

The i:ON Difference

Why Families Choose i:ON



i:ON Academy ABA

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What's Inside?



Meet Our BCBA's



The i:ON Difference



We aim to be a partner who understands, supports, and walks alongside you in finding the right direction. At i:ON, we do not see a child's behavior as simply a problem to fix, but as a meaningful form of communication, a signal that deserves to be understood. Together, we work to uncover the meaning behind each behavior and guide positive, lasting change.

i:ON is founded and led by a BCBA, with all clinical decisions guided by professional expertise and ethical standards. This means that every aspect of therapy is not driven by rigid protocols, but by thoughtful, individualized care. We take the time to deeply understand each child and family, and through this, create personalized approaches that lead to sustainable progress.

Through this booklet, we hope to briefly share the philosophy and direction that guide our work with each child.

As you navigate the important process of choosing the right support for your family, we hope this message offers clarity and reassurance.

With care,
i:ON



Hye Ran Park, BCBA

Dr. Hyeran Park, BCBA, brings over 20 years of experience in autism spectrum disorder (ASD) and developmental disabilities across research and clinical settings.

She earned her degree in Child Psychology and Education from Sungkyunkwan University and completed her Master's and Ph.D. in Special Education (Autism) at the University of Kansas. She later worked at Texas Tech University, where she obtained her BCBA certification, integrating strong academic training with clinical expertise. Throughout her career, she has contributed to research, published in international journals, and supported children and families in both Korea and the United States.



In her daily life, she enjoys spending time with her beloved dog, Luna, as part of her family.

Dr. Park has served as a Clinical Director and ABA Supervisor, leading treatment teams, training clinicians, and supporting parent education. Her work focuses on creating sustainable, meaningful progress that extends beyond therapy sessions into everyday life.



Her dedication to behavior therapy is also deeply personal. Growing up alongside a sibling with a developmental disability, she developed a profound understanding of the challenges families face. This perspective shapes her clinical approach, seeing behavior not as a problem, but as meaningful communication. She emphasizes individualized, compassionate care, combining evidence-based intervention with a relationship-centered approach.

Grounded in empathy and guided by clinical integrity, she partners closely with families to ensure that each child receives thoughtful, personalized care, helping them build greater independence and a higher quality of life across home, school, and community settings.

Harper Jeong BCBA

Harper Jeong, BCBA, is certified in Early Childhood and Special Education in Texas and Delaware, with experience across inclusion, resource, and self-contained classrooms from early childhood through high school. She has strong expertise in IEP-based instruction and has provided ABA services in clinical settings as both an RBT and BCBA.



In her daily life, she enjoys spending time with her cats, Reign and Gus, as part of her family.

Harper's journey into behavior therapy began during her undergraduate studies in Early Childhood and Special Education. During her student teaching in Pennsylvania, she supported students who struggled to achieve academic success due to challenging behaviors. This experience led her to question why these behaviors occur and ultimately shaped her perspective that behavior is not simply a problem, but a meaningful signal that requires understanding and thoughtful intervention.



She later earned her Master's degree in Special Education with a focus on Autism and Developmental Disabilities from the University of Texas at Austin.



Her clinical philosophy focuses on improving quality of life through ethical, data-driven ABA. She emphasizes natural learning through meaningful, real-life experiences rather than artificial control, while valuing each child's unique strengths and individuality. Her goal is to support children in overcoming barriers and building a life that is truly their own.

With a background in early childhood education, Harper believes children learn best through play. She highlights play-based learning and leisure skills as key parts of therapy, helping children naturally develop communication, social, and emotional regulation skills, leading to greater independence over time.

Led by a BCBA, not just managed, but guided with clinical expertise.



Therapy Direction and Decisions Focused on the Child's Needs and Clinical Evidence

This means that the direction of therapy and important decisions are not based on business judgments, but are centered on the child's needs and clinical evidence.



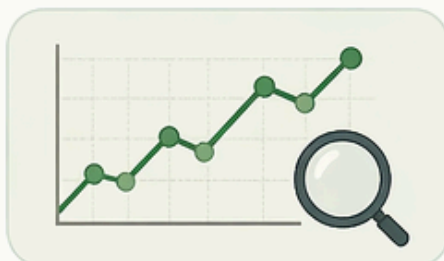
What We Verify First

1 What the child needs most right now



We prioritize by comprehensively evaluating the child's strengths, challenges, environment, developmental stage, and family goals.

