

The background features a series of concentric, curved lines in shades of gray, some solid and some dashed, creating a sense of motion and depth. A prominent red speech bubble is centered on the page, containing the text.

**La Fondation Place Coco**

La  
Fondation  
Place Coco



## Who Are We?

- La Fondation Place Coco manages and operates The Little Red Playhouse (LRP)
- Registered charity (BN#85521 1629 RR00001)
- The LRP is an inclusive center that integrates neuro-typical (NT) children and children with Autism Spectrum Disorder (ASD) in a pre-academic program.
- We provide ABA, Social Skills, and tutoring programming tailored to the individual child's needs
- We partner with local service providers to provide additional in-centre services such as Music Therapy, Occupational Therapy, Physiotherapy and Speech Therapy to families.
- Our program, which is tailored to children with ASD or a language delay, is referred to as Coco's Place Program at the Little Red Playhouse.
- The LRP has operated successfully since 2008, with the increased COVID-19 requirements for safety and cleaning measures required to keep students and staff safe we are seeking financial support to continue offering accessible and necessary services to children and their families.

Our Amazing Team!





The background features several sets of curved lines in shades of gray, some solid and some dashed, creating a sense of motion and depth. A prominent red speech bubble is positioned on the left side of the slide.

## What We Do

- Our philosophy is based on a nurturing combination of academic, language and social programs attuned to the current setting.
- We provide a variety of services that require specific learning tools, educational materials and specialized staff with a very low ratio of learner to technician for our ABA and social skills intervention services.

A red speech bubble with a white outline and a small tail pointing downwards. The text "What We Offer" is written in white, bold, sans-serif font inside the bubble. The background features faint, light gray curved lines and dashed lines.

**What We Offer**

- All of our curriculum is built around our Educational Goals. Our instructors use a variety of teaching styles in order to best suit the needs of both the class as a whole and the individual learners. Class sizes are small, allowing the students to benefit from moments of undivided attention and support. Classes are integrated with typical learners as well as with children on the Autism Spectrum Disorder (ASD) and speech delays, creating a diverse and inclusive classroom dynamic for all.



## Preschool Program

- All of our classes integrate the methods and materials from programs such as [Handwriting Without Tears](#) and [Language for Learning](#). Staff are trained in a variety of programs and techniques to help your child succeed. We also include french in daily programming, increasing the frequency and use of french language as children progress, with our pre-k class aiming to be 50% French instruction. Lessons are taught and explored through a variety of materials from hands-on exploration to workbooks, and smart boards/tables to creative arts.
- All of our lessons are designed to meet our Educational Goals:
  - Structure
  - Exploration
  - Reflection
  - Community
  - Inclusion



## Preschool Program

The background features several sets of curved lines in shades of gray, some solid and some dashed, creating a sense of movement and depth. A prominent red speech bubble is positioned on the left side of the page.

## Coco's Camp (ages 2-6)

- **Coco's Camp is for building independence and friendships. With a focus on social skills and developing individual confidence, our programming is goal driven: we focus on development and practice of social, emotional, communication, independence, gross motor and fine motor skills. These goals are embedded in our fun, age appropriate activities and games that occur outside as much as possible! With daily music, song and dance, swimming, relay races, sports, neighborhood adventures, science, art and drama.**
- **Our unique camp is a great place for little ones looking for fun and skill development throughout the summer, including those with Autism Spectrum Disorder (ASD), or suspected diagnosis of ASD, language delays and learning disabilities. The foundation of our camp is to integrate all children into all activities.**



## Camp Next Steps (ages 6-12)

- Our newest project, Camp Next Steps has been running for two summers now with a focus on creating fun and fulfilling experiences for kids that are a little bit older. Through physical activity, computer programming, arts, swimming and more; campers will explore themes around social skills, communication, and emotional regulation.
- A day camp focused on Social Skills and summer fun for children ages 6 - 12, designed for children with ASD and open to all:
  - small group sizes
  - community outings
  - social skills curriculum
  - focused programming
  - qualified and experienced staff
  - diverse activities including KidsCode



The background features a series of concentric, curved lines in shades of gray, some solid and some dashed, creating a sense of depth and movement. A prominent red speech bubble is centered on the page, containing the text.

# LRP in the Community

- We regularly consult with community professionals:
- Psychologists, OT, SLP, Psycho-educators, social workers.
- We sit on multi-disciplinary teams in educational institutions.
- We confer with practitioners within CROM, Miriam Home and rehabilitation centers affiliate schools.
- We train University and CEGEP students through internship and stage placements.



