



Patient Handbook 2021 Edition

Table of Contents

Welcome.....	3
North Dakota Autism Center, Inc, Mission Statement.....	3
Purpose.....	3
Scope.....	3
Service Philosophy.....	4
Values.....	5
Staff Information.....	6
Provider Role Description.....	7
Service Locations.....	9
Services Offered.....	9
Description of NDAC Services.....	11
Least Restrictive Treatment.....	12
Licensing and Accreditation.....	12
Service Delivery Model.....	13
Assessment and Treatment Team.....	13
Skill Acquisition Team.....	13
Caregiver Team.....	14
Caregiver Responsibility.....	14
Staffing.....	14
Training.....	14
For Questions About.....	16
Admission Criteria.....	16
Waiting List.....	17
Learner Profile and Setting Delivery.....	17
Intensity of Services.....	18
Transition and Discharge Criteria Planning.....	18
Communication Between Home and NDAC Staff.....	20
Curriculum.....	20
Photography/Videotaping.....	20
HIPAA Breach.....	21
Collaboration.....	21
Ongoing Services.....	21
Scheduling Information.....	22
Notice of Withdrawal.....	22
Holiday Closure.....	22
Policies and Procedures.....	23
Weather and Emergency Closures.....	23

Building Procedures.....	23
Building Safety.....	23
Parking.....	24
Smoke Free Policy.....	24
Transportation.....	24
Health and Illness Procedures.....	24
First Aid Procedures.....	26
Medications.....	26
Safety Care Disclaimer.....	26
Animals.....	26
Gift Giving.....	26
Lunch or Snack.....	26
Reinforcers/Personal Items.....	27
Diapering/Toileting Supplies.....	27
Absence and Tardy Procedures.....	27
On Time Arrival.....	28
Late Arrival.....	28
End of Session.....	29
Payment and Schedule of Fees.....	29

Welcome Parents:

We are excited to be working with you! Our Parent Handbook and Policy Manual provides you with information about our program and responsibilities, the team serving your child, and the responsibilities parents have as the primary team member for your child. We are committed to maximizing your child’s progress by applying evidence-based strategies rooted in the methods of Applied Behavior Analysis. It is important to the long-term success of your child’s enrollment that we understand each other’s expectations. Accordingly, this manual outlines the policies for parent-center interactions. If you have questions about any information provided in this manual or any other aspect of the service you receive, please do not hesitate to contact our team.

Our Mission:

To help people and families affected by autism spectrum disorders (ASD) or other developmental disabilities through excellence in care, therapy, advocacy, and support.

Purpose:

Our purpose is to meet the service need in our community for individuals or families looking for support with reaching goals ranging from skill development to challenging behavior. At the North Dakota Autism Center (NDAC) our purpose is to help individuals reach their goals by being part of their journey and advocating for their individuality. At the NDAC, we specialize in the evidence-based strategies derived from the field of Applied Behavior Analysis (ABA). Through knowledge, training, and person-centered care, our goal

is to work with individuals and families to develop individualized, trauma-informed treatment programs that are specific to the needs of each person. With our expertise in ABA, our emphasis on trauma-informed comprehensive treatment, and our passion to help others achieve their individual goals, we provide a program that promotes growth in your child's communication, social, and emotional skills to name a few.

Scope:

Our team of talented providers have experience working with individuals 18 months to adulthood. Our providers specialize in various evidence-based treatments to offer services across a variety of areas including:

- Social Skills (PEERS® certified)
- Emotion Regulation
- Verbal Behavior
- Independent living skills
- Functional life skills
- Safety skills
- Self-Injury
- Severe Problem Behavior
- Skill Development
- Play
- Toilet Training
- Functional Communication Training Alternative Communication (Picture Exchange System)
- School Collaboration

NDAC SERVICE PHILOSOPHY:

To provide the highest quality services in the area, we work hard to ensure that our program is:

- Evidence-based
- Comprehensive
- Trauma-Informed
- Collaborative
- Person-Centered
- Relationship-focused
- Empowering
- Supportive
- Safe
- Individualized
- Supervised and/or provided by licensed/certified personnel in respective field.

North Dakota Autism Center believes that:

- The best learning takes place when an individual is engaged, relaxed, and happy.

- All services should be provided through a trauma-informed lens.
- Collaborative and consistent care from an individual's treatment team/professional service providers supports greater progress.
- Active participation and insight from caregiver(s) in the treatment process results in greater progress.
- All services should be individualized and considerate to families' culture, values, beliefs, and education.

