

Revised Titration and Discharge Plan (Copy and Paste Goals)

Titration Criteria		
Fading Criteria	Weekly Direct Hours	Weekly BCBA Hours
<p>THIS IS A SAMPLE - PLEASE CUSTOMIZE</p> <ul style="list-style-type: none"> ● CLIENT will have an overall score of xx on the VB-MAPP Milestones assessment. (increase from baseline) ● CLIENT demonstrates a composite score of no more than X on the VB-MAPP Barriers Assessment and scores no more than 2 on any given barrier. (decrease from baseline) ● CLIENT will score at least a 2 out of 5 on the Generalization component of the VB-MAPP Transition Assessment (increase from baseline) ● CLIENT will spontaneously and independently request access, attention, and escape on 80% of opportunities for 2 consecutive weeks. ● CLIENT must not engage in any severe interfering behaviors including aggression, SIB, or tantrums for at least 3 months ● CLIENT will score at least a 4 out of 5 on the Classroom Routines and Group Skills item on the VB-MAPP Transition Assessment ● CLIENT will score at least a 3 on the Social Skills and Social Play item on the VB-MAPP Transition Assessment 	<p>40 1:1 (97153) Hours</p> <p>0 Group (97154) Hours</p>	<p>6 BCBA (97155) Hours</p> <p>.5 Family Guidance (97156) Hours</p>
	<p>35 1:1 (97153) Hours</p> <p>5 Group (97154) Hours</p>	<p>6 BCBA (97155) Hours</p> <p>.5 Family Guidance (97156) Hours</p>
	<p>30 1:1 (97153) Hours</p> <p>5 Group (97154) Hours</p>	<p>5 BCBA (97155) Hours</p> <p>.5 Family Guidance</p>



		(97156) Hours
	25 1:1 (97153) Hours 5 Group (97154) Hours	4 BCBA (97155) Hours 1 Family Guidance (97156) Hour
	20 1:1 (97153) Hours 5 Group (97154) Hours	4 BCBA (97155) Hours 2 Family Guidance (97156) Hours

“The client will be discharged when core adaptive goals have been mastered, generalized across at least two environments, maintained over three consecutive probes, and caregiver is able to implement at least 80% of strategies independently.”

Discharge Criteria Options - Copy and Paste These into Treatment Plan				
Domain	Discharge Goal	Baseline	Current	Plan
Behavior Reduction	CLIENT will maintain low rates of interfering behavior following the presentation of aversive antecedents (e.g., denied access, corrective feedback, modification in routines) by engaging in less than X incidents across (PERIOD OF TIME) .	CLIENT engaged in X incidents in interfering behaviors in (PERIOD OF TIME) .	At the most recent assessment, CLIENT engaged in X incidents of interfering behaviors in the most recent (PERIOD OF TIME) .	Implement BSP as written. If progress is not shown within (PERIOD OF TIME) of implementation at most, the treatment team will modify treatment as evidenced by a phase change or event line on the graph and modification of the training.
Skill Acquisition	CLIENT will meet 90% of their treatment plan goals	CLIENT was evaluated on DATE for ABA services and	CLIENT has attended ABA services for X	CLIENT's treatment team will continue to provide them

	for X consecutive authorizations.	their baseline behaviors are reported in the treatment plan.	<p>authorizations.</p> <p>Authorization 1: Met X% of their goals</p> <p>Authorization 2: Met X% of their goals</p> <p>Authorization 3: Met X% of their goals</p>	with skills assessments to determine what skills will be most critical for them to meet throughout services. Rate of skill acquisition alone should not determine readiness.
	CLIENT will follow group instructions within 10 seconds without interfering behaviors and no more than 1 reminder within a 30 minute observation of a group activity.			
	CLIENT will independently engage with a peer in a preferred activity in the absence of interfering behavior by making one initiation and one response to the peer on 2 observations in the transition environment.			
	CLIENT will independently communicate their basic wants and needs in a novel			

