



TITLE: Parent Consultation Behavioral

DOCUMENT: Service Standard

DATE REVISED: Approved by the Board of Directors on January 27, 2010
Approved by the Department of Developmental Services on July 7, 2010

Parent Consultation Behavioral Services utilize the principles of Applied Behavior Analysis (ABA) to address a wide variety of behavioral concerns. Funding for Behavioral Services may be considered when at least one of the following criteria is met:

1. The client engages in behavior that may be a barrier to his/her remaining in the least restrictive environment or participating fully in community life;
2. The client displays behaviors that may be a threat to his/her health or safety or the health or safety of others; or
3. The client has failed to acquire developmentally-appropriate adaptive or functional skills, such as toileting, dressing, and feeding that are fundamental to the attainment of social inclusion and increased independence.

Parent Consultation Behavioral Services require participation of the parent or primary caregiver at all levels throughout the period of implementation.

Levels of Service

Recognizing that early intervention may ameliorate disability and delay and prevent more serious problems from developing later in life, the regional center provides a range of services to address behavioral concerns in young children. These services vary in intensity and focus and may be explored for families in an order of priority, based on the goals and objectives contained in the IPP or IFSP and on the parents' previous experience with behavior services. The regional center will not purchase these services until all applicable generic resources, such as Medi-Cal, the local education agency, California Children Services and private insurance have been pursued and exhausted.

The five modalities of behavior services are:

1. **Community-based educational activities addressing parenting and basic behavior management techniques.** These services are typically available to the community at no or low cost through community colleges, public schools, adult education and non-profit or other private agencies. They may be funded through private insurance or direct pay by participants.
2. **Orientation to Behavior Management Methods and Services.** This educational session for parents or primary caregivers offers an introduction to the behavioral services provided through the regional center, a discussion of how these services are used to address behavioral deficits and promote adaptive functioning in natural settings, and an explanation of the regional center's expectations for parent involvement in implementing these services. Typically, this orientation is completed in one session but may also be presented in multiple sessions. Attendance at the orientation session is a prerequisite for families wishing to receive additional behavior management services.
3. **Behavior Management Parent Education Workshops.** These workshops teach parents or primary caregivers basic principles of behavior and help them develop skills needed to promote positive social behaviors and ameliorate behaviors that interfere with learning and social interaction. Services are typically provided in a multiple session workshop format and Regional Center funding covers the entire series. Attendance at the workshops is generally a prerequisite for families wishing to receive parent consultation or intensive behavior services.
4. **Parent Consultation-Behavior Management Program.** This program involves a credentialed behaviorist designing an individualized behavioral intervention program for a client that is implemented in the client home and/or community and teaching the parents or primary caregiver to participate in the implementation of the program. The parent or primary caregiver must be present and actively participate in the entire program. These programs include two phases:
 - a) *An assessment provided by a qualified professional vendored by the regional center.* The assessment is conducted if the need for services has been established through the IPP/IFSP process and if a parent or primary caregiver has completed both the Orientation to Behavior Management Methods and Services and Behavior Management Parent Education Workshops. An assessment typically requires 8 – 16. If the professional conducting the assessment recommends that services be provide, he submits to the regional center a written plan specifying the type of service and number of hours to be provided, the extent of parent participation in implementing the plan, and the frequency with which the service will be evaluated and reported.
 - b) *In-home parent consultation services.* These services are provided as direct interventions with the parent/primary caregiver and child in the home or community. They may be authorized if the initial assessment determines that they

are necessary and appropriate. Consultation services are typically authorized for up to 48 hours over a 6-month period.

Evaluation of progress of Parent Consultation services occurs no less than every six months. Continuation of funding is based on documented progress in the achievement of objectives and the successful and continued participation of the parent or primary caregiver in implementing the program. A regional center clinical specialist reviews all requests for services, assessments and progress reports and renders a clinical opinion regarding effectiveness of the program and necessity for continuation of services to achieve the stated goals and objectives.

5. **Intensive Behavior Intervention Program.** For severe behavioral deficits of children with a diagnosis of autism, intensive ABA programs may be authorized. The purpose of an intensive program for a child with autism is to design, implement and evaluate one-to-one instructional services and environmental modifications intended to yield socially significant improvements in the client's behaviors, increase skill acquisition and reduce maladaptive behaviors.

The regional center provides intensive behavior services as part of a comprehensive intervention program. For children over the age of 3 years, the local school authority has primary responsibility for providing intensive behavior services as part of a comprehensive educational program. The regional center may authorize services to help the child improve his functioning in the family and community. These supplementary services typically range from 5 to 20 hours per week. The number of hours depends upon the severity of the maladaptive behaviors and developmental deficits, the child's age, other interventions being provided, and the family's ability to support the intervention program.

Intensive services authorized through the regional center are coordinated with other services being provided to the child, including those provided by the school district. Normally, the combined total number of hours for all services being received by the child from all sources should not exceed 40 hours per week.

Published empirical research has demonstrated that, in general, a child receiving intensive behavior services would be expected to make substantial gains during the first year of services. For this reason, if a child has not demonstrated such gain, the regional center would not normally continue to purchase these services after one year. The research has also demonstrated that children typically achieve maximum benefit from intensive services in two years. For this reason, the regional center does not normally provide intensive services for a period greater than two years

Initial funding for intensive behavior services should not exceed a period of six months. Continuation of funding may be considered based on documented progress in the achievement of objectives and the successful and continued participation of the parent

or primary caregiver in the program. A regional center clinical specialist reviews all requests for services, assessments, and progress reports and renders a clinical opinion regarding effectiveness of the program and necessity for continuation of services to achieve the stated goals and objectives.

Participation by the parent or primary caregiver is critical in ensuring the continuity of services and generalization of gains across all settings and individuals. It is generally expected, therefore, that at least one parent/caregiver will be involved when direct intervention is occurring at home or in the community. Parent/caregiver participation requires all of the following:

- Completion of the Behavior Management Parent Education Workshops;
- Direct implementation of intervention strategies as described in the plan;
- Collection of data on interventions and submission of data to the service provider; and
- The purchase of materials or community activities employed if a reward system is used.

Termination of Service

Behavioral services are terminated when:

- a. The objectives identified in the agreed-upon treatment plan are accomplished.
- b. In the judgment of the planning team, progress toward behavioral objectives is not being made.
- c. There is documentation of a lack of appropriate parent or primary caregiver participation in implementing the program.