

Languages: English-Spanish-Ukrainian-Russian

Age: 22 months – lifetime. Service: 20 hours/month (focus on Behavior Parent Training)

Sacramento, Yuba, Sutter, Colusa, Yolo, Placer*, El Dorado*, and anywhere in California via remote service delivery.

VENDOR: Applied Milestones

Adaptive Skills Training Professional & Specialist (service code 605)

Service Description Formerly known as Adaptive Skills Trainer (AST).

AST services enhance an individual's existing skills.

They also may **remedy** an individual's skill deficits in communication, social function, or other related skill areas, including, but not limited to, **the following categories AST 605:**

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|---|--|
| (a) safety skills; | (b) skills needed to access the community; |
| (c) hygiene and dressing skills; | (d) skills needed to access technology; |
| (e) skills needed to buy and prepare food; | (f) competency training; |
| (g) housekeeping skills; | (h) toileting skills; |
| (i) feeding skills (including addressing picky eating, food refusal, and sensory-based issues with food); | |
| (j) staff and personnel training; | (k) communication; |
| (l) challenging behavior; | (m) sleep and sleep hygiene; |
| (n) choice making; | |

(o) specialty counseling: **Comprehensive Training: Skills and Behavior Parent Training** is included in all Applied Milestones' AST programs and tailored to each consumer in the program.

• **Adaptive Skills Training Professional (Subcode 10M)** designs and implements adaptive skills training plans and provides supervision to Adaptive Skills Training Specialists. AST 10M must have a master's degree in: *education, psychology, counseling, nursing, social work, applied behavior analysis, behavioral medicine, speech and language, rehabilitation, marriage and family therapy, or a comparable degree in a human services field*; and *at least one year of experience in the design and implementation of adaptive skills training plans*.

• **Adaptive Skills Training Specialist (Subcode 10B)** designs and implements adaptive skills training plans under the supervision of an Adaptive Skills Training Professional. AST 10B must have a bachelor's degree in: *education, psychology, counseling, nursing, social work, applied behavior analysis, behavioral medicine, speech and language, rehabilitation, marriage and family therapy, or a comparable degree in a human services field*; and *at least one year of experience supporting individuals with intellectual and/or developmental disabilities*. Also: should have experience in the area for which adaptive skills training is to be provided.

- **Consumer:**
 - When a consumer with **intellectual disability, autism spectrum disorder (ASD), and other developmental conditions** needs help to **acquire or improve Adaptive Skills and/or Decrease Maladaptive Communication so they can participate more independently in community activities typical for same-age peers**.
 - Consumer does **not** have **medical limitations** which would prevent one from learning and using the targeted adaptive skills.
 - Consumer **shows the potential to learn and use meaningfully increased skills** which are targeted for this training.
 - The skills are those which are to **lead to increased independence in community settings**; and there is opportunity to exercise those skills. **Parents are motivated to consider future inclusion or mainstreaming.**
 - **The value to the consumer of the increased Adaptive Skills must also be considered, along with an estimate of the efficiency of training—that is how well the consumer may be able to acquire the new skill (s). Thus, skills which may result in high value to the consumer and are very likely to be exercised frequently are of high priority for approval.** The training is expected to result in **significant improvement** in independence or reduced support needs.

Adaptive Skills Training Professionals & Specialists, Title 17 of the CCR section 54342(a)(3).

Reference: D-2024-Rate Reform-004 November 13, 2024

• **Billing code 605:** Provider will bill services hourly based on service delivered by either the Professional or Specialist
Ratio of employee to supported individuals: Professional (Subcodes: 10M= 1:1, 20M=1:2, 30M=1:3) or Specialist (Subcodes: 10B= 1:1, 20B= 1:2, 30B= 1:3)

Assessment : Vineland Adaptive Behavior Skills (VABS), FAST, FBA,

Parent Questionary on (a) through (o) categories of AST 605. The VABS consists of the following:

1. **Communication Domain: Receptive:** How the individual listens and pays attention and what he or she understands. **Expressive:** What the individual says, how he or she uses words and sentences to gather and provide information. **Written:** What the individual understands about how letters make words, and what he or she read and writes. AST Program Focus: communication competences related to age group.
2. **Daily Living Skills Domain (DLS): Personal:** How the individual eats, dresses, and practices personal hygiene. **Domestic:** What household tasks the individual performs. **Community:** How the individual uses time, money, the telephone, the computer, and job skills. AST Program Focus: DLS competences related to age group.
3. **Socialization Domain (focus: peer group, family, community): Interpersonal Relationships:** How the individual interacts with peer groups, family, with others in the community. **Play and Leisure Time:** How the individual plays and uses leisure time. **Coping skills:** How the individual demonstrates responsibility and sensitivity to others. AST Program Focus: socialization competences related to age group.
4. **Motor Skills Domain: Gross Motor:** How the individual uses arms and legs for movement and coordination. **Fine Motor:** How the individual uses hands and fingers to manipulate objects. Adaptive skills related to these domains are taught. AST Program Focus: motor competences related to age group.
5. **Maladaptive Behavior Domain (Optional):** A composite of Internalizing, Externalizing and other types of undesirable behavior that may interfere with the individual's adaptive functioning. AST Program Focus: adaptive behavior competences related to age group.

Applied Milestones' Adaptive Skills Training.

20 Part I • Introduction and Basic Concepts

Figure 1.2 Comparisons and relationships among the four domains of behavior analysis science and practice.

	Radical Behaviorism	Experimental Analysis of Behavior (EAB)	Applied Behavior Analysis (ABA)	Practice Guided by Behavior Analysis
Province	Theory and philosophy	Basic research	Applied research	Helping people behave more successfully
Primary activity	Conceptual and philosophical analysis	Design, conduct, interpret, and report basic experiments	Design, conduct, interpret, and report applied experiments	Design, implement, and evaluate behavior change programs
Primary goal and product	Theoretical account of all behavior consistent with existing data	Discover and clarify basic principles of behavior; functional relations between behavior and controlling variables	A technology for improving socially significant behavior; functional relations between socially significant behavior and controlling variables	Improvements in the lives of participants/clients as a result of changes in their behavior
Secondary goals	Identify areas in which empirical data are absent and/or conflict and suggest resolutions	Identify questions for EAB and/or ABA to investigate further; raise theoretical issues	Identify questions for EAB and/or ABA to investigate further; raise theoretical issues	Increased efficiency in achieving primary goal; may identify questions for ABA and EAB
Agreement with existing database	As much as possible, but theory must go beyond database by design	Complete—Although differences among data sets exist, EAB provides the basic research database	Complete—Although differences among data sets exist, ABA provides the applied research database	As much as possible, but practitioners must often deal with situations not covered by existing data
Testability	Partially—All behavior and variables of interest are not accessible (e.g., phylogenetic contingencies)	Mostly—Technical limitations preclude measurement and experimental manipulation of some variables	Mostly—Same limitations as EAB plus those posed by applied settings (e.g., ethical concerns, uncontrolled events)	Partially—All behavior and variables of interest are not accessible (e.g., a student's home life)
Scope	Most ← Wide scope because theory attempts to account for all behavior	As much scope as the EAB database enables	As much scope as the ABA database enables	Least Narrow scope because practitioner's primary focus is helping the specific situation
Precision	Least ← Minimal precision is possible because experimental data do not exist for all behavior encompassed by theory	As much precision as EAB's current technology for experimental control and the researcher's skills enable	As much precision as ABA's current technology for experimental control and the researcher's skills enable	Most Maximum precision is needed to change behavior most effectively in specific instance

*Translational behavior analysis bridges between EAB and ABA (see McIlvane, 2009).

Reference: "Applied Behavior Analysis" by John O. Cooper, Timothy E. Heron, and William L. Heward (2019), 3rd Edition (a comprehensive textbook that provides an in-depth discussion of behavior analysis domains like Theoretical, Experimental, ABA, and Practice Guided by Behavior Analysis, page 20.

Questions: Please contact us: info@AppliedMilestones.com / 888-97-888-37.