	<p>setting by gaining the attention of an adult, manding for a need, and waiting for the delivery of the item/activity on 2 observations in the transition environment.</p>			
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Additional Discharge and Titration Planning Options:

SAMPLE #1:

Titration Criteria:

CLIENT’s Essential Speech and ABA Therapy treatment team will work to ensure that skills mastered are functional for CLIENT. Skills initially mastered will immediately be targeted during Natural Environment Teaching opportunities with peers as well as less familiar instructors in order to assist in the transition and generalization process. Services will transition from a more structured/intensive treatment approach (i.e. discrete trial teaching) to a less intensive approach (i.e. NET or PRT). The transition of services across environments and instructional techniques will prepare and support CLIENT in the natural transition in to elementary and secondary education environments.

Reference table provided below for time-based criteria requirements for CLIENT’s titration of direct service ABA hours.

CLIENT Criteria for Gradual Transition to Outside Services			
Step	Hours/Week ABA	Hours/Week School	Criteria to move to next step
1	40	0	<ul style="list-style-type: none"> ● CLIENT will have an overall score of xx on the VB-MAPP Milestones assessment. ● CLIENT will spontaneously and independently request access, attention, and escape on 80% of opportunities for 2 consecutive weeks. ● CLIENT demonstrates a composite score of no more than c on the VB-MAPP Barriers Assessment and scores no more than 2 on any given barrier. ● CLIENT must not engage in any severe problem behaviors including aggression, SIB, or tantrums for at least 3 months ● CLIENT will score at least a 2 out of 5 on the Generalization component of the VB-MAPP Transition Assessment ● CLIENT will score at least a 4 out of 5 on the Classroom Routines and Group Skills item on the VB-MAPP Transition Assessment

			<ul style="list-style-type: none"> CLIENT will score at least a 3 on the Social Skills and Social Play item on the VB-MAPP Transition Assessment
2	32	8	<ul style="list-style-type: none"> CLIENT will have an overall score of 70 on the VB-MAPP Milestones assessment. CLIENT demonstrates a composite score of no more than 35 on the VB-MAPP Barriers Assessment and scores no more than 2 on any given barrier. CLIENT will score at least a 3 out of 5 on the Generalization component of the VB-MAPP Transition Assessment CLIENT will score at least a 5 out of 5 on the Classroom Routines and Group Skills component of the VB-MAPP Transition Assessment CLIENT will score at least a 4 on the Social Skills and Social Play component of the VB-MAPP Transition Assessment
3	28	12	<ul style="list-style-type: none"> CLIENT will have an overall score of 60 on the VB-MAPP Milestones assessment. CLIENT demonstrates a composite score of no more than 30 on the VB-MAPP Barriers Assessment and scores no more than 2 on any given barrier. CLIENT will score at least a 4 out of 5 on the Generalization component of the VB-MAPP Transition Assessment CLIENT will score at least a 5 out of 5 on the Social Skills and Social Play component of the VB-MAPP Transition Assessment
4	20	20	<ul style="list-style-type: none"> Further titration of hours will be assessed once the transition criteria above are met.



Discharge Criteria

When CLIENT demonstrates sufficiently reduced targeted challenging behaviors, acquires the goals targeted herein, no other appropriate goals are identified, and is able to generalize and maintain skills in a variety of settings and across people and time, discharge will be discussed.

Individualized Discharge Criteria

In order for CLIENT to be considered for discharge from Essential Speech and ABA Therapy, CLIENT's current skills, acquisition, maintenance, generalization of new skills, and reduction of maladaptive behavior will be evaluated. CLIENT's discharge from treatment will likely be able to occur when HIS/HER deficits in social interaction, communication, and restricted, repetitive behaviors have been remediated and maladaptive behaviors have been reduced to socially adaptive levels. Specific criteria are as follows:

Maladaptive behavior reduction:

- CLIENT will maintain low rates of interfering behavior following the presentation of aversive antecedents (e.g., denied access, corrective feedback, modification in routines) across six consecutive weeks.