## Interactions with Community Partners

- LRP's early intensive behavioural intervention services have proven to be successful in behaviour development and management.
- We succeed in teaching children the full K-MELS curriculum in our pre-K.
- Many have mastered the K curriculum and have developed the basic social skills providing for a less disruptive integration into the regular classroom by the time they enter the education system.
- The ABA services we provide are similarly formatted and supervised to those provided by both public institutions (Miriam Home, CROM, CRDITED-Montreal) and private institutions (ASD Montreal, Abili-T).

**Our  
Reputation  
with  
Community  
Partners**

# Letters of Support



Centre universitaire de santé McGill  
McGill University Health Centre  
*Les meilleurs soins pour la vie*  
The Best Care for Life

May 8, 2015

To Whom It May Concern,

We have known Mrs. McCarry for many years and have been consistently impressed with her knowledge of autism spectrum disorder (ASD) and her continual efforts to improve the lives of children affected by this disorder.

The Little Red Playhouse aims to offer high quality services to children with ASD between the time of diagnosis and school entry. By combining an academic program with evidence-based interventions that promote language and social skills, children with ASD should be better prepared for school entry.

Research supports the goals of the Little Red Playhouse which include early intervention for children with ASD and teaching children skills that will benefit their development and help them perform in a school setting. Public rehabilitation services can be difficult to access (e.g., long wait-lists) and are often not integrated with preschool programs. As children with ASD often have difficulty generalizing skills from one environment to another, combining both rehabilitation and academic intervention into one cohesive curriculum has the potential to address unmet needs of children with ASD.

We strongly support the purpose and goals of the Little Red Playhouse and hope that Mrs. McCarry and her team receive the government support they are requesting to be able to operate as an accredited Preschool and Elementary Integration Centre for children with ASD.

A handwritten signature in blue ink, appearing to read "Rebecca Simon".

Rebecca Simon, Ph.D., Psychologist  
Interim Clinical Leader  
Autism Spectrum Disorder Program  
Montreal Children's Hospital  
McGill University Health Centre



L'HÔPITAL DE MONTRÉAL POUR ENFANTS • THE MONTREAL CHILDREN'S HOSPITAL  
2300, rue Tupper, Montréal (Québec) Canada H3H 1P3, T61 (514) 412-4400





# ABA Therapy

An overview

## What is ABA?

- Applied Behaviour Analysis (ABA) is an applied science of behaviour that explains how behaviour is affected by its environment.
- An ABA-based teaching approach using techniques to alter stimuli to increase or decrease behaviours that are socially significant to clients.
- Every child has a tailor-made plan of interventions that use evidence-based techniques (e.g. verbal behaviour approach to language acquisition, positive reinforcement, prompting, chaining) to teach appropriate behaviours and decrease maladaptive behaviours.
- These tailor-made intervention plans are presented to parents every 3-4 months with testing results and new teaching goals, we work collaboratively with families to ensure that their goals for their child and family are also addressed through the child's programming.
- "Thirty years of research demonstrated the efficacy of applied behavioral methods in reducing inappropriate behavior and in increasing communication, learning, and appropriate social behavior." - U.S. Surgeon General's Report

The background features several sets of curved lines in grey and white, some solid and some dashed, creating a sense of motion and depth. A prominent red speech bubble shape is positioned on the left side of the slide, containing the title text.

## Skills Assessment for ABA

- We use the Assessment of Basic Language and Learning Skills (ABLLS), the Verbal Behaviour Milestones and Assessment Placement Program (VB-MAPP), and the PEAK assessment and curriculum to track the progress of our learners.
- These assessments cover skills from a variety of domains such as language development, cognitive skills, social skills, self-help skills, school readiness skills, and adaptive behaviours.
- These assessments are used to track clients' progress and assess areas of need.

## Case Study: Client M

- **First psychological assessment performed Feb. 2017.**
  - not socially reactive to people around him
  - limited spontaneous vocalizations
  - communicated mostly with gestures
  - deficits in imaginary play
- **Started services at The Little Red Playhouse in June 2017. Took part in the preschool program as well as received ABA services. Goals included:**
  - requesting to adults and peers using multiple words, responding to name with eye contact, labelling pictures with 1-2 words, toilet training
  - acquired 64 out of 90 of the Pre-K school readiness goals.
- **Second psychological assessment performed May 2018.**
  - reciprocal social communication, responds to joint attention and shares enjoyment.
  - demonstrates symbolic imaginary play
  - full sentences to communicate, integrates gestures and facial expressions.