The field of Applied Behavior Analysis, like many other scientific fields, has evolved since its infancy. What sets the NDAC apart from other providers is its persistence to grow, develop, and be frontrunners in both the knowledge of the field and its application. It is the belief of the NDAC that ABA is a powerful field with the potential to both inflict harm and/or trauma on individuals or to help individuals grow and reach their goals. Through research, consulting, and listening to the feedback of others, the NDAC strives to be the company of choice for people who want to work together to set and reach goals. The NDAC approach is two-fold. First, practitioners strive to work alongside individuals as they set and reach goals. Practitioners and clients are partners, and the clients voice will be heard. The client will help to lead all treatment decisions and approaches. Second, practitioners evolve with the field and embrace the model of learning through creating joy. Practitioners work hard to create enriched environments and learning spaces to work alongside an individual and not above an individual. Practitioners practice self-awareness, transparency, accountability, and a commitment to protecting the rights and dignity of those we serve.

Secondly, At the North Dakota Autism Center, we believe that learning takes place when a learner is engaged, calm, and having fun. Our environments match this belief. Whether services take place in the home, clinic, community, or via telehealth, it is our goal to provide an enriching environment that is motivating and engaging. This begins with staff training and continues into the physical environment. We take great pride in the training provided to the individuals that work alongside your children. Through intensive initial/new hire trainings, continuing education, and focused supervision, we strive to give our staff the skills and mentality that are needed to create an interactive, engaging environment.

Lastly, a quality ABA program should be comprehensive in both content and environment. At the NDAC we make every effort to reach your children where they need it the most and ensure that goals are not being met in isolation. Our comprehensive treatment is individualized for your child, but can include focus on areas such as play, social, small, or large group instruction, life skills, emotion regulation, conversation, and much more. These goals are worked on in a variety of ways specific to your learner. This may include working on a goal while playing at the park, conversing with peers, getting ready for school, or in the presence of something non-preferred. Your child's day will be filled with a variety of teaching methods that are most appropriate and engaging for them.

CORE VALUES OF NORTH DAKOTA AUTISM CENTER:

Compassion: We demonstrate a sincere attitude of caring for our clients by responding to them in a compassionate and professional manner. Helping individuals reach their full potential is our passion, not our job.

Integrity: We promote integrity through honesty and candor in both conversation and conduct. We adhere to the highest ethical standards in our profession, which is reflected in our care and therapy. We consistently and openly communicate our expectations, respect for individuals, and fairness in our actions. This integrity is the foundation of who we are, and it permeates through all we do.

Teamwork: We work as a team on all levels by recognizing, appreciating, and building on one another's skills, passions, and creativity. As a team, we willingly make individual sacrifices for the common good, and we look for opportunities to find value in each other.

Excellence: We distinguish ourselves through superior care, therapy, and performance – and we consistently strive to meet and exceed the expectations of our clients, families, and the community. We continually improve by providing resources, training, and growth opportunities for the ASD community and our team members, while encouraging innovative thinking that promotes beneficial change.

STAFF INFORMATION:

Meet Our Providers

Chelsea Evenstad, M.S., BCBA, LBA

Program Director

Chelsea Evenstad earned her Master of Science in Applied Behavior Analysis and Autism from The Esteves School of Education at Sage. What drives Chelsea is her passion for bringing the highest quality, most researched, and up to date ABA services to the state of North Dakota. It is Chelsea's mission to be a leader and frontrunner as an ABA provider in North Dakota by ensuring both client and caregiver satisfaction and by always putting client's communication and goal setting first.

Bethany Johnson, M. ED, BCBA, LBA

Assistant Director

Bethany Johnson received her Masters of Education with an emphasis in Applied Behavior Analysis from the University of Cincinnati. Bethany is energized in knowing that she may have the chance and opportunity to help clients reach their communicative potential within the groups that matter the most to them, their friends and family. Her goal is to be a catalyst for change in the right direction, all while involving clients in the treatment planning process, and ensuring that empathy and experience come first, and the process comes second.

Erin Stephany, M.S., BCBA, LBA

Erin Stephany earned her Master of Science in Applied Behavior Analysis and Autism from The Esteves School of Education at Sage. Erin is passionate about building relationships with each family she has and sharing in the family's success along with them. Erin is driven to meet and exceed client goals. Watching clients reach their goals keeps Erin motivated to go above and beyond so each child and family can feel that success.