Social Communication and Social Interaction:

- CLIENT will independently engage in functional and age-appropriate social interactions (e.g., cooperative activities, conversations) with peers at an age-appropriate level across six consecutive months.

Restrictive and Repetitive Behaviors:

- CLIENT will spontaneously engage in appropriate replacement behaviors (e.g., coping skills, functional communication) to tolerate aversive stimuli (e.g., denied access, termination, tasks, modifications in routines, aversive stimuli) based on the context across 100% of opportunities for five consecutive weeks.

Additionally, CLIENT's scores on the Vineland and SRS-2 will be utilized to outline quantifiable changes that would result in discharge.

- Score within the Moderately High (Domain and ABC Standard Scores 115 to 129 and Subdomain scores between 18 and 20) or High range (Domain and ABC Standard Scores 130-140 and Subdomain scores between 21 and 24) which would indicate that HE/SHE is performing at a level that is similar to HIS/HER same age peer, per the Vineland Adaptive Behavioral Scale Third Edition.

Once CLIENT's clinically recommended hours have titrated 75% from the original clinically recommended hours of direct services per week, AND an emergency return plan is created



contingent upon maladaptive behavior re-emerging following termination of services, CLIENT's treatment team will recommend a discharge from services.

*CLIENT's discharge criteria and titration of hours will be updated and modified as progress and barriers are observed throughout authorization periods.

Family Guidance Discharge Criteria

CLIENT's parents or caregivers will independently identify the function of familiar and novel maladaptive behavior, identify an appropriate replacement behavior, and create and implement antecedent and consequence strategies across two different settings and topographies.

CLIENT's parents or caregivers will independently identify age-appropriate social and communication skills that CLIENT is not independently engaging in and establish appropriate teaching, maintenance and acquisition strategies across multiple settings.

SAMPLE #2:

Titration Criteria

Fading criteria:	Direct Hours Reduced to per criteria:	BCBA Hours:
CLIENT maintains low rates of maladaptive behavior, engages in functional and age-appropriate social interactions, and engages in appropriate replacement behavior for 3 months	35 hours	6 hours (weekly)
CLIENT maintains low rates of maladaptive behavior, engages in functional and age-appropriate social interactions, and engages in appropriate replacement behavior for 6 months	25 hours (weekly)	5 hours (weekly)
CLIENT maintains low rates of maladaptive behavior, engages in functional and age-appropriate social interactions, and engages in appropriate replacement behavior for 9 months	20 hours (weekly)	4 hours (weekly)
CLIENT maintains low rates of maladaptive behavior, engages in functional and age-appropriate social interactions, and engages in appropriate replacement behavior for 12 months	15 hours (weekly)	3 hours (weekly)
CLIENT maintains low rates of maladaptive behavior, engages in functional and age-appropriate social interactions, and engages in appropriate replacement behavior for 24 months	5 hours (weekly)	1 hour (weekly)

Discharge Criteria

Below are sample discharge and titration criteria. Please only select criteria that are relevant for your client. If you come up with a novel criterion while individualizing this information for your client, please add a comment, and if approved, it will be added to the goal bank. All criteria should be individualized for your clients.

Discharge Goals	
Maladaptive Behavior Reduction Goal:	Rate/Duration Reduction (Could be adapted to magnitude if needed)
	<ul style="list-style-type: none"> CLIENT will reduce HIS/HER rate/duration of all maladaptive behaviors by 80% in the presence of a formal Behavior Support Plan monthly for two consecutive months.

