for another family member, contact your Program Assistant to ask about adding 1-1 ABA Services for a child or youth in your home.
2. If you are not yet a client, the best way to start is to complete our online form at www.pivotpoint.ca/request-a-meeting. This is a confidential way to share your contact information, so that our Regional Manager in your community can connect with you within 24 to 48 hours.

We will work with you to schedule a time to meet for a free no-obligation information session: a 1-hour meeting that lets you explore the suitability of our services in more detail so you fully understand how to begin 1-1 ABA Services for your child or teen. Please note that fees are individualized and will be discussed at the information session.

- Many families utilise Ontario Autism Program funding to pay for all or most sessions.
- Many other parents choose to pay privately for additional sessions once services are set up. This helps extend the range and intensity of treatment throughout the year.



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