Emily Hanson, M.ED., BCBA, LBA

Emily Hanson earned her Master of Education with an emphasis in Applied Behavior Analysis from Arizona State University. Emily's goal is to meet each client's needs and teach at their pace of learning while working closely with parents and other family members to alleviate any stress or anxiety that occurs. Emily thrives on promoting a positive company culture and keeping the energy light and fun. She celebrates with her clients as they achieve their goals and shares in the joys and successes with family members.

Emily Anderson, M.S., BCBA, LBA

Emily Anderson received her Master of Science in Psychology with an emphasis in Applied Behavior Analysis from Capella University. Emily's passion stems from building meaningful relationships with families while helping them reach their full potential. She is driven by the research and progression of the field and is continuously seeking out opportunities to grow and develop her skill sets as a clinician and as a leader in the field.

Rachel Yarusso, M.S., BCBA, LBA

Rachel Yarusso received her Master of Science in Psychology with an emphasis in Applied Behavior Analysis from Capella University. Rachel's goal is to serve clients of all ability levels and promote independence. She strives to ensure all skills and tools taught are generalized into the most natural settings.

Provider Role Description:

Our team is comprised of North Dakota-licensed and Board-Certified Behavior Analysts (BCBA), Program Managers (PM), Assistant Program Managers (APM), and Registered Behavior Technicians (RBT).

The North Dakota Autism Center serves individuals from 18 months through adulthood. Staff have experience with a range of diagnoses.

Definitions:

- **Board-Certified Behavior Analyst (BCBA):** All our BCBA's are licensed in the state of North Dakota, have a master's degree in applied behavior analysis or a related field, have completed a practicum providing applied behavior analysis services, and have a national certificate through the Behavior Analysis Certification Board. BCBA's complete participant assessments, develop treatment plans, and provide ongoing supervision to Behavior Treatment Therapists and Behavior Technician staff.

BCBA Expectations and Responsibility

- Intake meeting: The BCBA will attend and lead the intake meeting to review and gather further information from the intake packet prior to the assessment.
 - Assessment: The BCBA will conduct the assessment discussed and agreed upon in the intake meeting, multiple assessments may need to be completed to gage an accurate representation of client skill levels
 - Create Treatment Plan: The BCBA will develop a treatment plan to meet clients' insurance company requirements and target goals identified in the assessment.
 - Data Collection and Oversight: The BCBA will create an efficient data collection system and provide supervision to ensure fidelity and guidance in the implementation of the plan.
 - Supervision: The BCBA will provide ongoing supervision of the delivery of services and the individuals that deliver services.
 - Review: The BCBA will review and analyze data with the treatment team and modify the plan as needed. The BCBA will also provide monthly progress reports and updates to the family; the BCBA will confer with parents regarding treatment concerns.
- **Program Managers (PMs)** have previous experience providing services as a registered behavior technician and provide direct treatment and ongoing supervision to registered behavior technicians. PMs assist BCBA's in updating treatment plans and progress updates. PMs conduct procedural integrity checks to ensure high treatment fidelity, and develop programming for treatment objectives under the supervision of a BCBA.

PM Technician Expectations and Responsibility

- Maintain Communication with Families: The Program Manager will update families of day-to-day progress.
 - Supervision and Training: The Program Manager will provide client specific training on program and plan implementation.
 - Assist the BCBA: The Program Manager assists the BCBA in analyzing the targets goals effectiveness and reports any updates needed to the implementation process.
 - Continued Education: The Program Manager attends a weekly training specific to their role. They also attend a weekly client specific training, and a weekly ABA skills training to maintain their well-rounded knowledge.
- **Assistant Program Managers (APMs)** have previous experience providing services as registered behavior technicians and provide direct treatment to clients as well as ongoing supervision to registered behavior technicians. APMs conduct procedural integrity checks to ensure high treatment fidelity and continue to develop and expand the RBTs skill set and treatment Implementation.

APM Technician Expectations and Responsibility

- **Staff training:** The Assistant Program Manager is responsible for staff implementation and training, with guidance from the BCBA. The APM focuses on the ABA strategies being used, and ensures the technician follows the appropriate steps in teaching each goal.
 - **Client Training:** The Assistant Program Manager also trains the staff in depth on each target goal, ensuring the goals are executed in the way the BCBA intended for optimal treatment progress.
 - **Continued Education:** The Assistant Program Manager attends a weekly training specific to their role. They also attend a weekly client specific training, and a weekly ABA skill specific training to maintain their well-rounded knowledge.
-
- **Behavior Technician (BT):** BTs provide direct treatment consisting of skill acquisition and behavior reduction programs under the supervision of a BCBA.

