

Summit Health Services Parent Guidebook



Contents

Welcome to Summit Health Services!	3
What is ABA Therapy?	3
ABA PROGRAMS	3
ABA TEAMS	3
WHAT IS THE ROLE OF A BCBA?	4
WHAT IS THE ROLE OF A BCaBA/QASP-S?	4
WHAT IS THE ROLE OF THE THERAPIST?	4
IMPLEMENTING ABA AND PARENT ROLE	4

What is Autism Spectrum Disorder?	5
Important ABA Terms	5
FBA intake and Re-authorizations	6
Intake/Initial FBA (Functional Behavior Assessment)	6
Re-authorizations	6
Expectations Within the Home	8
The “Honeymoon Stage” and Extinction	9
What can Parents do <i>Outside</i> of Sessions?	10
Developmental Milestones	12
Parent Resources	13
Southern California:	13
Northern California:.....	13
Fort Hood:.....	13
Alexandria, VA	14
Huntsville, AL.....	14
Important Contacts	15
Office:.....	15
Scheduling:	15
Parent Liaison:.....	15
TRICARE Autism Care Demonstration Customer Service Line and ECHO:	15
Data Sheets	16

Welcome to Summit Health Services!

Thank you for choosing Summit Health Services as your child’s ABA provider! You will soon work with a group of professionals whose passion is to deliver the highest quality of services to your child and family. At Summit, we focus on the importance of family involvement to drive treatment and to ensure that a collaborative effort fuels progress! All staff are trained in Autism Spectrum Disorders (ASD) and the science of applied behavior analysis and receive ongoing supervision and support.

What is ABA Therapy?

Applied Behavioral Analysis (ABA) focuses on principles that affect behaviors with changes to the environment. The objective is to increase behaviors that are beneficial and to decrease behaviors that impact learning or are harmful to the individual

ABA PROGRAMS

ABA therapy uses evidence-based practices and research combined with comprehensive assessments of your child to develop individualized behavior programs. Specific goals are developed based on the needs of your child to work on a variety of needs as: social skills, communication, academics, behavior, toileting, eating, and other behavioral needs.

ABA TEAMS

With ABA, your family inherits a team of trained professionals to assist your child and your family individual goals. Your team will consist of a BCBA, a BCaBA/QASP-S and a behavior therapist. In addition to those team members, another integral part of your child's team is YOU! Family will also be an essential part of your child's team and will be

important to the success of your child's goals. All team members work together with the family to ensure that your child is always getting the most out of our services.

WHAT IS THE ROLE OF A BCBA?

Board Certified Behavior Analysts are experts in the field of Behavior Analysis and have been exclusively trained in creating, implementing, evaluating, and supervising a variety of ABA programs and interventions, and specialize in behavior management and developing behavior analytic interventions.

WHAT IS THE ROLE OF A BCaBA/QASP-S?

Behavior analysts can conduct behavior assessments, analyze data, train others, write and revise behavior-treatment plans, and oversee those treatment plans. Assistant behavior analysts work under the supervision of a BCBA and usually have more of a supportive role gathering data, maintaining records, etc.

WHAT IS THE ROLE OF THE THERAPIST?

Behavior technicians are responsible for assisting behavior analysts to implement behavior reduction and skill acquisition treatment plans. The therapist will assist patients with day-to-day activities, monitor his or her behavior record, and collect data on patient progress and communicate with clients.

IMPLEMENTING ABA AND PARENT ROLE

ABA therapy is delivered 1:1 with one child and one therapist. Parents are welcomed to participate in or observe sessions. Therapists (and you!) work on your child's individual goals during sessions. ABA therapy can be provided in a variety of settings such as your family room, playroom, backyard, on the carpet. Your BCBA will also be conducting weekly parent trainings with you. This weekly parent training is required for services, as it allows your BCBA to provide you with the training and tools to ensure program success outside of sessions.

What is Autism Spectrum Disorder?

Autism spectrum disorder (ASD) is a developmental disability that can cause significant social, communication and behavioral challenges. There is often nothing about how people with ASD look that sets them apart from other people, but people with ASD may communicate, interact, behave, and learn in ways that are different from most other people. The learning, thinking, and problem-solving abilities of people with ASD can range from gifted to severely challenged. Some people with ASD need a lot of help in

their daily lives; others need less.