	<ul style="list-style-type: none"> ● CLIENT will reduce HIS/HER rate/duration of all maladaptive behaviors by 80% in the absence of a formal Behavior Support Plan monthly for two consecutive months. ● CLIENT will maintain less than X rate/duration of all maladaptive behaviors per month for six consecutive months. ● CLIENT will maintain less than X instances of maladaptive behavior per month for six consecutive months across the home, community, school, and therapy settings. ● CLIENT will maintain X instances of maladaptive behavior per month for six consecutive months while in the presence of others.
	<p>Replacement Skills</p>
<p>Skill Acquisition Goal:</p>	<ul style="list-style-type: none"> ● CLIENT will spontaneously and independently request access to attention, escape, and/or tangibles instead of engaging in maladaptive behaviors following the presentation of antecedents which typically precede maladaptive behaviors for 80% of opportunity <p>Percent Mastery</p> <ul style="list-style-type: none"> ● CLIENT will master 100% of the goals proposed from the first authorization ● CLIENT will master 100% of the goals proposed from the second authorization ● CLIENT will master 100% of the goals proposed from the third authorization ● CLIENT will master 100% of the goals proposed from the fourth authorization ● CLIENT will master 100% of the goals proposed from the fifth authorization ● CLIENT will master 100% of the goals proposed from the sixth authorization <p>Task/Domain Specific</p> <ul style="list-style-type: none"> ● CLIENT will respond correctly to 90% of tasks presented in a 1:1 setting for two consecutive months. ● CLIENT will respond correctly to 90% of tasks presented in a group setting for two consecutive months. ● CLIENT will demonstrate skills acquired in less-restrictive setting so that additional support is no longer needed or so that support strategies have been transferred to other stakeholders (e.g., parents, school staff). ● CLIENT will demonstrate skills previously targeted in a contrived setting in a naturalistic setting ● Contrived and natural ● Schedules of reinforcement ● Direct vs indirect SD ● antecedent strategies/visuals

	<ul style="list-style-type: none"> ● CLIENT will independently engage in functional and age-appropriate social interactions (e.g., cooperative activities, conversation) with peers at an age-appropriate level across X months. ● naturally acquiring skills (skills acquired without formal interventions/observational learning/percentage of reduction of learning trials required) ● CLIENT will demonstrate 100% of the skills targeted for social communication and social interaction to the program specific mastery criteria without engagement in maladaptive behaviors across multiple individuals and consecutive sessions. CLIENT will be able to demonstrate age-appropriate behaviors for social communication and social interaction resulting in the ability to create and maintain meaningful relationships. ● CLIENT will demonstrate 100% of the skills targeted for restricted and repetitive behaviors to the program specific mastery criteria without engagement in maladaptive behaviors across multiple individuals and consecutive sessions. CLIENT will be able to demonstrate age-appropriate behaviors for flexibility in schedules to assist with changes in her environment and leisure skills to increase her ability to create and maintain meaningful relationships.
Maintenance and Generalization:	<ul style="list-style-type: none"> ● CLIENT has independently generalized and maintained 80% of their acquired skills from the first authorization per the criteria described above.
Assessment:	VB-MAPP
	<ul style="list-style-type: none"> ● CLIENT will demonstrate 20% of the skills associated with the VB-MAPP assessment, a decrease in 20% of their barriers, and an increase in 20% of their transitions scores. ● CLIENT will demonstrate 40% of the skills associated with the VB-MAPP assessment, a decrease in 40% of their barriers, and an increase in 40% of their transitions scores. ● CLIENT will demonstrate 60% of the skills associated with the VB-MAPP assessment, a decrease in 60% of their barriers, and an increase in 60% of their transitions scores. ● CLIENT will demonstrate 80% of the skills associated with the VB-MAPP assessment, a decrease in 80% of their barriers, and an increase in 80% of their transitions scores
	ABLLS-R / AFLS
	<ul style="list-style-type: none"> ● CLIENT will demonstrate
	Vineland-3
Family Guidance:	Skill Acquisition

	<ul style="list-style-type: none"> ● CLIENT’s caregivers will provide reinforcement following requests from CLIENT with 75% accuracy during five caregiver support meetings. ● CLIENT’s caregivers will maintain reinforcement following requests and independently provide prompt fading following prompting a response for skill acquisition for 75% of opportunities across five caregiver support meetings. ● CLIENT’s caregivers will maintain reinforcement of mands and prompt fading procedures previously learned and independently document ABC data on their child’s maladaptive behaviors for 75% of opportunities across five caregiver support meetings. ● CLIENT’s caregivers will maintain reinforcement of mands, prompt fading procedures, and ABC data collection previously mastered and independently determine the function and treatment for a maladaptive behavior across 75% of opportunities across five caregiver support meetings.
	Generalization
	<ul style="list-style-type: none"> ● CLIENT’s caregivers will maintain mastered skills and facilitate generalization of 75% of the skills mastered in ABA that are not observed to directly generalize to the home environment.



