



# Intensive Behavioral Intervention

*A Parent Guide*

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IDAHO DEPARTMENT OF  
HEALTH & WELFARE



## **What is Intensive Behavioral Intervention (IBI)?**

Intensive Behavioral Intervention is a Medicaid- reimbursed service that is available to children and young adults with developmental disabilities who display challenging behaviors. IBI therapists work with children and their caregivers to develop positive behaviors and the skills they need to function in typical home and community environments. IBI is a one-to-one, time-limited service that is individualized for each child. IBI is not the name of a nationally recognized service or the name of any single approach.

## **Who qualifies for IBI services?**

Children must be found eligible before they begin to receive IBI services and will be evaluated at least annually for continuing eligibility. To be eligible for IBI, a child must:

- Be determined to have a developmental disability as defined in Idaho Code. Not all children who are eligible for special education will be eligible for IBI, and not all children with an autism spectrum disorder will be eligible for IBI.

- Have severe maladaptive behaviors as measured by the Scales of Independent Behavior-Revised (SIB-R) with a score of -22 or lower, and
- Have a severe limitation (perform at 50 percent or less of normal age level) in verbal and nonverbal communication OR social interaction OR leisure and play skills.

### **Who can provide IBI services to my child and where?**

IBI can be delivered by a school or a Developmental Disabilities Agency (DDA) or both. Not all schools or DDAs provide IBI. IBI staff must be certified by the Idaho Department of Health and Welfare after successfully completing a course in Intensive Behavioral Intervention. The course has been developed and is monitored by the Center on Disabilities and Human Development, Idaho Training Cooperative, through the University of Idaho.

IBI can be delivered by IBI Professionals or IBI Paraprofessionals. If an IBI Paraprofessional delivers IBI, the IBI Professional must closely supervise the IBI Paraprofessional and personally deliver at least 10 percent of the therapy. Only IBI Professionals may conduct assessments, develop individualized IBI Implementation Plans, and provide IBI Consultation.

### **What is IBI Consultation?**

IBI Consultation is provided by an IBI Professional to teach other people the consistent cues and individualized strategies that are helpful in improving the child's behavior. IBI Consultation should be provided to parents and other family members, daycare providers, teachers, and other people who spend time with the child. As IBI is a time-limited intervention program, it is important that caregivers are taught these intervention skills to maintain improved behavior.

People who receive IBI Consultation must be willing to follow an IBI Consultation Implementation Plan that has been developed by the IBI Professional and report back to the IBI Professional on the child's progress. It is important to remember that IBI Consultation hours don't take away from a child's IBI therapy time.



## **How do I decide which program would be best for my child?**

Although a variety of approaches are used and new information continues to be discovered, the following four instructional practices have been shown to be effective for children who have challenging behaviors. The following instructional practices include:

### **1. Developing functional communication skills in the child's natural environments.**

A child needs to express needs, wants, interests, and feelings.

Communication is the means for social interaction and sharing of intentions with others. They are the keystone for learning to express choices and building independence. Such skills may take many different forms, including verbalizations, signs, gestures and the uses of augmentative devices. It is critical that the meaning or function of the form is shared by children and their conversational partners. It is also critical that specific training promotes the use of new skills in everyday conversations with family and friends. Training may occur during activities such as snack time, playing a game, or looking at a book.

## **2. Embedding social instruction into activities.**

There are many strategies that adults can use to promote successful interactions between the children they are supporting and his or her peers. These include:

- a) Being alert to the times when children’s interactions naturally occur, for example, before an activity begins or during playtime, and encouraging their participation;
- b) Responding to a child’s vocalizations or other forms of communication in conversational ways and giving meaning to the attempt as well as encouraging interactions, for example, “Mary, Jesse wants to show you something.”;
- c) Understanding that other children need to know how a child communicates in order to interact with him or her; and
- d) Recognizing that a child’s mode of communication, for example, vocalizations, gestures, signs, and pictures, and vocabulary need to be suitable and supportive of social interactions in various environments.

## **3. Developing play skills with peers.**

Children learn through play.

Play provides opportunities for children to interact and connect with the world around them. These interactions are important for the learning and development of social and communication skills. They are also important as a way for a child to develop a sense of belonging in a larger social group. It is not possible to make children develop friendships and play with other children, but it is possible for adults to facilitate and foster relationships between children. They can provide opportunities like free-time activities that allow and encourage playful interactions. They can also model caring, respect, and interest toward each child.

## **4. Embedding cognitive skills into routines and activities.**

Consistent, predictable routines promote learning.

Routine activities are events that occur on a predictable or regular basis, such as meals, dressing, and toileting. Routine activities offer opportunities to incorporate intervention with skills that are immediately useful to a child. These activities can target skills in an environmental context where the skills are needed or appropriate. Incorporating routine activities into an intervention program ensures frequent and practical opportunities for skills to be developed. Other kinds of activities that are planned by an adult or child-initiated can also provide opportunities for children to develop and practice important skills, for example, following directions, problem-solving, and pretend play. The activity itself is not important; the opportunity to practice targeted skills is the critical feature.

