

California Autism Professional Training and Information Network
Behavioral Health Treatment
Service Delivery Models and Evidence Based Practices (2015)

Service Delivery Model <i>Identifies how behavioral health treatment (BHT) is delivered and who is responsible for treatment provision</i>	Comprehensive Interventions <i>Address all developmental domains Intensity: 25-40 hours per week, may be less depending on child/family needs Age range: typically start before age 5 and fade in intensity between ages 6-8</i>	Focused Interventions <i>Address interfering behaviors or specific skill deficits that:</i> <ul style="list-style-type: none"> • pose a risk to health and safety • limit access to socially inclusive or least restrictive environments <i>Not age or diagnosis specific Intensity: 2-20 hours per week Duration: 6-24 months</i>	Evidence Based Practices <i>An evidence-based practice (EBP) is a teaching method used to teach a specific skill that has been shown to be effective based on high-quality research (Cook, Tankersly, & Landrum, 2009; Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005).</i>
Therapist Delivered BHT is delivered in a 1, 2, or 3 tiered model using Qualified Autism Service Provider, Qualified Autism Service Professional, and Qualified Autism Service Paraprofessional	Comprehensive Behavior Treatment for Young Children (CBTYC): Intensive early behaviorally based intervention to address the core symptoms of ASD	Behavior Intervention(s): Uses EBPs to reduce interfering behavior and teach replacement skills Social Skills: Direct instruction on social skills in an individual or group setting Adaptive Skills Training/Communication Training: Use of multiple strategies to teach daily living skills/communication	27 EBPs defined in NPDC (2014): <i>Please see CAPTAIN chart for EBP use with specific ages and developmental domains. Full definitions of EBPs available in NPDC (2014) publication.</i>
Parent Delivered Parent training and coaching provided by a Qualified Autism Service Provider/Professional	Through consultation and coaching, parents are trained to teach skills, support appropriate behaviors, and provide opportunities for skill generalization and maintenance. Must be included in comprehensive programs.		Parent Implemented Intervention
Peer/Natural Support Delivered Intervention provided by naturally occurring supports, including environmental supports and/or trained peers. Peers and others are typically trained by a Qualified Autism Service Provider/Professional.	Peers are trained and supported in the delivery of strategies to assist individual with ASD in performing appropriate skills and behaviors for the context. May be included in later stages of comprehensive treatment.		Peer Mediated Instruction & Intervention Structured Play Groups Naturalistic Intervention
Self Delivered Therapeutic strategies are taught to an individual for independent use.	Individual is taught to self monitor and independently manage specific behaviors or skills; OR person is taught to recognize and change interfering thoughts and feelings. May be included in late stages of comprehensive treatment as child matures enough to develop impulse control and awareness of behaviors.		Self-Management Training Cognitive Behavior Intervention

Adapted from:

1. Wong, C., Odom, S. L., Hume, K. A., Cox, C. W., Fettig, A., Kurcharczyk, S., et al. (2015). Evidence-based practices for children, youth, and young adults with autism spectrum disorder: A comprehensive review. *Journal of Autism and Developmental Disorders*. Advance online publication
2. National Autism Center (2015). Findings and conclusions: National standards project, phase 2. Randolph, MA
3. California Association for Behavior Analysis (2011) Guidelines for Applied Behavior Analysis (ABA) Services: Recommendations for Best Practices for Regional Centers.