

# Caregiver Training

## QUALITY CAREGIVER TRAINING SHOULD:

- Maximize outcomes for the member
- Improve family quality of life by assistance 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 their loved one.
- Involve a systematic, individualized curriculum with goals tailored to family.
- Develop parent goals that are 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?,” and “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 approved treatment plan, as well as time to address current concerns from caregivers.
- Provide structured training with a qualified health care professional. Quality caregiver training is not accomplished by simply having the caregiver or guardian present during treatment.
- Document caregiver training sessions including details around interventions used, caregiver participation, and progress towards 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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| <ul style="list-style-type: none"> <li>• Behavior management strategies</li> <li>• Identifying reinforcers</li> <li>• Antecedent strategies</li> <li>• Generalization of skills</li> <li>• Functional communication</li> </ul> | <ul style="list-style-type: none"> <li>• Self-help and daily living skills development</li> <li>• Joint attention</li> <li>• Task analysis</li> <li>• Identifying behavior functions</li> </ul> |
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## COMMON BARRIERS TO UTILIZATION OF PARENT TRAINING CODES:

- Transportation
- Illnesses or disabilities of caregiver
- Scheduling
- Other family priorities
- Previous unsuccessful treatment

## RESOURCES TO ADDRESS BARRIERS:

Health plan Case Management can assist with:

- Education on managing health conditions - for the whole family
- Explaining covered benefits
- Coordinating services
- Locating community resources and ancillary service providers

References: Behavior Analyst Certification Board. (2014). Applied behavior analysis treatment of autism spectrum disorder: Practice guidelines for healthcare funders and managers (2nd ed.). Littleton, CO: Author. Retrieved from [https://www.bacb.com/wpcontent/uploads/2017/09/ABA\\_Guidelines\\_for\\_ASD.pdf](https://www.bacb.com/wpcontent/uploads/2017/09/ABA_Guidelines_for_ASD.pdf); 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); [The Council of Autism Service Providers \(CASP\) Applied Behavior Analysis Treatment of Autism Spectrum Disorder: Practice Guidelines for Healthcare Funders and Managers, Ver 2.0](#)