Behavior Technician Expectations and Responsibility

- The Behavior Technician works under the direct supervision of a Licensed Board-Certified Behavior Analyst (BCBA)
- Behavior Technicians are responsible for implementing behavioral intervention techniques to help reduce problematic behaviors and increase desirable replacement behaviors.
- Behavior Technicians utilize incidental and natural environment teaching, facilitate communication and generalization of the skills clients learn. Daily activities include helping clients with academic programs to target skills such as following directions, sorting, matching, gross and fine motor skills, language skills, and social skills programs such as taking turns and conversational skills between peers.

The BCBA's and behavior technicians follow a code of ethics, it is crucial that they follow and lead within these codes of ethics to maintain their credentials. The code of ethics can be found on the Behavior Analytic Certification Board website <https://www.bacb.com>

Service Locations:

The North Dakota Autism Center provides services in school, home, community, and clinic settings to help with acquiring and generalizing skills across all environments.

If services are provided within a home or community setting, parents or primary caregiver must be present for ABA session.

Office Location: 1405 Prairie Parkway West Fargo, ND 58078

Clinic Location: 1042 14th Ave E West Fargo, ND 58078

Financial and Billing Office: 647 13th Ave E West Fargo, ND 58078

SERVICES OFFERED:

Applied Behavior Analysis

All services offered are derived from the field of Applied Behavior Analysis (ABA). The field of Applied Behavior Analysis (ABA) is a scientific discipline that is based on over 50 years of evidence-based research that is devoted to producing meaningful change in human behavior. The many years of evidence-based research offered in the field of ABA has produced a “toolbox” of strategies that can be used to change socially significant behavior to a meaningful degree. Socially significant behaviors are behaviors that can improve the life experience of an individual. Examples of these include social skills, communication, daily living, self-care, leisure, vocation, and much more. The ultimate goal of a Behavior Analyst is to help individuals bring about meaningful change that is generalized into all facets of life and maintains over time. The field of ABA is predicated on 7 dimensions that help to explain what the field stands for and what drives a Behavior Analyst's goal to bring about meaningful change. The seven dimensions of behavior are the foundation to the field and include:

- *Effective:* goals or behavior targeted for change should be relevant to the individual and the culture of their community. In addition, the interventions being implemented must demonstrate socially significant change.
- *Technological:* behavior change procedures (interventions) should be written transparently using clear and concise language in such a way that anyone else could replicate it.
- *Applied:* behavior change is considered applied when it has improved the everyday life of a learner to a socially significant degree that maintains over time.
- *Conceptually Systematic:* strategies and interventions used must be based on the principles of applied behavior analysis, meaning they are evidence-based.
- *Analytic:* decisions must be data informed.
- *Behavioral:* behavior targeted for change must be observable and measurable.

At the North Dakota Autism Center, we believe that a quality ABA program should be comprehensive. To provide a comprehensive quality ABA program specific to the needs of each individual, the NDAC utilizes many “tools” from the evidenced-based ABA “toolbox.” Below are four foundational strategies that often comprise a comprehensive program at the NDAC:

- **Discrete Trial Training**
Discrete Trial Training includes breaking more complex skills into smaller more discrete steps and teaching each skill in a strategic manner. Discrete Trial Training is commonly assumed to be synonymous with ABA, this is a misconception. DTT is one tool in the ABA toolbox and should only be a small portion of a comprehensive

treatment package and only for individuals who would benefit from its methodology.

- **Natural Environment Teaching (NET)**

NET is a teaching strategy that focuses on teaching distinct types of verbal behavior (i.e., requests, labels, conversation skills, imitation, echoing, and following directions) within a natural context. During a NET session, practitioners follow the child's lead and utilize their motivation to target a skill. Compared to DTT, NET involves the child dictating what items are used and teaching trials are varied frequently based on the child's interest and motivation.

- **Incidental Teaching**

Incidental teaching is a strategy that focuses on increasing an individual's complexity of spoken language. During incidental teaching, a practitioner sets up a motivating environment and waits for the child to initiate or show motivation. Once the child initiates, the practitioner uses that initiation as an incident to teach more complex language (i.e., child reaches for milk when eating cereal and practitioner works on "pour milk"). Compared to DTT, incidental teaching is completed in the natural environment and is specific to a child's motivation and initiations.

