

“If a child cannot learn in the way we teach, we must teach in a way the child can learn.”

Dr. O. Ivar Lovaas

“A well-designed study of psychosocial intervention was carried out by Lovaas and colleagues (Lovaas, 1987; McEachin et al, 1993).”

A Report of the Surgeon General, 2000

Teaching Manuals for Parents & Educators

Teaching Individuals with Developmental Delays: Basic Intervention Techniques (2003)
Pro-Ed
8700 Shoal Creek Blvd., Austin, TX 78757-6897
Phone: (512) 451-3246

The Reading & Writing Program: An Alternative Form of Communication (1999)
Pro-Ed
8700 Shoal Creek Blvd., Austin, TX 78757-6897
Phone: (512) 451-3246

Research Articles

Lovaas, O. I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. *Journal of Consulting and Clinical Psychology*, 55, 3-9.

Lovaas, O. I. & Smith, T. (1989). A comprehensive behavioral theory of autistic children: Paradigm for research and treatment. *Journal of Behavioral Therapy and Experimental Psychiatry*, 20, 17-29.

McEachin, J. J., Smith, T., & Lovaas, O. I. (1993). Long-term outcome for children with autism who received early intensive behavioral treatment. *American Journal on Mental Retardation*, 97 (4), 359-372. (See also the commentaries on this study)

Sallows, Glen O. & Graupner, Tamlynn D. (2005). Intensive Behavioral Treatment for Children with Autism: Four-Year Outcome and Predictors. *American Journal on Mental Retardation*, 110 (6), 417-438.

Smith, T., Donahoe, P. A., Davis, B. J. (2000). The UCLA Young Autism Project. In S. Harris and J. Handelman (Eds.), *Preschool Education Programs for Children with Autism* (2nd edition), pp. 29-48. Austin, TX: Pro-Ed, Inc.



PIONEERS

in Effective Intervention

Based on extensive, ongoing clinical experience and **more than 100 years of scientific research on learning theory** conducted at American universities, the Lovaas Institute was created by O. Ivar Lovaas, Ph.D.

Research conducted by Dr. Lovaas developed into an intervention model that is:

- Dedicated to early intervention services for families of children starting between the ages of 2 and 5 years old.
- Responsive to the needs of preschool-aged children as well as children in their elementary school years.
- Comprehensive in nature, addressing skills necessary for communication, language, play, socialization, academics, and daily living.
- Intensive, providing an opportunity for rapid progress in skill development.
- Focused on teaching a child to learn by observing other children and adults.
- Guided by those who have published treatment outcome data in peer-reviewed journals.



In 1987, the Young Autism Project, headed by Dr. Lovaas, was able to conclusively prove the effectiveness of receiving highly refined and intensive methods of behavior therapy. Families were fully empowered to implement the round-the-clock therapy themselves, and supported by a team of clinicians throughout the year.

As a result, ninety percent of the children substantially improved. Close to half attained a normal IQ and tested within the normal range on adaptive and social skills. Follow-ups show that these children can now succeed in life without costly special education and residential services.

These encouraging findings have been supported by other studies as recently as November 2005 in the American Journal of Mental Retardation.

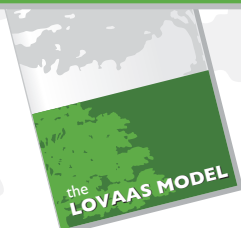
PRACTITIONERS

of Effective Intervention

The research published in 1987 by Dr. Lovaas was a **starting point for providing quality treatment.**

The Lovaas Institute continues to focus on implementing best practices by:

- Focusing on methods proven to be effective through objective, clinical research.
- Offering a comprehensive, integrated program in which skills compliment and build upon each other.
- Emphasizing high-quality and ongoing decision-making to develop an individualized program for each child.
- Empowering parents to take an active and crucial role in treatment.
- Developing alternate strategies, as found in The Reading and Writing Program and in Generative Language Development, to serve the unique needs of a child.
- Collaborating with other professionals devoted to furthering the effectiveness of treatment and publishing outcome data.
- Providing ongoing, intensive training and comprehensive quality control for all staff.



*please ask about
the Lovaas Model
Brochure*