A diagnosis of ASD now includes several conditions that used to be diagnosed separately: autistic disorder, pervasive developmental disorder not otherwise specified (PDD-NOS), and Asperger syndrome. These conditions are now all called autism spectrum disorder, and they are divided up into three levels: Level 1 – requiring support, Level 2 – requiring substantial support, and Level 3 – requiring very substantial support. More information regarding the levels will be discussed further in a different section of this handbook. For more information on what each level looks like, please talk with your BCBA or review the levels here: <https://www.autismspeaks.org/autism-diagnosis/criteria-dsm-5>.

Important ABA Terms

Please see attached handout titled, “The Parents” which includes basic ABA terms and more information on parent involvement

FBA intake and Re-authorizations

Intake/Initial FBA (Functional Behavior Assessment)

Before services can officially begin there a few events that need to occur:

- a.) Parents will receive assessments from Summit to complete. These assessments require parents to evaluate their child’s current skills and behaviors. These assessments will typically be sent to a parent email. These assessments MUST be completed before the next steps can occur.

- b.) A BCBA will contact parents to set up an intake appointment. During this appointment, a BCBA will ask the parents important questions about a child’s typical behavior, skills, personality, allergies, schooling, schedule for sessions and more. The practitioner will spend some time interacting with the child as well. The BCBA may also

sit with parents to conduct some assessments that are needed for insurance acceptance.

c.) A report will be generated and sent to parents within about *one week* from the initial intake. This report will be signed by parents and sent to the insurance company. **It is imperative that all assessments and signatures are turned in to Summit to avoid any lapses or delays in services.**

d.) You will be contacted by Summit or the BCBA who conducted the intake to set up a first session.

Re-authorizations

Re-authorizations occur every **six months**. A re-authorization includes:

a.) Assessments to be completed by parents. These assessments will be sent to parents via their contact email. **Parents should complete these assessments within 30**

days to avoid a disruption in services. Some assessments will also be conducted with the case supervisor during a session to help alleviate the workload for parents. A case supervisor will check in with parents to provide support with this.

b.) The BCBA/case supervisor will generate a report based on the child's current progress. This report may be reviewed by the supervisor with parents.

c.) Parents will be sent the report by Summit. **Parents will sign the report within 24 hours and send it back to Summit to avoid disruption in services.** The report is sent to the insurance company for approval.

d.) Sessions will continue during this time and parents will be informed when the re authorization is approved by the BCBA/supervisor.

Please reach out to the contact BCBA with any questions regarding these processes!

BCBA: [Click or tap here to enter text.](#)

Behavior Therapist: [Click or tap here to enter text.](#)

Expectations Within the Home

Offering services in the home is an important responsibility that Summit professionals take seriously. As such, parents may want to inform the supervisor and 1:1 therapist of any important notes or expectations regarding working in the home before treatment begins. That way, professionals entering the home can ensure that they are respecting the needs and wants of the family. Parents may contact the Parent Liaison to help facilitate these conversations as well.

During the FBA and after, parents and the supervisor will discuss the amount of support needed for the child. Hours range based on child needs and level of support. There are **three levels** of ASD recognized by the DSMV (Diagnostic and Statistical Manual, 5th edition). Corresponding ASD level and the support needed per level are listed below:

Levels of Autism	Recommended Treatment Hours per Week
Level 1 (Requiring support)	10-20
Level 2 (Requiring substantial support)	20-30
Level 3 (Requiring very substantial support)	30-40

Based on the level that is assigned to a child, ABA treatment hours may range from about 10 hours to close to 40. The hours the case supervisor assigns to a child are prescribed in the same way that a doctor prescribes medicine to his or her patients.

Maintaining the assigned hours is **essential** in ensuring treatment is effective. If there are ever any conflicts that arise regarding hours, parents should not hesitate to contact the case supervisor as soon as possible.

The “Honeymoon Stage” and Extinction

When sessions first begin, your child will likely show excitement and may not display some of the “target” behaviors you may have discussed during your intake. During the initial pairing process, therapists give little to no demands to your child. Therefore, these target behaviors will not likely be observed during the first several sessions. Once the therapist begins to implement programs and demands, parents may see a sudden spike in these target behaviors. This is completely normal and expected. Therapists and supervisors understand the process, known as extinction, and will ensure that parents are given resources and education surrounding this topic.

