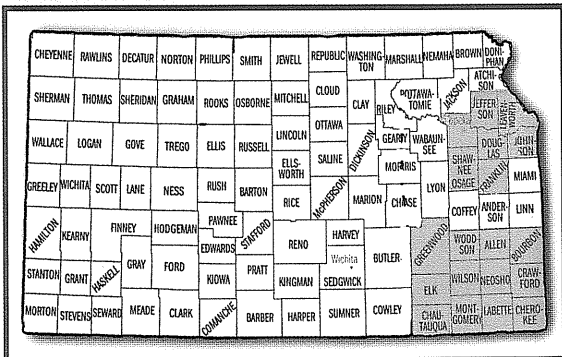


Why Choose CLO for Case Management?

CLO continuously strives to obtain the highest quality outcomes for persons served. In order to accomplish this goal, CLO's case management services include the following priorities:

- CLO's **Quality of Life Planning** process. This process has been refined over the years and truly embraces the philosophy of person-centered planning. This can especially be seen with the "And Here's What I Want" assessment that documents the person's lifestyle preferences and most important goals and also assesses satisfaction with their current services.
- The Case Manager's prioritization of **communication** with all team members in order to effectively coordinate services.
- A focus on **quality evaluation** of all services, not just through review of paper and by word of mouth, but actually through observation of services as they are occurring. For CLO Case Managers, this is not a "desk job".
- CLO has a strong emphasis on the **review of objective, measurable data** in order to review progress as well as evaluate outcomes and satisfaction. CLO Case Managers are trained to prioritize the review of relevant data on a regular basis in order to improve services.

CLO provides Case Management Services in nineteen Kansas counties (shaded in green).



CLO Services

Community Living Services

- Family-Teaching Model
- Extended Family-Teaching Model
- Individualized Living Program
- Other Specialized Living Programs

Day Services

- Individual Schedules of Valued Activities
- Classes Through CLO Communiversity
- Employment and Volunteer Opportunities

Services for Children

- Early Childhood Autism Program (ECAP)
- CLO Family Enhancement
- Johnson County Montessori Preschool

Health Services

- CLO Wellness Clinic Services
- Wellness Monitoring
- Occupational and Physical Therapy

Training & Quality Assurance

- Workshops/seminars
- In-home and in-program consultation
- Teacher Certification
- Behavioral Support

Case Management

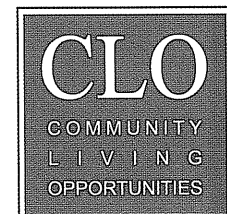
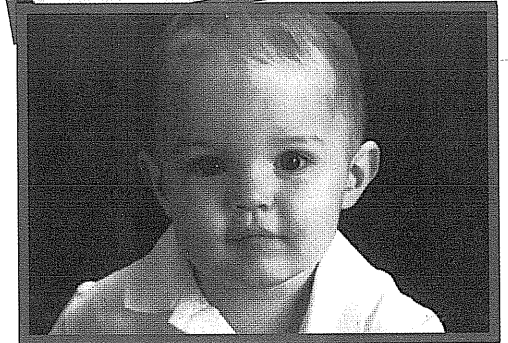
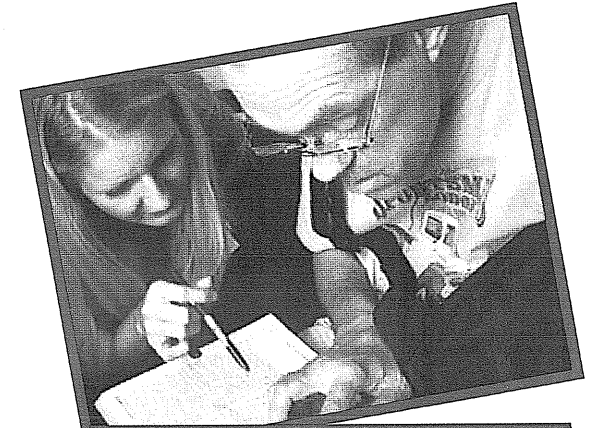
For more information about CLO's services,

please contact Linda Wheatley
at
Community Living Opportunities, Inc.
2113 Delaware Street • Lawrence • Kansas • 66046
voice • 785-865-5520 ext.369
fax • 785-865-5695