SAMPLE #3

Transition plan and duration of ABA services

The THERAPY CENTER NAME clinical director will collaborate with NAME's parents, teachers, speech therapist, and occupational therapists on NAME's progress of the above goals and objectives. Consultation and observations will be scheduled to promote generalization across all environments. The THERAPY CENTER NAME clinical director will utilize clinical expertise and verified research of best practice standards to determine the length and duration of services based on NAME's ability to generalize skills to other environments and people, the rate at which NAME acquires new skills, his ability to retain skills taught, and the parents' ability to participate in and utilize the training given.

Based on this criteria, as well as attendance at the recommended number of weekly service hours and active and consistent participation from parents and caregivers, NAME is expected to make progress at levels sufficient to reduce the total number of recommended weekly service hours by ___% at the next assessment in six months.

In addition, as NAME continues to make progress at or above projected rates, it would be anticipated that once his hours are reduced by at least 75% of the initial recommendation of ___ hours per week to ___ hours per week, discontinuation of services may be recommended.

Discontinuation of services will be recommended if NAME is currently receiving adequate support in a public or private classroom setting commensurate of his current operant level, as well as a reduction of challenging behavior to levels manageable by typical support staff and parents. NAME's current skill set at the time of discontinuation should require minimal or no support in the areas of daily living skills, independent leisure skills, as well as communication and social skills.

In the event that NAME does not make sufficient progress based on any of the criteria described above, it is my clinical recommendation that she continue to receive the current recommended level of service and support.

Summary and recommendations

This report constitutes the results of NAME's assessment. It is my professional recommendation that NAME receive at least ___ hours per week of one-on-one behavioral services and ___ hours per week of BCBA services at THERAPY CENTER NAME to acquire the skills necessary to effectively communicate, socially interact and learn functional skills, as well as to reduce the frequency and magnitude of challenging behavior.

SAMPLE #4

Transition Plan

Indicate when and how you plan to reduce services (e.g., when the maladaptive behavior reduces, when the parent goals are met, moving services to the home, increase respite support...)

Examples of variables you may want to add to your transition plan:

A recommendation for reduced services will be considered when all or a specific combination of the following criteria is met:

- a) Maladaptive Behavior Reduction: When XX no longer emits severe and chronic maladaptive behavior, a reduction in services will be considered.
- b) Barriers Reduction: Transition from services will be considered when XX achieves a reduction in barriers to 10% with no more than a one barrier in each of the following areas: manding, social skills, listener, conditional discrimination, weak motivators, articulation, and hyperactive behavior.
- c) VB-MAPP Transitions: Transition from services will be considered when XX achieves an increase to 90%
- d) PDD-BI: Results from the PDD-BI reflect that there are XXX of the sub-cluster areas with T- scores outside the range of what most children with autism his age score. Transition from services will be considered when the scores within these three areas fall between the range of 40 and 60, and the other sub-cluster scores remain equal or are lower than their present level.
- e) ABLLS - R: Transition from services will be considered when CHILD has met all goals objectives within the developmental areas from the ABLLS-R that remediate symptom impairments associated with the diagnosis of autism and new objectives are no longer required. The Total Number of Objectives, results from objectives met in the most recent assessment, and Total Remaining Objectives are noted below.
- f) Caregiver Involvement: Caregiver involvement is vital to the successful transition of services. Transition of services will be considered when the parent/caregiver is able to implement the behavior plan independently and facilitate/maintain at least one child skill.
- g) Generalization: Once skills are demonstrated across environments and people, reduction of hours will be evaluated.
- h) Coordination of Care: All efforts will be made to coordinate the care of XX with outside providers before and during the transition process.