Extinction refers to a procedure used in ABA in which reinforcement that is provided for problem behavior (often unintentionally) is withdrawn in order to decrease or eliminate occurrences of these types of maladaptive (or target) behaviors. Behaviors that were once reinforced are no longer reinforced. For example, Little Johnny typically cries when he wants candy. When he cries, Little Johnny is given access to candy. As a result, Little Johnny will continue to cry when he wants candy. During extinction, the candy (reinforcement) is not provided when Johnny cries. This crying behavior is being put on “extinction.” In ABA, we work on replacing that crying behavior with functional communication, in this case. The crying behavior may be replaced with forms of functional communication (e.g., sign language, vocalizing, picture exchange). Because of this, you may see what’s called an “extinction burst.” Since the behavior has been reinforced in the past, crying may occur at an even more rapid or intense rate as the behavior is no longer earning reward. Once the reinforcement is removed for old behaviors and new behaviors are reinforced (functional communication), the child will begin to use these more appropriate behaviors. This may take some time, but Little Johnny will begin to exhibit these new, more appropriate behaviors which will be

reinforced in a variety of settings such as school, home, and community.

This is all completely normal and expected. You will work closely with your BCBA/QASP personnel to manage these behaviors and to work through these possibly intensified

sessions. It is imperative that these same behaviors be placed on extinction outside of session as well. If not, the extinction bursts observed during session will only intensify further and last much longer. In the end, your child will learn functional, appropriate behaviors which will gain him/her independence and reinforcement in many natural environments! Please do not hesitate to reach out to the BCBA and therapist with questions regarding this topic!

What can Parents do *Outside* of Sessions?

In order to ensure that the skills taught during sessions are maintained over time and across a variety of settings and individuals, planning for generalization of skills and behaviors is imperative. Parents may speak with their case supervisor more directly regarding opportunities to generalize skills outside of sessions, but here are some helpful tips.

-Generalizing Mands/Requests: During an ABA session, a therapist is likely targeting to increase functional communication. A main goal is for the therapist to increase requests made by the child to replace maladaptive behaviors. For example, a child goes to reach for juice that is out of reach. The therapist may model the phrase/word, "I want juice/juice." When the child echoes this response, the therapist provides the child with juice. To generalize and maintain this skill, parents can withhold a few desired items, model the correct vocalization or communication, and provide access to the item after the child communicates for the item. It is also important to introduce a variety of ways to respond (i.e., "I want/Can I have..."/ "I would like...") by providing various statement models.

-Generalizing Schedules/Timers: During an ABA session, a therapist is likely implementing a transitional prompt such as a timer and/or a visual schedule. Because individuals with ASD often struggle to transition, a timer or a verbal warning before a transition can be implemented throughout his or her day. For example, a parent may inform the child 10 minutes before leaving for the park, “10 more minutes and then we

are going to the park.” This may signal the client to start transitioning from what he or she is currently doing to prepare for the park. A parent may then provide a countdown - “You have 5 minutes until we leave for the park” and so on. It is also helpful to create a visual schedule where possible. This will alleviate some of the anxiety and stress a child may feel regarding what is coming next. Parents may post this schedule where the child can see it, in frequented locations in the house.

-Generalizing Visual Supports: Frequently throughout the session, a therapist will likely implement the use of visual supports. This may include a visual schedule, a First, Then board, a choice board, a token board and more. A parent may ask the case supervisor to create some of these for you to use outside of session. These visual supports aid in transitions, communicating choices, and anticipating what is to occur next. For example, a child is requesting to play with PlayDoh. A parent may provide the First, then board and inform the child, “First pick up your toys and Then you can have PlayDoh.” This presents the command in a simple, visually organized manner.

-Generalizing Token Board/Reward System: Token systems are frequently utilized in ABA sessions. A child is asked what he or she would like to earn and is informed that he or she will need to earn X amount of tokens to obtain that item or activity (i.e., 5 tokens = iPad). Parents may expand token boards to any behaviors or skills. For example, for a child who is having difficulty keeping up with chores, a parent may implement a daily sticker/token chart. If a child earns at all 7 tokens (one for each day in this case) by completing chores, he or she earns \$5. This visual support increases motivation and provides clear indication of progress towards a goal.