- **Caregiver Behavior Skills Training**

Behavior Skills Training is a strategy used to help teach others specific skills or protocols. At the North Dakota Autism Center, Behavior Skills Training is an integral part of caregiver participation and is used to provide caregivers with continual updated knowledge in relation to the strategies being employed at the NDAC to help individuals reach their goals. Through Behavior Skills Training, training is provided on each goal by taking caregivers through 7 systematic steps:

1. Provide caregiver with rationale for the target strategy.
2. Vocally describe steps of the strategy
3. Provide caregiver with written summary of target steps.
4. Model the strategy for the caregiver.
5. Give caregiver opportunity to practice the skill.
6. Provide supportive and corrective feedback.
7. Repetition of steps 4, 5, and 6 until accuracy is achieved and caregiver reports confidence with strategy.

Description of NDAC Services:

Below are descriptions of some of the specific services offered at the North Dakota Autism Center that utilize the numerous strategies derived from the field of Applied Behavior Analysis:

Early Intervention

Early intervention is the perfect service for young children who are not meeting developmental milestones or are engaging in concerning behavior. It begins with a

comprehensive assessment completed by one of our BCBAs. This assessment is used to tailor an intervention package specific to your child's needs.

One-to-One Therapy

Focused one-to-one therapy is perfect for school-aged children to work on specific areas of intervention, such as social skills, emotion regulation, functional communication, and much more. It begins with a comprehensive assessment completed by one of our BCBAs. This assessment is used to tailor an intervention package specific to your child's needs.

Social Skills Therapy

Peers ® Social Skills Curriculum is one of the few evidenced-based social skill curriculums available. The NDAC Behavior Services Director and Assistant Director are the only two Adolescent Certified Treatment Group Providers in the state of North Dakota. The curriculum targets learning skills in areas such as using humor appropriately, handling disagreements, handling teasing and more.

Toilet Training

Toilet training your child might seem like a daunting task. There are many different evidence-based methods of toilet training that we can implement with your child. We will design a treatment plan and deliver services focused on increasing your child's independence in the bathroom.

Telehealth

NDAC is committed to providing exceptional, safe, and effective programming to the families we serve. Telehealth is an option for services when funding sources allow. Whether it is a health and safety concern or due to the location of your home, using a secure HIPAA-compliant video conferencing platform, our therapists can provide assessment, consultation, and treatment remotely from their location to your family's location.

Caregiver Training

Parent training is an integral part of our service model. We believe that caregivers' knowledge of skills and strategies to help their child reach goals is imperative. We offer parent training through different platforms to meet your needs.

School Support

NDAC has collaborated with the West Fargo and Fargo Public School Districts for over eight years and can provide a variety of supports.

LEAST RESTRICTIVE TREATMENT:

All services provided at the North Dakota Autism center are provided through a least restrictive treatment lens. It is North Dakota Autism Center's policy to exhaust all positive intervention strategies prior to consideration of an empirically validated correction strategy. This policy is upheld and monitored through an internal Behavior Intervention Committee. It is policy that all Board-Certified Behavior Analysts submit proposed Behavior Intervention Plans to the committee for approval prior to obtaining parental

consent. The Behavior Intervention Committee reviews the proposed Behavior Intervention Plan requiring it to pass a thorough set of criteria specific to each component of the plan. The criteria require the reactive section to be void of corrective strategies unless justification/evidence is provided for exhaustion of reinforcement/positive strategies and/or evidence can be provided for the ethical concerns of not using a corrective strategy. All Board-Certified Behavior Analysts must obtain consent from not only the Behavior Intervention Committee, but also a peer Board Certified Behavior Analyst. It is only after thorough inspection of the proposed behavior strategies have been completed is a behavior intervention presented to caregivers for consent.

LICENSING AND ACCREDITATION:

The North Autism Center follows North Dakota state licensing requirements and regulations. When it shall have been determined by the board that any applicant is at least eighteen years of age, has met the requirements outlined in chapter 112-04-01, and is an individual whose past conduct aligns with the code of ethics adopted by the board, there shall be issued to such applicant a license to practice behavior analysis. The licensee may use the designation licensed behavior analyst or licensed assistant behavior analyst. All practicing BCBA's or BCaBA's at the North Dakota Autism center are required to have an active North Dakota license, which must be renewed every two years. A current certificate issued by the board must always be displayed in each office location of the licensed behavior analyst or licensed assistant behavior analyst.