Discharge:

Best ethical practices indicate that services should be discontinued when some established criteria for discontinuation are attained and that these criteria should be discussed and agreed upon as early as is feasible in the therapeutic relationship. It is recommended that services be discontinued when XX:



- a) No longer needs the service as evidenced by XX's parents being able to manage behavior independently and XX's ability to demonstrate skills in a less restrictive environment;
- b) Is not benefiting from the service, as evidenced by XX showing steady states of responding despite multiple intervention phases changes for an average of 1 year of service;
- c) Is being harmed by continued service, such as the case being outside the scope of the clinical team and/or in need of a referral to another professional; d) When the family requests discontinuation; or
- e) The family and BlueSprig are not able to reconcile important issues in treatment planning and delivery.

Currently, it is recommended that XX be discharged due to...

OR

Currently, it is recommended that XX continue to receive services.

SAMPLE #5

Transition and Discharge Plan

The current goal for CLIENT’s treatment team is to prepare CLIENT to transition to the next less restrictive environment. Transitioning would require skill mastery of the above goals including maximized skill acquisition and behavior reduction and replacement. Every six months, CLIENT will be reassessed to determine HIS/HER clinical recommendation for treatment. Due to the complexities of CLIENT’s diagnosis and symptomology as well as the treatment of these symptoms, it is possible that new goals or objectives may be warranted throughout this period and require adjustments to their clinical recommendation.

Titration of hours will be dependent upon clinical recommendations at the following assessment as well as upon the evaluation of the following goals. Discharge from services will be dependent upon clinical recommendations throughout treatment as well as mastery of the following criteria across all three subsections:

Domains	Criteria to Titrate Hours	Criteria to Discharge from Services
<p>Skill Acquisition</p>	<p>Mastery:</p> <p>Example: CLIENT will independently mastery 100% of proposed skill acquisition goals throughout the current authorization period.</p> <p>Maintenance:</p> <p>Example: CLIENT will independently maintain all mastered goals proposed throughout this authorization when reinforcement is faded to a naturalistic schedule of reinforcement and in the absence of direct treatment for x months.</p> <p>Generalization:</p> <p>Example: CLIENT will generalize their learned responses to novel stimuli, novel SDs, novel individuals, and novel environments across 80% of mastered goals.</p> <p>Ability to Acquire New Skills:</p>	<p>Mastery:</p> <p>CLIENT will independently mastery all proposed goals for treatment within the allotted time frame for three consecutive authorizations.</p> <p>Maintenance:</p> <p>CLIENT will demonstrate continued maintenance of previously taught or assessed skills with minimal or no additional learning opportunities.</p> <p>Generalization:</p> <p>CLIENT will engage in generalized learning patterns by demonstrating novel responses to novel stimuli with minimal teaching opportunities across a variety of skills and domains.</p> <p>Ability to Acquire New Skills:</p>