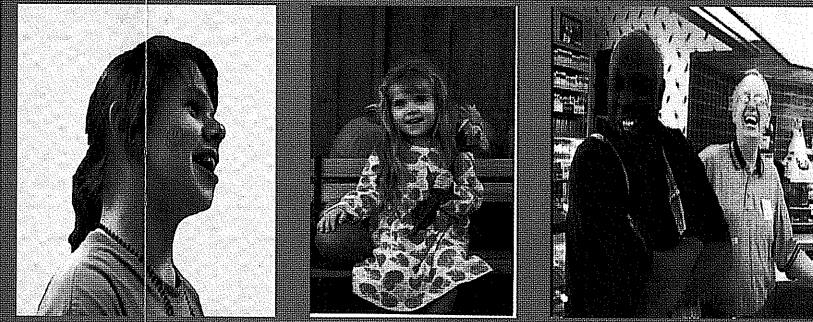
Or for CLO's Southeast Kansas Services, contact
Jodie Kaufman
15250 Hwy. 39 Erie, KS 66733
phone • 620-244-8705

CLO Case Management

Coordinating Meaningful and Fulfilling Lifestyles

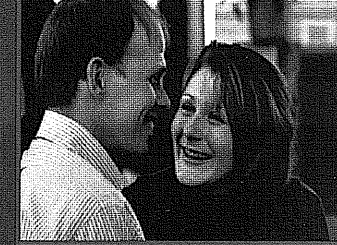


What is Case Management?



It Works!

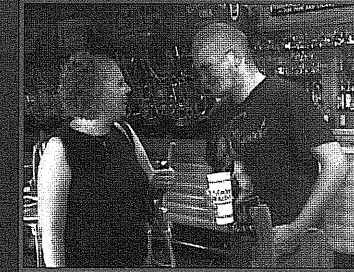
Providing Advocacy



Creating Opportunities for Learning and Growth



Achieving Active, Preferred Lifestyles in the Community



Positive Behavioral Supports



Coordinating Services and Evaluating Outcomes



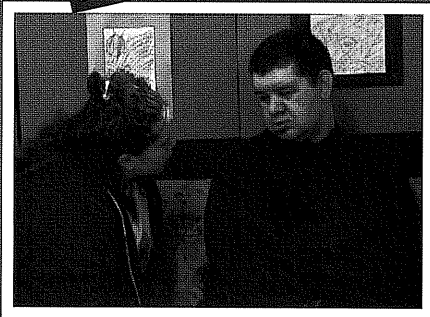
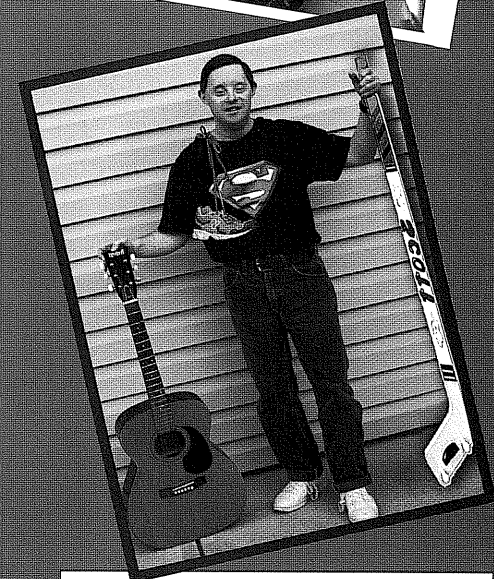
Community Living Opportunities, Inc. (CLO) is a private, not-for-profit and parent-driven organization whose mission is to help adults and children with severe developmental disabilities achieve personally satisfying and fulfilling lifestyles in the community. CLO offers case management services to both children and adults as one of its primary services, along with other services such as community living and day habilitation services.

At CLO, case management is an important service. CLO Case Managers provide leadership, advocacy, and much more to ensure that the persons they serve obtain and benefit from needed services and supports. CLO employs professional, well qualified and dedicated Case Managers who are committed to achieving high quality outcomes for the individuals they serve. Your CLO Case Manager will help families:

- Obtain funding, services and community resources that enhance the individual's preferred lifestyle;
- Evaluate the quality of services the individual receives and provide feedback, action and follow-up to achieve desired outcomes;
- Lead CLO's person-centered planning process, called the Quality of Life Plan (QLP), and participate in the Individual Education Plan (IEP) for those individuals still in school;
- Provide transition planning to ensure that those individuals still in school are well-prepared for life after school; and
- Access resources to design and implement needed positive behavioral supports and treatment planning.

A CLO Case Manager's ultimate goal is to make a meaningful difference in the quality of community life for adults and children with developmental disabilities.

Visit us at www.clokansas.org



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*

For more information about ECAP and CLO services, please contact Nan Perrin, M.A., BCBA
at
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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.

Birnbrauer, J.S. and Leach, D.J. (1993). The Murdock early intervention program after 2 years. *Behavioral Change*, 10, 63-74.

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It Works!

INDIVIDUALIZED PROGRAMING



INTENSIVE ONE-ON-ONE TEACHING

TRAINING AND OVERSIGHT



PARENT TRAINING AND INVOLVEMENT

DOCUMENTATION OF PROGRESS

