Service name/area: Behavior Services

Service Description:

- Up to 3 Early Intervention provides services to Box Elder, Cache and Rich counties. Behavior services are provided for children who identify with problem behavior on the Child Behavior checklist. The main objective of behavior services is to provide parent training to improve their child’s behavior with such issues as aggressive behavior – hitting, biting, tantrums, self-injurious behavior, and not following instruction. Strategies may also be directed at eating and sleeping activities because a child’s behavior may influence these as well. The child and caregiver may receive instruction at home visits, daycare visits, or other community sites.

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

- Children are referred for behavior services when a concern has been reported or observed in social interactions or other self-care activities influenced by behaviors.
- Behavior specialists determine what services are appropriate based on individual needs, as per the Child Behavior Checklist, observations, discussions with parents, and clinical opinion. A child with at least a moderate delay in any area of the CBCL could receive behavior services.
- A child may be eligible for early intervention services based on the CBCL scores with one moderate delay. A Clinical Opinion would need to be written to justify this eligibility even though the CBCL gives standardized scores.

Describe/list the Main objectives this service addresses:

- The main objectives of behavior services are to increase parents’ abilities to use strategies that help children decrease inappropriate behavior.
- The services provide training to the child and family in the areas of social problems, aggressive behavior, attention problems, anxious or withdrawn or depressed behaviors, or sleep and feeding disruptions. The child and caregiver receive a variety of services including: home visits, community site visits, or daycare visits.

What, if any, developmental outcomes could occur incidentally?
~ 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 appropriate social play and interaction.

Child Objectives:
~Increase appropriate social play
~Increase time with no tantrums for aggressive behavior
~Increase time attending to play and instructions

How do we know objectives are met: (what information will be gathered to show this is helping children)
~Data is collected via observations and through ongoing parent report, and annually using the Child Behavior Checklist (CBCL).
~Data is reviewed with the entire IFSP team, which includes the primary caregivers, every six months.

What is the Parent’s role:
~Parents are the primary interventionists as they are around their child much more frequently than the service providers 😊
~Parents attend the 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)
~Behavior specialist
~Service Coordinators

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

- Initial Referral
  - There has been a concern on the questions at intake-identifying that the child may present with aggressive behavior or other behavior struggles.
  - Behavior specialist signs up for testing
    - Complates a CBCL to determine if child needs Behavior services.
  - Behavior Specialist attends the IFSP with service coordinator and other team members to develop outcomes and service pattern for IFSP document
- Internal Referral
- There has been a concern of behaviors by family, team members, or others that know the child
- Referral is made
- Behavior specialist goes out to family and has follow up discussion about behavior concerns.
  - Completes a CBCL to determine if Behavior services are needed for the child
  - If observations lead behavior specialist to believe behavior services are warranted without scoring the CBCL, Behavior Specialist adds services to IFSP as “Special Instruction: behavior” at first home visit. IF observations lead Behavior Specialist to question whether behavior services are needed, Behavior Specialist scores CBCL at office and reports scores to parent at next home visit. At that time, behavior services can be added or other recommendations given.

- Testing of children with behavior services at annual IFSP

Behavior specialist completes CBCL at home visit just before annual IFSP and shares results at IFSP.

Behavior specialist adds observations to strength and needs section of IFSP along with family concerns they are aware of.

Team works together to develop new goals based on progress observed and data collected

- It is recommended families whose main language is other than English will have parent training in their native language. If a behavior specialist speak that language, they would be the behavior specialist who provides those services. A translator would be recommended if no specialist is available to families whose main language is Spanish. Spanish speaking families follow the same procedures described above for evaluation, outcome development and services. The difference is Spanish-speaking therapists provide the services.
- An ABC Autism specialist and other providers may provide support as needed.
- Weekly consultation with supervising Professor
- Two observations per year by supervising Professor

Pre-requisites of Behavior Specialists:

Grad Psych Students
- Complete educational requirements of Psychology Department
- Be interviewed and match with Up to 3 Program
- Complete Requirements of Baby Watch CSPD Provisional Credential (see BWEI policy: https://health.utah.gov/cshcn/pdf/babyWatch/CSPD20policy.pdf)
- Apply and submit educational information before being given a caseload
- Complete a successful FBI background check