

Behavior Consultation

Consultation can be provided to school districts for specific teachers, psychologists, speech-language therapists, and supervisors in how to effectively teach students with Autism Spectral Disorder and other behaviorally challenging disabilities and disorders.

- ◆ Development of functional analysis assessments
- ◆ Development of positive behavior intervention plans
- ◆ Classroom behavior strategies
- ◆ Curriculum adaptation across all learning domains
- ◆ Transition planning
- ◆ Individual classroom consultation for staff tailored to focusing on research evidenced ABA strategies across varied disabilities
- ◆ Full inclusion/mainstreaming
- ◆ Needs of the client and school staff that can include social skills assessment

In-Services

2 day, 3 day, half or full day lectures for school districts that receive students with Autism are provided. Lecture topics can include information regarding:

- ◆ Development of Hughes Bill functional analysis assessment/positive behavior intervention plan
- ◆ The etiology and behavioral characteristics of Autism Spectrum Disorder
- ◆ Visual teaching strategies (icon-based communication systems, daily/mini-schedules and sequence boards)
- ◆ Social and play skills training and facilitation
- ◆ Effective teaching methodologies that include:
 - Visual strategy systems
 - Applied behavior analysis in the classroom
 - Creating natural language opportunities
 - How to implement proactive, pro-social behavioral interventions in the classroom
- ◆ Full inclusion strategies (FX/SED/ODD/ASD/DD)
- ◆ Asperger Syndrome
- ◆ Ability awareness training

Mission Statement

To provide state-of-the-art education and treatment for children with varying disabilities, and to provide the opportunity for these children to reach their potential.

We are committed to providing the highest quality pre-academic, academic, pre-vocational, social, behavioral and self-care skills in order for these children to be integrated into community life, public classrooms, recreational activities and competitive employment.

P.L.A.Y.
Psychology, Learning, and You
Behavior & Educational Consultants

Cheryl Markowitz, M.A.
Executive Director & Founder
(415) 902-3424

Anne Marie Gjestson, M.S.
Director
(925) 212-174

Kristi Miklusilak
Director

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Serving the Bay Area/Central Valley
since 1998**

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Early & Primary In-Home Programs

- ◆ Provided as a sole developmentally-based and data-driven educational program or as a supplement to a public/private school educational setting
- ◆ An initially developmental and curriculum-based assessment of client's current skill across all learning domains is conducted
- ◆ Development of goals and objectives in each learning domain
- ◆ Review and analysis of past educational interventions and goals with current needs
- ◆ Training of district personnel in the principles of Applied Behavior Analysis (ABA) that can include strategies and interventions
- ◆ Clinics are conducted once a month with the consultants, therapists, parents and clients to monitor and analyze progress
- ◆ Monitoring of educational and behavioral intervention by behavior consultants on a weekly basis
 - Data analysis
 - Ongoing curriculum
- ◆ Training in methodologies that are conducive to each child's individual learning style
 - Icon-based communication
 - Visual structure organization and teaching
 - Social skills
 - Natural language paradigm
 - Pivotal response training
 - Positive behavior intervention strategies
 - Graduated guidance/spatial fading
 - Visually-based systems and strategies
- ◆ Functional skills/pre-vocational training provided for ages 8-22

Social Skills Training

Social skills training is provided to students of all disabilities, both in school and in home settings, depending on student's individual I.E.P. goals and needs. The training can be in group or individual format.

Methodologies include role plays, games, professionally produced psychological/social games, peer modeling, videos, books, video modeling, flash cards and community outings. Domains of skills vary depending on student I.E.P. goals and specific needs, including:

- ◆ Theory of mind strategies
- ◆ Learning conversation cues (when and how to approach an individual or group)
- ◆ Asking questions/making comments
- ◆ Staying on topic
- ◆ Making conversational exchanges
- ◆ Referencing and interpreting body language/facial cues (using your body effectively)
- ◆ Initiating/reciprocating/extending conversations
- ◆ Ending conversations appropriately

International Services

About The Directors

For more than 15 years, **Cheryl Markowitz**, founder of P.L.A.Y., has worked with children afflicted with Autism Spectrum Disorder. A graduate of Rutgers University, where she interned at Douglass Developmental Disabilities Center, Cheryl is a credentialed teacher in the field of developmental disabilities. She holds a masters degree in special education, with a focus on augmenting communication.

In addition to training in Applied Behavior Analysis, PECS, Social Skills Facilitation, Pivotal Response Training and TEACCH, Cheryl continues to provide educational and behavioral consultation to schools and in-home programs on both the east and west coasts. She currently resides in Marin County with her husband and children.

Anne Marie Gjestson holds an M.S. in special education as well as a teaching credential from a N.Y. state accredited school, providing consultation both in school and home-based programs. A former elementary special needs teacher both abroad (in the U.K.) and in the U.S., Anne Marie has been working in the ABA field for the past 10 years.

Her areas of specialty include working with S.E.D., L.H., Autism, Tourettes, apraxia, A.D.H.D., kindergarten through high school ages. She has also conducted workshops in TEACCH, discrete trial, PECS, intensive social skills groups for students of varying disabilities. She resides in Pleasant Hill with her husband and son.

Kristi Miklusilak has been working in ABA field since...

