



## **Quality Indicators for IBI Services Executive Summary**

Harbor Regional Center is dedicated to providing families with the highest quality of services and continually collaborates with service providers to achieve this goal. These indicators serve as a guideline for service providers to implement behavior services in the most effective and responsible way possible. They are intended to ensure the integrity of programs that are provided to families and to promote a standard of excellence.

We believe that Providers should require exemplary qualifications for all staff. Direct Interventionists will have a Bachelor's degree in a related field and receive training by a Board Certified Behavior Analyst that includes theories of Applied Behavior Analysis and Child Development. Supervisors will have a Master's Degree and will be Board Certified in Behavior Analysis. Functional Behavioral Assessments will be completed by Supervisors to determine the appropriate program for the family. Supervisors will also implement and monitor the program. Behavior Service Providers will have a Licensed Clinical Director who reviews program plans and determines the child's adaptive behavior ongoing to ensure that programs are developmentally appropriate.

We believe that the goal of behavior services is to help families develop the most natural parent/child relationship possible. The Behavior Service Providers develop treatment plans that target the areas of learning, communication, self-care, self-direction, and the capacity for independent living. The Provider will teach the family strategies that are supported in research to increase the quality of life for families and children, and will help families and caregivers independently engage with their children on an ongoing basis. These strategies will be taught in the most natural environment and will not utilize force, undue stress, or aversive techniques.

We are dedicated to helping families access all of the support systems that are available to them. Thus, the Behavior Services Provider encourages the family to access public education and other resources in their community. The Provider also collaborates with all other professionals and agencies that are involved in supporting the family to ensure consistency for the child and family.

Harbor Regional Center has established these indicators of quality for behavior programs as a standard for Behavior Service Providers. These indicators were developed by integrating current research, standards from the field of Applied Behavior Analysis, guidelines from the Lanterman Act and the Department of Developmental Services, and outcomes analyses from previous behavior programs. They were reviewed by authorities in the field of Applied Behavior Analysis to ensure that they are comprehensive and clinically sound.



## Quality Indicators for IBI Services

*The following criteria represent indicators of quality IBI service:*

### Staff Qualifications and Responsibilities

- Qualifications of IBI Interventionists, Supervisors, and Program Directors (Supervisor of the Supervisors) are commensurate with the HRC “Guidelines for ABA Service Providers” or ideally, “Guidelines for Exemplary ABA Service Providers”;
- Supervision of direct interventionists includes a mix of live supervision and individual case review with a BCBA and a Licensed Mental Health Professional at regularly scheduled intervals.
  - BCBA Supervision would focus on the implementation and monitoring of the program and strategies to meet treatment goals. Activities may include review of data collected regarding performance of the client and family, monitoring and altering of strategies used to meet the needs of the client and family based on the collected data, direction regarding the implementation of strategies, problem solving and planning for difficult behaviors, and assuring adherence to the Behavior Analyst Certification Board Guidelines for Responsible Conduct For Behavior Analysts®.
  - Licensed Mental Health Professional Supervision will focus on ensuring the developmental appropriateness of the goals and strategies and assurance that the strategies are being implemented in developmentally appropriate sequences. Furthermore, the Mental Health Professional will be useful in determining differential diagnoses.

### Treatment Plans

- The IBI Service Provider provides intervention to children and families only within the scope of its practice.
- The IBI Service Provider provides families with services that are evidence-based ABA techniques (i.e., discrete trial training, pivotal response training, incidental teaching, and see HRC’s “Definitions and Characteristics of Applied Behavior Analysis” for a brief description of common ABA strategies) or the TEACCH Parents as Co-Therapists Model;
- The IBI Service Provider empowers families by teaching positive and proactive strategies to increase quality of life for children and families, while decreasing problem behavior by making changes in a person's environment and teaching new skills. The Service Provider teaches families to implement intervention strategies that are effective in natural everyday settings and are based on strategies that do not utilize force, nor do they require a child or parent to consistently complete tasks against his or her will. Under no circumstances will the Service Provider use aversive techniques.