2 Whether the current approach is effective



We continuously analyze data to track goal attainment, behavior changes, and skill growth.

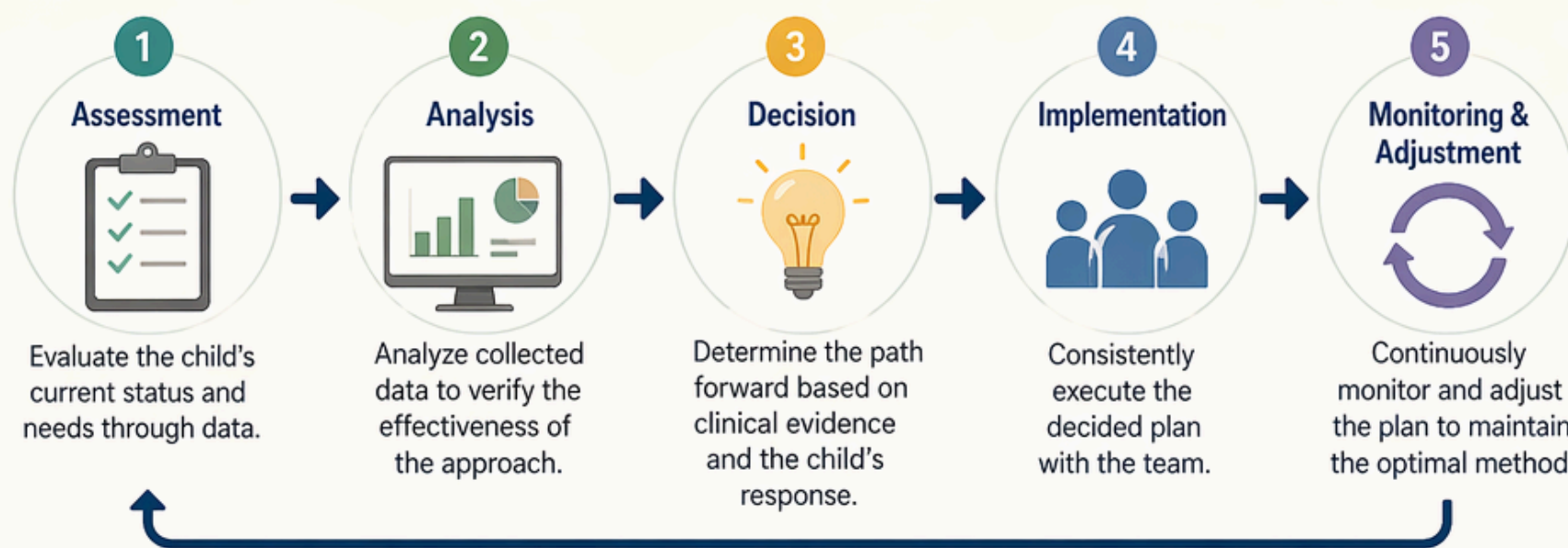
3 Whether a different method would be more appropriate



Based on clinical evidence and the child's response, we re-evaluate and adjust approaches, goals, and strategies as needed.

The BCBA Directly Oversees and Adjusts This Entire Process

The BCBA makes clinical judgments and data-driven decisions through the following cycle:



Ensuring the Quality and Direction of Therapy Remains Steadfast

The BCBA takes full responsibility for managing therapy so that the most appropriate and effective methods are provided to the child consistently.



Child-Centered Decisions

Clinical Evidence Driven

Expert Oversight by BCBA

Better Outcomes for Every Child

We go beyond therapy to design your child's path in life.



We look beyond "current behaviors."

Our goal is to help children succeed at school, at home, and in the community—so they can **live more independently**.



Applying Skills in Daily Life



Building Independence

Learning doesn't only happen at the table.

We use **real-life situations** to teach meaningful, functional skills.



