Service name/area: ABC Services

Service Description:

- Up to 3 Early Intervention provides services to Box Elder, Cache and Rich counties. ABC-Autism services are for children who may be at risk for autism spectrum disorders, enrolled in the Up to 3 program. The services provide training to the child and family in the areas of social engagement, language, social imitation, and play. The child and caregiver receive home visits, community activities, and structured classroom opportunities. The main objective of ABC-autism is to address the early indicators of autism by focusing on the aforementioned skill areas.

What type of child is this service appropriate for: (developmental needs, age requirement, prerequisite skills, etc.)

- Children are referred to ABC services when there has been a concern on the questions at intake-identifying that the child may be at risk for autism or when there has been a concern of at risk behaviors of autism by family, team members, or others who know the child.
- ABC specialists determine what services are appropriate based on individual needs, as per ASQ-SE, FEAS, observations, discussions with parents, and clinical opinion.
- More specifically, ABC services are appropriate for children based on the FEAS assessment and clinical opinions based on observation of the child interacting with his/her primary caregivers. Typically, these include children whose overall scores on the FEAS place them in the “At risk” or “deficient” categories. Particularly, the child’s scores on the FEAS sections of “self-regulation & interest in the world” as well as their scores in the ‘forming relationships, attachment, and engagement” guide the determination of eligibility/appropriateness for ABC services.
- While there are no set age requirements, we have found that it may not be developmentally appropriate to add children to ABC classes if they are developmentally very young and/or if they do not have some basic play/prerequisite skills such as engagement or ability to attend to and/or imitate a caregiver’s model. In these instances, the child may receive home visits using play-based interventions, but s/he might not be enrolled in ABC classes or ImPACT until they are a little older and/or developmentally ready.

Describe/list the Main objectives this service addresses: (Ex. Big Talkers: communication, vocabulary, etc.)

- The services provide training to the child and family in the areas of social engagement, language, social imitation, and play. The child and caregiver receive a variety of services including: home visits, community activities, parent training groups, and/or structured classroom opportunities.
- ABC home visits: These 45-60 minute visits typically occur once per month. An autism specialist visits the child’s home and provides families with parent coaching, resources,
and strategies to promote this child’s social engagement, language, social imitation, and play skills. Home visits can be a stand-alone service or in addition to other ABC services they are receiving.

- ABC class is a semi-structured classroom environment where pre classroom skills are introduced to children and their families. ABC class is designed for children and their caregivers to attend together. The class focuses on transition between settings; tolerating other children; and learning to interact with toys and less familiar adults. Children learn to request items, sit at snack and circle, and initiate interactions. The class can be a stand-alone service or in addition to other ABC services they are receiving.

- PLAY is a parent implemented engagement and communication program. Parents are coached and provided strategies that are based on relationships and knowledge of their child to increases engagement. This evidence based model is based on Stanley Greenspan DIR model. Dr. Richard Solomon has developed and designed the PLAY project model. This can be a stand-alone service or in addition to other ABC services they are receiving.

- ImPACT class is a parent training class where parents come together weekly or bi-weekly to learn specific strategies from Ingersoll & Dvortcsak’s “Teaching Social Communication to Children with Autism” curriculum. In Box Elder County, this is a 12-week class with 6 sessions of parent group sessions alternating with 6 sessions of individual coaching sessions with the caregivers/their child/the trainer. In Cache County, this is a six-week class with only parent group sessions. Families who are unable to attend ImPACT class in person due to transportation or long distance or other reasons have the option to attend ImPACT class virtually. The class can be a stand-alone service or in addition to other ABC services they are receiving.

What, if any, developmental outcomes could occur incidentally? (ex Big Talkers: vocabulary expansion, social interactions with peers, follow group routines)
~ Increased engagement language and communication, social imitation and play
~Increased attention span
~Increased engagement/interaction with family and peers
~Increased interactions with less familiar people
~Increased following classroom routines and directions
~Decreased challenging behaviors

Parent Objectives:
~To learn strategies that they can use to address their child’s IFSP outcomes (which are based on the parents’ concerns/areas they want to address)
~To increase their knowledge and application of strategies that facilitate their child’s social engagement, language, social imitation, and play skills

Child Objectives:
~Increase social engagement, language, social imitation, and play skills.

How do we know objectives are met: (what information will be gathered to show this is helping children)
Data is collected via observations during home visits and/or ABC class, through ongoing parent report, and every six months using the Assessment, Evaluation, and Programming System (AEPS).
Results is reviewed with the entire IFSP team, which includes the primary caregivers, every six months.

**What is the Parent’s role:** (ex. Big Talkers: Complete registration packet for Preschool site. Drop off child or call if not attending. Do Reading activities at home)
Parents are the primary interventionists as they are around their child much more frequently than the service providers 😊
Parents attend the ImPACT classes, parent training classes, and home visits.
Parents are encouraged to practice the intervention on a daily basis
Parents collaborate with the IFSP team to establish the initial outcomes, review the progress on these outcomes on an ongoing basis, and implement strategies with their child in their home, community, and other naturally occurring environments.

**What type of staff/team involved:** (ex. Big Talkers: SLP at preschool)
~ABC autism specialist
~Service Coordinators
~Occupational Therapist
~Speech Language Pathologist

**Process to enroll or start service:**
The two primary ways a child enters ABC services are an initial or internal referral.

- **Initial Referral**
  - There has been a concern on the questions at intake-identifying that the child may be at risk for autism.
  - ABC staff signs up for testing
    - Completes an FEAS to determine if child needs ABC-Autism services.
      - This shows there are early indicators for autism
  - ABC staff attends the IFSP with services coordinator
    - SLP sends written recommendations
      - Ideally ABC and SLP have discussed child and are collaborating on the individual needs of the child/family together.
      - When fully staffed ABC and SLP will attend the IFSP and work together to provide services

- **Internal Referral**
  - There has been a concern of at risk behaviors of autism by family, team members, or others that know the child
  - An ASQ-SE is completed by families’ team and a conversation of early indicators is started with family.
- Referral in made and appropriate staff picks up (Cache- Janel  Box Elder/Rich-
  Lisa)
- ABC goes out to family and has follow up discussion about early indicators, 
  reviews the ASQ-SE with follow up questions, talks with family about their 
  concerns.
  - Completes a FEAS/observations to determine if ABC services are needed 
    for the child
  - ABC staff member and Service coordinator go out together and review the 
    results and change IFSP delivery method to using ABC methodology.
- Testing of ABC children at 6mo and yearly
  - Ideally ABC member and SLP sign up to complete AEPS activities together.
    - ABC staff is responsible for completing strength and needs
  - Service coordinator completes CPR and main concerns for family
  - Team along with SLP input works together to develop new goals based in 
    progress and data
- ABC lead determines what ABC services are appropriate and needed
  - PLAY project methodology at class and home
  - ABC class only 2x/mo
  - ABC class (2x/mo) and home visits (1x/mo)
  - ABC Home visits only (1-2x/mo)
  - ImPact parent class only (no home visits during ImPACT)
  - ImPact parent class and ABC class
- Spanish speaking families follow the same procedure. The main difference is Spanish 
  personnel provide the services. ABC lead may provide support as needed.