



P.O. Box 25010
Little Rock, AR 72221

Caregiver Training

QUALITY CAREGIVER TRAINING SHOULD:

- Maximize outcomes for the member
- Improve the family's quality of life by assisting with mitigation of caregiver stressors
- Support generalization and maintenance of skills

QUALITY CAREGIVER TRAINING IS ACHIEVED WHEN PROVIDERS:

- Provide educational materials and tools that describe the basics of ABA and clearly outline principles being used to treat the member.
- Involve a systematic, individualized curriculum with goals tailored to the family.
- Develop parent goals that are SMART (specific, measurable, achievable, relevant, and timely).
 - In developing these goals, ask caregivers:
 - What would make your life with your child easier?
 - What skills would you like your child to develop?
 - What behaviors are most problematic for you and your child?
 - Are there activities you want to be able to do but can't because of these behaviors?
- Ensure caregiver training sessions occur at the clinically approved dosage.
 - If fulfillment is less than what is medically necessary, barriers that limit fulfillment should be documented and addressed.
- Include time dedicated for review of caregiver training goals from the approved treatment plan, as well as time to address current concerns from caregivers.
- Provide structured training with a qualified healthcare professional. Quality caregiver training is **not** accomplished simply by having the caregiver or guardian present during treatment.
- Document caregiver training sessions, including details around interventions used, caregiver participation, and progress toward caregiver goals.
- Document caregiver participation in the development of the treatment plan, and their understanding of the treatment plan (e.g., parent signature on treatment plan).

RECOMMENDED TOPICS FOR CAREGIVER TRAINING TREATMENT PLAN GOALS:

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| • Behavior management strategies | • Self-help and daily living skills development |
| • Identifying reinforcers | • Joint attention |
| • Antecedent strategies | • Task analysis |
| • Generalization of skills | • Identifying behavior functions |
| • Functional communication | |

COMMON BARRIERS TO UTILIZATION OF PARENT TRAINING CODES:

- Transportation
- Illnesses or disabilities of caregiver
- Scheduling

RESOURCES TO ADDRESS BARRIERS:

Case Management can assist with:

- Education on managing health conditions for the whole family
- Explaining covered benefits



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- Other family priorities
- Previous unsuccessful treatment
- Coordinating services
- Locating community resources and ancillary service providers

References; Albone-Bushnell, R. (2014). *A list of core skills and knowledge necessary for parents of children birth to five years old with autism, as prioritized by practitioners with a behavioral perspective* (Order No. 3689092). Available from Education Collection. (1678945631); Council of Autism Service Providers [CASP] (2024). *Applied behavior analysis practice guidelines for the treatment of autism spectrum disorder: Guidance for healthcare funders, regulatory bodies, service providers, and consumers* [Clinical practice guidelines]. <https://www.casproviders.org/asd-guidelines>