Overview of 5 students' progress following ABA therapy, using the ABLIS assessment to track the acquisition of new skills:





**Sample of Results  
(Receptive  
Language)  
(ABLLS)**

<b>Student</b>	<b>Initial Score C</b>	<b>Recent Score C</b>	<b>Improvement</b>
A	Score: 42% Chron age: 41 months Dev age: 18-21 months	Score: 99% Chron age: 59 months Dev age: 51-54 months	% Improvement: 57%
B	Score: 53% Chron age: 53 months Dev age: 18-21 months	Score: 86% Chron age: 65 months Dev age: 33-36 months	% Improvement: 33%
C	Score: 48% Chron age: 40 months Dev age: 18-21 months	Score: 90% Chron age: 48 months Dev age: 30-33 months	% Improvement: 42%
D	Score: 66% Chron age: 53 months Dev age: 24-27 months	Score: 92% Chron age: 56 months Dev age: 33-36 months	% Improvement: 26%
E	Score: 65% Chron age: 51 months Dev age: 24 months	Score: 92% Chron age: 60 months Dev age: 33-36 months	% Improvement: 27%

**Sample of  
Results  
(Labeling)  
(ABLLS)**

<b>Student</b>	<b>Initial Score G</b>	<b>Recent Score G</b>	<b>Improvement</b>
A	Score: 17% Chron age: 41 months Dev age: 18-21 months	Score : 91% Chron age: 59 months Dev age: 36 months	% Improvement: 74%
B	Score: 28% Chron age: 53 months Dev age: 21-24 months	Score: 63% Chron age: 65 months Dev age: 24-27 months	% Improvement: 35%
C	Score: 23% Chron age: 40 months Dev age: 18-21 months	Score: 71% Chron age: 48 months Dev age: 27-30 months	% Improvement: 48 %
D	Score:44% Chron age: 53 months Dev age: 24 -27 months	Score:73% Chron age:56 months Dev age: 27-30 months	% Improvement: 29%
E	Score: 40% Chron age: 51 months Dev age: 21-24 months	Score: 77% Chron age: 60 months Dev age: 30-33 months	% Improvement: 37%

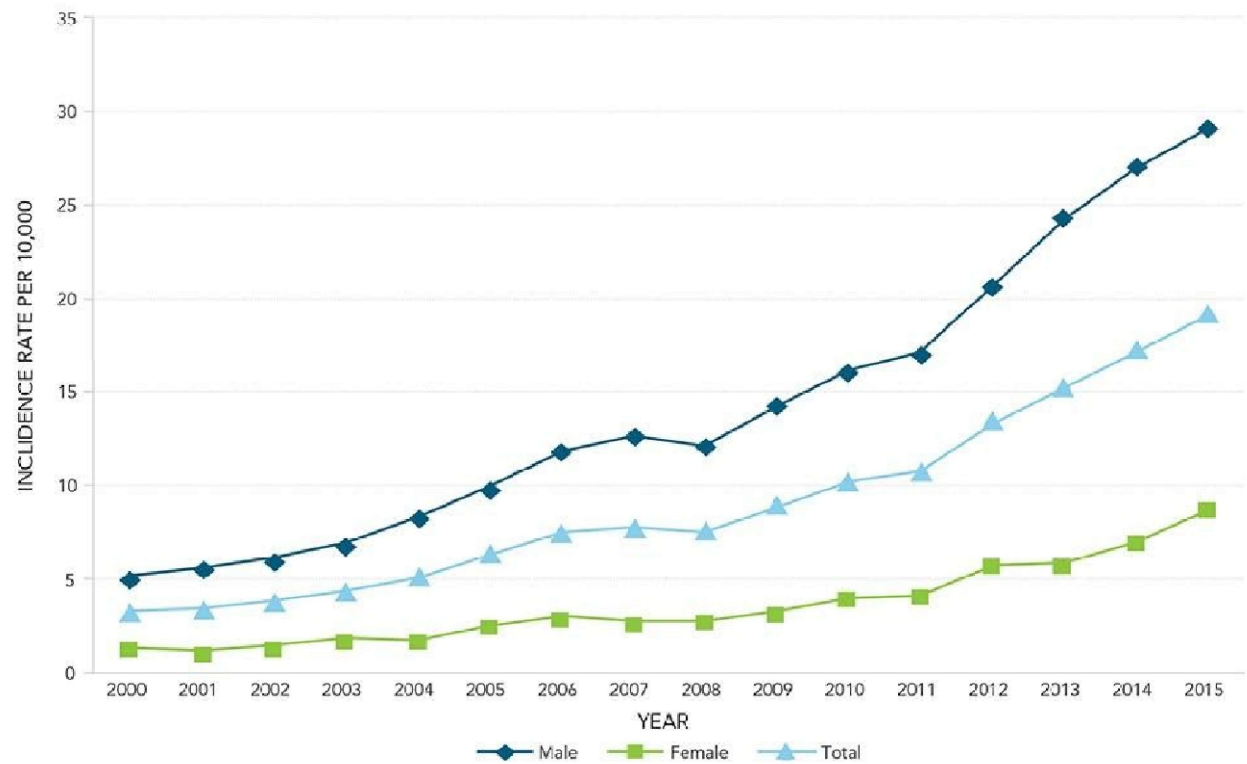
## Sample of Results (Intraverbals)