### **How much IBI can my child receive?**

DDAs can deliver **up to 22 hours a week** of IBI, developmental therapy, and/or other DDA therapeutic services. Each child can receive no more than **36 months** of IBI from one or more DDAs. There is no limit to the duration of IBI services delivered by a school. Your child can receive IBI services from both a school and a DDA during the same time period.

**Collaboration between the school and DDA on therapeutic intervention is important.**

The child may be eligible for more than 22 hours a week of IBI in a DDA with prior approval from Medicaid.

### **How much control do I have over the treatment services my child will receive through IBI?**

As a parent, you are part of the team that develops your child's DDA and/or school plan. This plan may include other services like developmental therapy or

occupational therapy. For the IBI services delivered by a DDA, you'll be asked to sign the request for IBI prior authorization that the DDA sends to Health and Welfare. This document will acknowledge that you understand and approve the procedures that will be used with your child.

It will be your responsibility to review and approve the methods that the DDA will use with your child. You know your child best. Don't be afraid to ask questions or ask for modifications before you sign for IBI services if you don't understand or agree with them. Quality of services is crucial as IBI is a time-limited service.



### **How do I apply for IBI from a DDA?**

You can apply for DDA IBI services through Health and Welfare's regional Children's Developmental Services program. If you have already selected a DDA, you can apply through that DDA and the eligibility and application information will be sent to the regional Children's Developmental Services program.

### **Should I ask for references?**

Yes, you can ask a DDA or school to put you in touch with other parents whose children have used their IBI services and are willing to be contacted.

## Where can I get a list of IBI providers?

There are regional Health and Welfare IBI Coordinators in each part of the state who have information about DDAs that provide IBI. Regional maps and phone numbers are listed.

## Choosing an Agency

You will want to choose an agency that will provide quality services that benefit your child in a safe and healthy environment. The Department of Health and Welfare, Division of Medicaid, Licensing and Certification, publishes results of their quality assurance reviews of Developmental Disability Agencies. This information can be found at the following website: [healthandwelfare.idaho.gov/site/4325/default.aspx](http://healthandwelfare.idaho.gov/site/4325/default.aspx). You'll also want to consider how the agency will work with you and other people in your child's life, like teachers, child care staff and other family members. If possible, get permission to observe an IBI Professional or Paraprofessional delivering services to a child. Watch how the child is reinforced, if the child is given opportunities to interact with other children, and if the intervention is supported by the IBI provider.

As a parent, you have the right to conduct an interview and ask the staff about the way they deliver IBI services. You might want to ask them to describe a typical session and give you examples of their instructional strategies. Do they use a single approach or a variety of approaches?

On the following pages are some questions you might ask when you select an agency.

## IBI Services

- What kinds of treatment approaches do you think would help my child?
- Are there opportunities for interactions with typical children?
- In what settings could my child receive services?
- How will you collaborate with my child's school programs and other therapies?
- How does your agency decide what kinds of goals and objectives to develop?
- What techniques do you use to manage difficult behavior? Can you give me an example?
- Do you ever use aversive interventions or any physically intrusive procedures? If yes, under what circumstances would you use them?

**It will be your responsibility to review and approve the methods that the DDA will use with your child. You know your child best.**

- Do you provide transportation?
- How many hours per week will these services require?

### **Staff Qualifications**

- What training and experience do your IBI Professionals and IBI Paraprofessionals have in providing IBI services?
- Who will be working with my child, an IBI Professional or an IBI Paraprofessional? How much time will the professional spend with my child?
- If more than one person will work with my child, how will they work together?
- How will the IBI Paraprofessionals be monitored and supervised?
- How does your agency assure that my child will be safe while receiving IBI services?
- What kinds of ongoing training does your IBI staff receive?
- What is your IBI staff turnover rate?

### **Parent Involvement**

- How do you involve parents in their child's IBI program?
- How much and what kind of involvement is expected from parents and family members?
- Do you meet routinely with parents to discuss their children's progress or problem solve?
- Are parents welcome to participate in or observe therapy sessions?
- How will you evaluate my child's progress and how often?
- How will I receive information about my child's progress?
- How does your agency work with a service coordinator if my child has one?

## **IBI Consultation**

- Will you provide IBI Consultation to my family and other people who spend time with my child?
- How will IBI Consultation progress be evaluated?

## **Successful Outcomes**

- How successful has your program been for other children? Can you give me some examples?
- How many children have gone on to placements in general education and how have they performed?
- What strategies does your program use to maintain results beyond the 36 month period?
- Can you give me some names and phone numbers of parents whose children have received services from your agency?

Further information is available through the Idaho Training Cooperative (ITC) Center on Disabilities and Human Development, Idaho Training Cooperative through the University of Idaho.

### **Contact:**

CDHD, University of Idaho  
Boise Center 322 E. Front St. Suite 440D  
Boise, ID 83702  
Phone: (208) 364-9931  
Fax: (208) 364-4078  
ITC web site: <http://idahocdhd.org/dnn/itc/>

DDA IBI Coordinators are located in the Children’s Developmental Services programs in the regional Department of Health and Welfare offices. Regional IBI Coordinators determine eligibility and authorize IBI services that Developmental Disabilities Agencies provide.

Shown below is a map of the Department regions and phone numbers.