Individualized, Function-Based Treatment

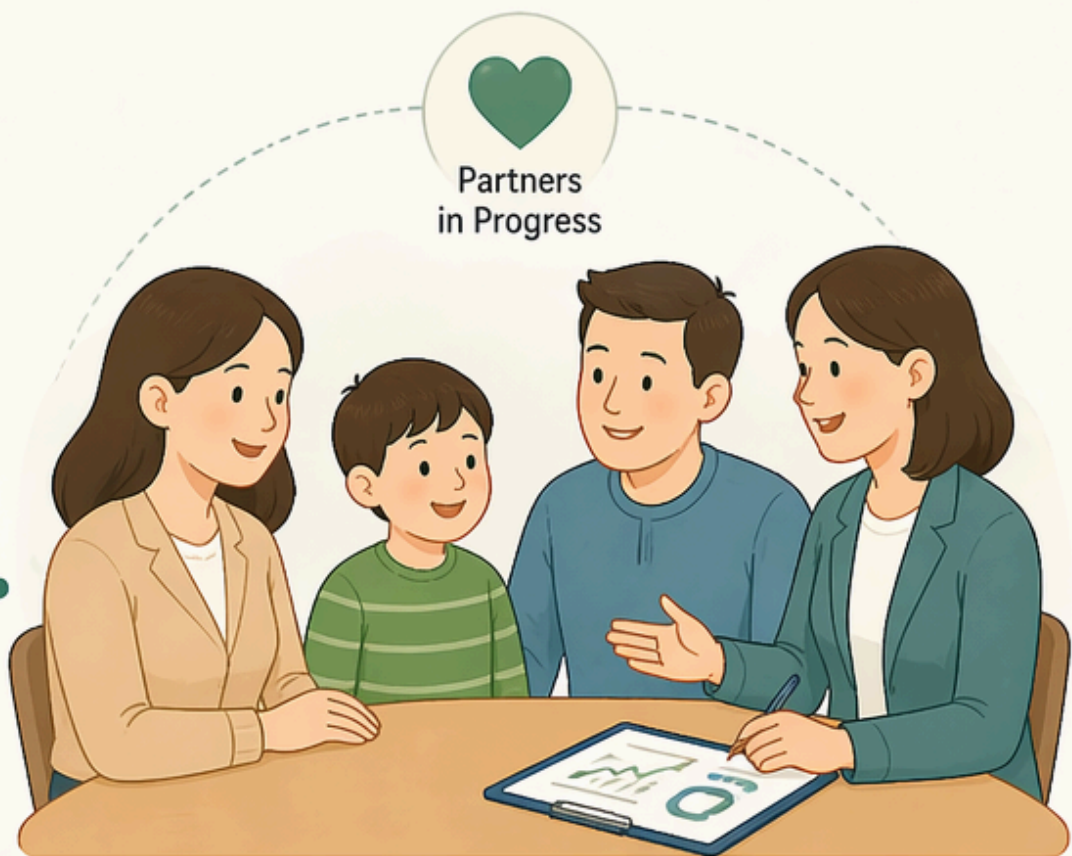
 <p>Understand triggers & behavior functions</p> 	 <p>Practical, real-life intervention strategies</p> 	 <p>Teach replacement (alternative) behaviors</p> 
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FAMILY-CENTERED CARE

Parents are not observers. They are part of the clinical team.

We believe parents are a child's greatest advocates and the key to lasting progress.



Typical Approach
Parents as Observers

- ✗ Parent education is optional
- ✗ Limited involvement in sessions
- ✗ Skills stay in therapy, not in daily life

VS.

Our Approach
Parents as Essential Partners

- ✓ Parents are core members of the team
- ✓ Active participation and collaboration
- ✓ Real-life skills used every day at home

How We Partner With Parents



Structured Parent Coaching
 We provide ongoing coaching and feedback so you feel confident and supported.



Daily Life Application
 We teach strategies you can use in real situations—at home, in the community, and everywhere in between.



Therapy That Works at Home
 We equip families with practical tools to help your child succeed every day.



Stronger Together

When parents and therapists work as one team, children make faster progress and build skills that last a lifetime.



Consistent Strategies



Greater Progress



More Independence



i:ON Academy ABA



1220 W Trinity Mills Rd, Ste 264,
Carrollton, TX 75006



(214) 296-2252



admin@ionaba.com



www.ionaba.com