Student	Initial Score H	Recent Score H	Improvement
A	Score: 10% Chron age: 41 months Dev age: 18-21 months	Score: 67% Chron age: 59 months Dev age: 33-36 months	% Improvement: 57%
B	Score: 8% Chron age: 53 months Dev age: 18-21 months	Score: 36% Chron age: 65 months Dev age: 24-27 months	% Improvement: 28%
C	Score: 8% Chron age: 40 months Dev age: 18-21 months	Score: 39% Chron age: 48 months Dev age: 27 months	% Improvement: 31%
D	Score: 3% Chron age: 53 months Dev age: 15 -18 months	Score: 34% Chron age: 56 months Dev age: 24-27 months	% Improvement: 31%
E	Score: 12% Chron age: 51 months Dev age: 18-21 months	Score: 38% Chron age: 60 months Dev age: 24-27 months	% Improvement: 26%

A red speech bubble with a white outline and a small tail pointing downwards. The text inside is white and centered. The background of the slide features several concentric, overlapping circles in light gray, some solid and some dashed, creating a ripple effect.

**Why we are  
Important**

# Incidence Rate of ASD





- The waiting list for a diagnosis in a public institution is 18 months (There are more than 700 cases currently pending)
- The waiting list for subsidized AAC / IB1 services is currently 2 years
- 11-12 Feb 2016, Ms. Charlebois committed to making the MSSS work with community partners to reduce the waiting list



State of  
Quebec  
Services

The background features a series of concentric, curved lines in shades of gray, some solid and some dashed, creating a sense of depth and movement. A prominent red speech bubble is centered on the page, containing the text 'COVID-19 and LRP'.

# COVID-19 and LRP

## Our Response

- When schools and daycares were closed in March 2020 and we were forced to close our in-centre services and programming, we continued to offer virtual and phone support to parents and students.
- We offered 5 weekly video sessions (a combination of live and pre-recorded lessons to increase accessibility) with educators geared towards continuing learning at home - these lessons were accompanied by suggested activities, worksheets, and an online google classroom for sharing and discussion.
- We had regular support check-ins with parents including offering support and programming that could be implemented in home for managing challenging behaviours and increasing language & skill development.

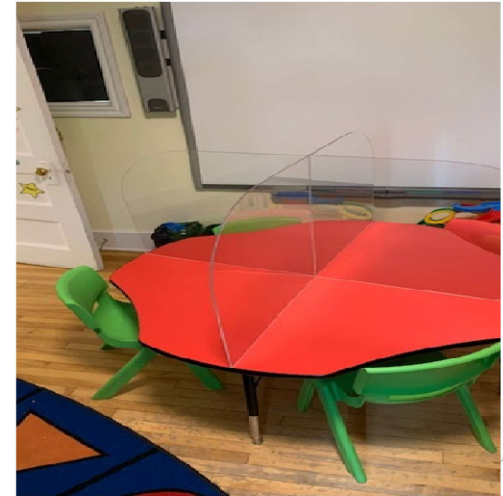
## Our Response

- As soon as it was safe to do so we began the gradual resuming of individual services for those clients who were most in need with very strong health & safety procedures in place for both clients and staff May 18, 2020.
- In June 2020 our summer camp programs opened for a small group of children. We reduced our usual camp number by 50% overall as well as in group sizes.
- Campers programming was scheduled in bubbles so as to limit contact/sharing between groups as much as possible.
- A full time staff person was hired for the role of Health & Safety manager.

## Continued Protocols

- With the school year starting in September our team worked to create the safest possible environment for students in the classroom setting, what that has meant is:
  - physical distancing measures
  - staff wearing PPE (in some cases adaptive PPE such as communicator style masks for children focusing on language development)
  - Daily Health & Wellness Checks completed by students and staff before entering the facilities
  - increased cleaning procedures and needs for supplies
  - reduced class sizes and increased staff numbers to accommodate the need for procedures such as staggered pick-up/drop-off times, cleaning routines, maintaining class 'bubbles'
  - installation of Plexiglas dividers and other materials in classrooms to maintain distancing and safety as much as possible
  - the installation of a washable outdoor ground coverage/surface in our outdoor play area

# What it Looks Like





**Thank You!**

- **This year has been very challenging, and we would not have been able to continue to deliver quality evidenced based services to our clients had we not had the support of the Federal Government programs. Our mission to support the children with Autism was able to continue to serve a vulnerable group of children most affected by Covid closures. We are grateful for the support and look forward to working with you again throughout this next year as we all continue to combat the new reality of Covid-19.**



La  
Fondation  
Place Coco



The Little  
Red Playhouse

Inspiring Young Minds to Soar