	<p>Example: CLIENT will demonstrate three or more novel mands in the absence of direct teaching.</p>	<p>CLIENT will demonstrate fluency in a variety of skill acquisition methods, specifically through acquiring new skills without direct teaching via through observational learning.</p> <p>Comparison to Same-Aged Peers:</p> <p>CLIENT will score at a similar level with HIS/HER typically developing peers of comparable chronological age across a single assessment measure.</p>
<p>Behavior Reduction</p>	<p>Mastery:</p> <p>Example: CLIENT’s maladaptive behaviors will reduce by 100% reduction in the presence of a behavior reduction plan as evidenced by CLIENT tolerating antecedents which previously evoked maladaptive behavior for x consecutive sessions.</p> <p>Maintenance:</p> <p>Example: CLIENT will maintain 100% reduction of rates for two consecutive months.</p> <p>Generalization:</p> <p>Example: CLIENT will generalize reduction of maladaptive behaviors by maintaining 100% reduction of maladaptive behaviors in three settings (e.g., home, community, school).</p>	<p>Mastery:</p> <p>CLIENT’s maladaptive behaviors will reach 100% reduction when presented with antecedent settings which previously evoked maladaptive behaviors across settings (e.g., home, school, community) for X consecutive months.</p> <p>Maintenance:</p> <p>CLIENT will not engage in any novel topographies of maladaptive behavior within X months.</p> <p>Generalization:</p> <p>CLIENT will engage in functional replacement skills (e.g., functional communication, coping strategies) to access reinforcement previously attained via their maladaptive behavior.</p>
<p>Caregiver Support</p>	<p>Mastery:</p> <p>Example: CLIENT’s caregivers will effectively master new or initiated goals with minimal direct teaching.</p> <p>Maintenance:</p>	<p>Mastery:</p> <p>CLIENT’s caregivers will be observed to independently implement key ABA principles (e.g., differential reinforcement, prompting, prompt fading) across ___ observations.</p> <p>Maintenance:</p>

	<p>Example: CLIENT’s caregivers will implement previously taught strategies with minimal or no assistance.</p> <p>Generalization:</p> <p>Example: CLIENT’s caregivers will implement previously taught strategies in novel settings with novel stimuli and novel SDs.</p>	<p>CLIENT’s caregivers will be observed to effectively identify operant skill deficits when compared to neurotypically developing peers and facilitate strategies to remediate deficits independently across ____ observations.</p> <p>Generalization:</p> <p>CLIENT’s caregivers will be observed to manage maladaptive behaviors utilizing antecedent manipulations and consequent strategies that are aligned with behavior analytic concepts.</p>
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Criterion for Provider-Initiated Discharge: In addition to the previously defined discharge and titration criteria and outside of logistical possibility, the following may also warrant a discharge from ABA treatment services:

- o CLIENT is attending 50% or less of their clinical recommendations, resulting in regression or preventing optimal treatment gains
- o CLIENT has missed more than 20% of scheduled sessions within a month across multiple months of service
- o CLIENT’s caregivers are not consistently attending caregiver support meetings leading to added difficulties in HIS/HER generalization of skills into novel environments
- o CLIENT’s caregivers are not utilizing or following recommended treatment protocols
- o CLIENT needs support which is outside of the scope of practice or expertise of Empower’s treatment team
- o CLIENT is not making treatment gains as anticipated or regressing on HIS/HER current skillset as a result of additional barriers that require intervention outside of ABA therapeutic services
- o A deleterious effect has been observed in CLIENT’s progress for any reason which cannot be resolved with continued treatment as prescribed
- o CLIENT’s funding source limitations have prevented care for CLIENT, and alternative options are limited in a way which prevents coverage of ABA services



SAMPLE #6

Discharge Criteria:

CLIENT's discharge from treatment will ideally occur when his deficits in social interactions and his restricted, repetitive patterns of behavior have been remediated or when compensatory strategies have been successfully established. Specific criteria include the following:

- 1) CLIENT's physical aggression and tantrums occur 0 times in the presence of others across a 3 month time period.
 - a. CLIENT currently engages in an average of 16 tantrum behaviors a day.
 - b. CLIENT currently engages in an average of 24 instances of physical aggression day.
- 2) CLIENT's social communication and interactions are at 80-100% of the levels of his peers.
 - a. Currently, CLIENT demonstrates 15% of the VB-MAPP milestones related to social interactions. The remaining deficits in social communication and interaction will continue to be addressed in the upcoming authorization period. How do you make the goal tied to medical necessity not the VB-MAPP
- 3) CLIENT demonstrates acquired skills in less-restrictive settings (i.e. special education classroom) so that additional support is no longer needed or so that support strategies have been transferred to other personnel, such as parents or school staff.
 - a. CLIENT's current deficits in the areas of communication, social interactions, and maladaptive behavior do not make it possible for him to transition to a less restrictive setting.