

**REGIONAL CENTER OF THE EAST BAY
PURCHASE OF SERVICE POLICY #3404.1**

Date Revised: 10/2010

INTENSIVE BEHAVIORAL/SOCIAL SKILL SERVICES

PHILOSOPHY

School age children and adolescents with severe behavioral challenges and intense social skill development needs may require structured experiences in order to promote positive relationships and participation in age-appropriate activities, as well as to prevent regression of abilities or escalation of challenging behaviors. These children and adolescents may not benefit from periodic breaks during the school year and/or may require a daily routine that continues to be highly structured beyond the conclusion of the school day.

Children under 36 months may also qualify for intensive behavioral/social skill services.

SERVICE DEFINITION

"Intensive Behavioral/Social Skill Services" are services that combine positive behavior supports/intervention, social skill development and the development of peer relationships and social networks for children and adolescents with severe behavioral and social skill challenges. Such services are provided during the week when children of similar age are involved in after school recreation/leisure time activities and/or on vacation/holiday from structured educational programming or interventions.

To the maximum extent possible, such structured intervention to develop and increase social skills and positive behaviors and to develop peer relationships and a social network, should be provided in integrated/natural community settings with and among non-disabled peers in age-appropriate settings.

BOARD POLICY

RCEB may provide Intensive Behavioral/Social Skill Services when a child's/adolescent's IPP identifies the need for the development of positive behavioral and social skills and when:

- ❑ The individual is eligible for and enrolled in a public school program (age 18 or 22 years, whichever is applicable); or is receiving early intervention services under Early Intervention.
- ❑ The individual has exhibited recent, identified and documented severe behavior challenges across environments (school and home) such as self injurious acts, assaultive acts, or property destruction.
- ❑ RCEB will consider "the use of group training for parents on behavioral intervention techniques in lieu of some or all of the in-home parent training component of the behavioral intervention services." Welf. & Inst. Code section 4685, subd. (c)(3)(B)(i)

- ❑ RCEB will “only purchase ABA services or intensive behavioral intervention services that reflect evidence-based practices, promote positive social behaviors, and ameliorate behaviors that interfere with learning and social interactions.”
- ❑ RCEB will “only purchase ABA or intensive behavioral interventions services when the parent or parents of minor consumers receiving services participate in the intervention plan for the consumers, given the critical nature of parent participation to the success of the intervention plan.”
- ❑ RCEB will “not purchase either ABA or intensive behavioral intervention services for purposes of providing respite, day care, or school services.”
- ❑ RCEB will “discontinue purchasing ABA or intensive behavioral intervention services for a consumer when the consumer’s treatment goals and objectives, as described under Welf. & Inst. Code section 4686.2, subd. (a), are achieved. ABA or intensive behavioral intervention services shall not be discontinued until the goals and objectives are reviewed and updated as required in paragraph Welf. & Inst. Code section 4686.2, subd. (b)(4) and shall be discontinued only if those updated treatment goals and objectives do not require ABA or intensive behavioral intervention services.”
- ❑ “For each consumer’, RCEB will “evaluate the vendor’s intervention plan and number of service hours for ABA or intensive behavioral intervention no less than every six months, consistent with evidence-based practices. If necessary, the intervention plan’s treatment goals and objectives shall be updated and revised.”
- ❑ RCEB will “not reimburse a parent for participating in a behavioral services treatment program.” Welf. & Inst. Code section 4686.2, subd.(b)(6)

It will be considered an exceptional level of need which may require an exceptional level of service when the child/adolescent’s needs for such intensive service exceeds a continuous three (3) year period.

SERVICE COORDINATION GUIDELINES

Intensive Behavioral/Social Skill Services may be purchased for an individual when the following are completed:

- ✓ a recent and thorough behavioral assessment has been completed by a qualified clinician and reviewed by the consumer’s planning team; and
- ✓ natural supports and generic community services have been explored and exhausted by the planning team and determined to be unable to meet/provide for the special service needs of the child/adolescent within their program/service (without additional supports); and

- ✓ the assessment and accompanying service/support plan specifies the development of positive behavioral and social skills, the involvement in preferred community activities, and the strengthening/support of a broad social network; and
- ✓ the planning team has:
 - ◆ assessed the individual's behavior challenges across the school and home environments to determine: what's working; intervention strategies; interests/motivators; family strengths/issues; and
 - ◆ assessed the family system and identified the total need for support, relief, day care, training and intervention, etc. as an integrated plan of family support; and
- ✓ in determining the frequency of intensive behavioral/social skill services, the responsibilities of parenting a minor child are supported, not supplanted. The planning team must consider all daily/weekly/monthly activities and services for the child away from the parent/family and the time that must be safeguarded as "family time"; and
- ✓ the IPP for the child/adolescent includes a family support plan,
 - ◆ where the provision of this service is a necessary support to strengthen family capacity and enhance intervention skills of family members, and
 - ◆ which identifies intensive behavioral/social skills services as an active support service to a family whose preference is to have their child/adolescent live at home and prevent a move to an alternate living arrangement; and
- ✓ the frequency of such service (hours/day and days/week) is consistent with the:
 - ◆ overall family support plan; and
 - ◆ individual consumer's tolerance of and benefit from such a service; and
 - ◆ the plan to attain specific outcomes (positive behaviors and social skill development) as written in the IPP; and
- ✓ continuous progress review of not less than every six (6) months reveals:
 - ◆ the intensive need continues; and
 - ◆ the plan of service has demonstrated success in meeting consumer outcomes.

AUTHORITY

Welfare and Institutions Code 4686.2 and 4685(c)