SERVICE DELIVERY MODEL:

The North Dakota Autism Center Behavior Support Department is operated by Shelby Schweigert and overseen by Chelsea Evenstad, M.S., BCBA, LBA and Bethany Johnson, M.ED, BCBA, LBA. Collectively, the Behavior Support Department is made up of multiple treatment teams dedicated to the highest quality service delivery.

Assessment and Treatment Team:

The Assessment and Treatment team is supervised by Bethany Johnson, M.ED., BCBA, LBA. The Assessment and Treatment team is comprised of a team of Registered Behavior Technicians (RBT) who specialize in the assessment of severe/challenging behavior and the delivery of skills-based treatment. The assessment and treatment team delivers services to all clients enrolled in the Behavior Support Department. Service delivery begins with an open-ended caregiver interview that allows the team to learn more about the child from the people who know him/her best. The interview process allows the team to identify any areas of concern as well as the child's interests and conditions in which they thrive. All this information is used to develop a specialized assessment specific to your child. Through the completion of an individualized assessment, the team of qualified professionals can develop an individualized skill-based treatment specific to the foundational skills of communication, toleration, relinquishing, and transitioning. The skill-based treatment will be strategically integrated into your child's delivery model based on the recommendations of the team. Caregiver training and generalization will be included in the skill-based treatment process and are significant to progression. Research shows that severe problem behavior is not inevitable for children with autism but there is a high probability of

problem behavior developing. Your child's journey at the North Dakota Autism Center will begin with focusing on these foundational skills within the Assessment and Treatment team will ensure that your child will have these skills to continue on with their treatment within the Behavior Support Department to reach socially meaningful outcomes, while maintaining the foundational skills of communication, toleration, relinquishment, and transitioning.

Skill Acquisition Team:

The skill acquisition teams are supervised by Chelsea Evenstad, M.S., BCBA, LBA. Each skill acquisition team is comprised of a supervising Board-Certified Behavior Analyst (BCBA), a Program Manager (PM), an Assistant Program Manager (APM), and a group of Registered Behavior Technicians (RBTs) dedicated to the service delivery of your child. The skill acquisition team delivers services to clients specific to their team. Service delivery begins with collaboration, and sometimes graduation, from the assessment and treatment team. Continued services include your child's team working together to conduct a skills-based assessment specific to the needs of your child. The results of the skills-based assessment are used to develop individualized services tailored to the goal areas of each child (i.e., social, emotional, communication, self-help, toleration, daily living skills, and more). The team of qualified professionals work closely alongside caregivers to deliver individualized services and track your child's progression towards goal mastery.

Caregiver Participation Team:

The caregiver participation team is supervised by Chelsea Evenstad, M.S., BCBA, LBA and a Parent and Family Specialist. The caregiver participation team is dedicated to the inclusion, participation, and resources/trainings of caregivers or any individuals that participate in the life of your child. The team works with families to set up weekly participation opportunities tailored to the specific needs of your family. Opportunities include direct participation, live or telehealth observation of service delivery, live or telehealth behavior skills training meetings, live or telehealth progress updates, and/or access to resources specific to your child's services (i.e., videos, step-by-step guides, and more). A caregiver communication platform is utilized to provide caregivers with direct messaging access to their treatment teams as well as an efficient way for the caregiver team to share videos or written updates of your child's progress. Caregiver participation is a critical part of the service delivery model; therefore, the caregiver team works with each family to tailor a participation schedule and options that are specific to your needs.

Caregiver Responsibility:

Active caregiver participation is required as part of enrollment into the Behavior Support ABA program. We believe that caregiver participation leads to better outcomes in relation to a child's skill acquisition, generalization, and maintenance. Therefore, caregiver participation is a necessary part of treatment.

Caregiver responsibilities/expectations include:

- Caregivers will attend and participate in regularly scheduled caregiver meetings.
- Caregivers will attend and participate in regularly scheduled service delivery times.
- Caregivers will attend and be an active participant in progress update meetings.

- Caregivers will attend and be an active participant in regularly scheduled treatment plan review meetings.
- Caregivers will communicate any concerns related to service delivery immediately to their assigned Board-Certified Behavior Analyst or Clinical Director
- Caregivers will provide a safe and appropriate environment for the assessment team and skill acquisition team to deliver services.
- Caregivers will provide all agreed-upon needed materials per the treatment plan recommendations (unless otherwise provided)
- Caregivers will complete all required documentation including assigned data collection specific to caregiver participation goals.
- Caregivers will be accessible and an active participant in communication efforts about all topics concerning their child's treatment.