Developmental Milestones

Please feel free view your child's developmental milestones on the CDCs website:

<https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

Printed copies of the developmental milestone's checklists and information can also be requested from your BCBA.

Parent Resources

Southern California:

- [Autism Society \(San Diego\)](#) - Online site includes a list of support groups, community resources, awareness groups, camps and group events, and more information on Autism treatments and research.

Contact information:

Address: 4699 Murphy Canyon Rd, San Diego, CA 92123

Phone: 858-715-0678 **Fax:** 858-333-8295

Email: info@autismsocietysandiego.org

Website: <https://www.autismsocietysandiego.org/>

Northern California:

- [Autism Assistance \(Monterey\)](#) - Online site includes resources for parents, information about autism, and application for financial assistance for services

Contact information:

Email: info@mpautism.org **Phone:** (831) 920-8781

Website: <http://mpautism.org/>

- Kyong Turner, LCSW, Exceptional Family Member Program Manager Director

Contact information:

Address: Army Community Service, 2218 Gigling Road, Bldg. 4620 Seaside, CA

Phone: 831-242-7960

Fort Hood:

- [Operation Autism \(Fort Hood\)](#) - Online site includes resource directory, federal/military links to help navigate the healthcare systems, and information regarding autism treatment and education

Contact Information:

Address: 2111 Wilson Boulevard, Suite 401, Arlington, VA 22201

Phone: 866-366-9710

Website: <https://operationautism.org/base-post/fort-hood/>

Alexandria, VA

- [Nova Education Resources \(Alexandria, VA\)](#) - Online site includes resources for autism support group, public schools resources, Medicaid waivers and resources per location

Contact information:

Available on website, owned by lawyer and special education advocate, Juliet Hiznay.

Website: <https://novaeducationresources.com/>

Huntsville, AL

- [Autism Society of Alabama \(Huntsville AL\)](#) - Online site includes information regarding advocacy, IEP resources, safety events, Alabama's yearly family Frog Family camp weekend, and more.

Contact information:

Address: P.O. Box 661304, Birmingham, AL 35266

Phone: 1-877- 4AUTISM **Email:** info@autism-alabama.org

Website: <https://www.autism-alabama.org/>

Norfolk, VA

- [Autism Society Tidewater Virginia](#) - Online site includes information on support, resources, events in the Tidewater area.

Contact information:

Address: 4605 Pembroke Lake Circle Unit 202, Virginia Beach VA 23455

Phone: 757-461-4474

Website: <https://www.tidewaterasa.org>

Important Contacts

Office:

Phone: 833-747-4222

Scheduling:

Email: scheduling@summithealthservices.org

Parent Liaison:

Email: Parentsupport@summithealthservices.org

TRICARE Autism Care Demonstration Customer Service Line and ECHO:

Tricare **West**:

Phone: 844-866-WEST (9378)

You will hit option 5

Open Monday – Friday (5am – 9pm PST)

ECHO (Extended Health Coverage Option):

West: 844-52-HELPU

Tricare **East**:

Phone: 800-444-5445

You will hit option 5

Open Monday – Friday (5am – 9pm PST)

ECHO (Extended Health Coverage Option):

East: 866-323-7155

Data Sheets

Feel free to print the Parent ABC Data Collection sheet for your own record keeping. If you do not have access to a printer let your BCBA know, and they will provide you with hard copies.

SUMMIT HEALTH SERVICES INC.

215 Franklin St., Suite 305, Monterey, CA 93940 | 813-777-6798 (PH) | 831-901-3774 (Fax)

EMAIL: summithealthservicesinc@gmail.com WEBSITE: <https://summithealthservices.org/>

ABC Data Collection Sheet (Parent)

Antecedent	Behavior	Consequence	
Time: Setting: People involved:	Duration: Frequency: Description:		
Description:			
Time: Setting: People involved:	Duration: Frequency: Description:		
Description:			
Time: Setting: People involved:	Duration: Frequency: Description:		
Description:			