- The IBI Service Provider develops program and treatment goals that:
  - Are organized within the areas of learning, communication; self-care, self-direction, and capacity for independent living;
  - Target areas of significant deficit that are documented by norm-referenced assessment that is completed no more than 12 months prior to start of service;
  - Are appropriate for the child's age and developmental level;
  - Are introduced in developmentally appropriate sequences;
  - Are clearly individualized by referring to the child's needs and how the recommended programming helps families to address each of these needs;
  - Are created in collaboration with the family and based on the family's priorities;
  - Will enable the child to function more successfully and independently in a variety of settings and provides parents and caregivers strategies to engage with and teach their children both in the short term and in the long term.
  - Are reviewed by other professionals with expertise in areas outside of IBI when appropriate, such as an Occupational Therapist or Speech and Language Pathologist.

### **Assessments and Reports**

- The IBI Service Provider conducts a Functional Behavioral Assessment to determine appropriate programs for the child and their family that includes;
  - Client identifying information;
  - Observation of the child in more than one setting;
  - Environmental Analysis;
  - Analysis of the social or interpersonal environment;
  - Analysis of resources available to implement the program, including the programmatic environment as well as parents' and caregivers' availability to participate;
  - Description of problem behaviors or skill development needs;
  - Analysis of meaning/hypotheses;
  - A verification phase to test the hypotheses when appropriate; and
  - A recommended treatment plan including IBI strategies and goals that may include services other than IBI, such as Social Skills training or Speech Therapy, which may benefit the client.
- The IBI Service Provider provides progress reports for each client and their family that are consistent with the format of the Regional Center and include;
  - the number of hours provided within the reporting period and a summary of the involvement of the family;
  - developmental levels that are determined within 6 months of the report;
  - the client's progress on each goal as reflected in the collected data;
  - parents'/caregivers' progress on implementing the strategies of each goal;
  - methods of generalizing learned skills;
  - barriers to progress where relevant;
  - any procedural changes since the previous report; and
  - a recommendation for transitioning out of IBI services when appropriate.

- The IBI Service Provider documents that parent involvement is demonstrated in the following ways:
  - In goal-setting—initially and on-going.
  - Through 100% parental/caregiver participation in the treatment:
    - Parents and/or caregivers observe treatment strategies being modeled by the interventionist; and
    - Parents and/or caregivers implement treatment under the direct observation of the interventionist;
    - Parents and/or caregivers have demonstrated specified competencies in implementing behavior analytic procedures including:
      - a) Identifying problem behaviors;
      - b) Determining the meaning of behaviors;
      - c) Determining effective and socially appropriate replacement behaviors;
      - d) Collecting data on maladaptive behaviors and replacement behaviors targeted for change
      - e) Teaching and generalizing the replacement behaviors;
  - Through on-going assessment and feedback of the parent's effectiveness in delivering the treatment;
  - Through a clear plan to transition the responsibility of managing the child's behavior and teaching new skills to parents;
  - Implementation of the transition plan;

### **Provider Expectations**

- The IBI Service Provider utilizes standardized testing of adaptive behavior in order to determine the child's baseline levels of functioning and progress at six-month intervals;
- The IBI Service Provider collects data in a systematic way, teaches the parents and caregivers to collect data, and modifies the family's program based on data collected;
- The IBI service provider ensures that caregivers who are largely responsible for the child's care on a regular basis are also involved in the intervention;
- The IBI Service Provider limits physical contact with clients to include only that which is necessary to model strategies to caregivers and provide appropriate prompting. Parents and caregivers are provided with guidance to implement these strategies independently.
- The IBI Service Provider encourages the family to access all public education and other generic resources available to them;
- The IBI Service Provider collaborates effectively with all professionals and agencies providing services to ensure the most effective and consistent programming possible by:
  - maintaining frequent communication and collaborating with all simultaneous funding sources in order to assure quality and consistency;
  - maintaining frequent communication and collaborating with other simultaneous service providers.

- The IBI service provider identifies the need for transition when:
  - Ability levels are within normal limits for developmental level (e.g., age equivalents are within normal limits for developmental level, standardized scores are within the average range); or
  - The client has generalized skills in such a way that he or she is able to function in his or her environment in a socially acceptable way; or
  - Treatment goals are met; or
  - The family has learned tools to continuously support the child and manage behaviors; or
  - There has been a lack of significant progress toward goals documented over a 6-month period; or
  - When it is clear that an alternate approach is needed.