STAFFING:

All members of the North Dakota Autism Center Behavior Support Department team have access to some or all of the patients' records. Team members include:

- Director of Clinical Service Delivery
- Director of Clinical Operations
- Board Certified Behavior Analysts
- Program Managers
- Assistant Program Managers
- Behavior Technicians
- Billing
- Administrative Assistant
- Operation Support Personnel

Training:

All service delivery team members are trained in techniques consistent with the field of Applied Behavior Analysis. All team members are required to complete a rigorous training program overseen by a Board-Certified Behavior Analyst. Behavior Technician training includes a structured classroom curriculum as well as direct hands-on training and coaching. All team members are required to pass a competence checklist that evaluates their skills across a variety of behavior analytic categories including professionalism, ethics, crisis response, policy and procedure, and more. In addition, the Behavior Support Department endorses continued education through regular training opportunities and continued competency checks. Each Behavior Technician is assigned to a BCBA and each BCBA abides by the Behavior Analyst Certification Board (BACB) expectations on continual Behavior Technician supervision. The team of NDAC BCBA's work together to provide vigorous supervision of Behavior Technicians to ensure continual professional and technical development as well as to promote the delivery of high standard treatment.

Our staff are required to become registered behavior technicians in the State of North Dakota within the first 90 days of employment.

Our staff are also trained in First Aid, CPR, and Safety Care within the first 90 days of employment.

Our staff are required to attend continued education trainings specific to their team weekly, and as a whole group quarterly.

On a weekly basis, the staff of NDAC meets to review and discuss client cases and train on any updates in the treatment model.

Our staff abide by RBT ethical codes, enforced by BCBA supervision. Please respect our Technicians privacy and ethics by not contacting them directly or outside of clinic hours. Our staff are not allowed to communicate outside of HIPAA compliant platforms (i.e., Facebook, text messages, private email, etc.).

Our staff are not allowed to engage in 3rd party employment arrangements, including babysitting, or respite.

Our staff are encouraged to direct caregivers to the appropriate party concerning, treatment, billing, scheduling, training, etc.

Our staff are certified mandated reporters and are trained to recognize and report signs of abuse, neglect, and exploitation. If abuse, neglect, or exploitation of clients or families is suspected, our staff will document and report these instances to the proper channels.

For Questions About:

WHAT	WHO
Questions about treatment goals specific to your child	Please contact your child’s BCBA via email or call the clinic 701-277-8844
Questions about your child’s schedule, cancelling sessions, adding hours, permanent schedule changes, etc.	Please contact schedulingABA@ndautismcenter.org <i>Or use the caregiver platform as directed by treatment team</i>
Questions about billing, patient responsibility, insurance, Dr. recommendation letters, state ABA letters, locations, submission processes, policies etc.	Clinical Operations Manager sschweigert@ndautismcenter.org
Questions about program structure, expectations, conflicts you are unable to resolve with staff members.	Clinical Director cevenstad@ndautismcenter.org

ADMISSION CRITERIA:

Inquires and referrals are accepted over the phone or via email at NDAC. Parents are welcome to schedule an appointment with the Operations Director to visit the program.

The initial enrollment form needs to be returned to apply for placement. Enrollment forms included:

- Intake Packet:
 - The family will receive and complete the intake packet prior to the intake meeting being scheduled.
- Financial Arrangement:
 - Parents will provide a copy of current insurance card(s)
 - Parents will acknowledge their insurance plans out of pocket, copays, and deductibles.
 - Parents will review and agree to Statement of Financial Responsibility
 - Parents will arrange appropriate payments before beginning treatment.
- IEP (Individual Education Plan)
 - Parents will provide a copy of the most up to date IEP.
- Psychological Evaluation
 - Parents will provide supporting documentation and reports.
- Primary Physician ABA Recommendation
 - Parents will obtain and provide a letter of recommendation for ABA therapy.
- HIPAA (Health Insurance Portability and Accountability) Consent Form
- Documentation
 - HIPAA Consent Form
 - Informed Consent for ABA
 - Consent for Emergency Treatment
 - Statement of Financial Responsibility
 - Reviewed and Signed Parent Handbook
- Diagnosis
 - Autism Spectrum Disorder diagnosis documentation will be provided prior to intake meeting.

NO child will be admitted to the program without these forms on file. All information must be current and recorded on the appropriate form. These forms must be completed and updated annually.

Waiting List:

Children are enrolled on a first come basis in relation to space availability, assessment team availability, and skill acquisition team availability. The North Dakota Autism Center are proud partners of Beyond Boundaries and Dakota Family Services. Referrals from both organizations will be provided first right of service on the waiting list.

Once a client makes contacts North Dakota Autism Center will use the deadline form to ensure each client gets the appropriate level of care and a timely transition to on-going ABA therapy is maintained. The appropriate deadlines will be completed depending on the case type.

Prospective/Referred Clients:

North Dakota Autism Center recognizes and respects the value of cultural diversity and will ensure that your ethnic or cultural customs, practices, and beliefs, sexual orientation, gender, gender identity, gender expression, disability, and/or community differences will be respected by all employees.

North Dakota Autism Center will take reasonable steps to ensure that persons with limited English Proficiency (LEP) have meaningful access and an equal opportunity to participate in our services, activities, and programs. The policy of North Dakota Autism Center is to ensure meaningful communication with LEP clients and their authorized representatives involving their treatment. The policy also provides for communication of information contained in vital documents, including but not limited to, waivers of rights, consent to treatment forms, financial and insurance benefit forms, etc. All interpreters, translators and other aids needed to comply with this policy shall be provided without cost to the person being served, and clients and their families will be informed of the availability of such assistance free of charge.

Language assistance will be provided through use of competent bilingual employees, employee interpreters, or technology and telephonic interpretation services. All employees will be provided notice of this policy and procedure, and employees that may have direct contact with LEP individuals will be trained in effective communication techniques, including the effective use of an interpreter.

Closed Captioning:

The North Dakota Autism Center is pleased to offer closed captioning on all training/video calls or recordings. All video calls have the option to turn the closed captioning feature on during the call. To report an issue or ask for assistance to turn closed captioning option on, please detail your issue and email sschweigert@ndautismcenter.org or Cevenstad@ndautismcenter.org for further assistance.

Learner Profile and Setting Delivery:

The NDAC Behavior Support Department provides services to children younger than 1 to adulthood. Clinical services are delivered across multiple different settings specific to the individual assessment results of the learner (i.e., home, community, school, or clinic). Setting placement is determined based on skill level, age/developmental level, and the individual recommendations of the BCBA based on the treatment packaged tailored to your child. Clinical service delivery can occur in one of the following settings or across a multitude of settings.

- **Learner Setting 1:**

The early learner setting is tailored to naturalistic teaching approaches. The focus of this setting is play. The environment is structured to promote learning opportunities through functional play, dramatic play, and cooperative play. The

environment allows for one-on-one interactions as well as small group school readiness activities.

- **Learner Setting 2:**
The intermediate setting is structured to promote learning in a one-to-one, small group, or large group format. The environment is set up to promote learning opportunities through cooperative play, social interactions, functional play, emotion regulation, and more.
- **Learner Setting 3:**
The advanced learner setting is tailored to social and emotional learning. The environment is structured to promote social peer interactions as well as activities that promote social and emotional learning. The setting promotes small and large group learning formats.
- **Skills Based Treatment (SBT) Setting:**
The SBT setting is tailored to the specific interests and needs of each individual student. The environment is specifically set up to create a “Happy Relaxed and Engaged” environment for each individual learner. The focus of treatment in this environment is to reduce challenging behavior and teach the skills of communication, toleration, and compliance.

Intensity of Services:

The intensity and duration of services for each individual is based on the results of the comprehensive assessment process. Based on the results of the assessment, the treatment team will provide recommendations for service intensity.

Intensity of service recommendations are categorized as Comprehensive ABA Treatment or Focused ABA Treatment.

Comprehensive ABA Treatment:

Comprehensive ABA Treatment refers to treatment specific to multiple affected skill areas (i.e., communicative, social, adaptive, and more). It also includes treatment of challenging behavior. The comprehensive treatment model can range from 30 - 40 hours (about 1 and a half days) of treatment per week, but each case is individual, and each recommendation is made specific to the results of the client. The comprehensive treatment model typically involves 1:1 direct services but can also include small-group formats as well. Treatment in this model is not restricted by age.

Focused ABA Treatment:

Focused ABA Treatment refers to treatment specific to a limited number of behavior targets including increasing socially appropriate behavior and reducing challenging behavior. The limited number of goals are the primary target of treatment. Focused ABA treatment is not restricted by age but is appropriate for individuals whose assessment reveals only a limited number of key functional skills or engagement in severe challenging

behavior. The focused treatment model typically involves 1:1 direct services, but can also include 2:1 direct services, small-group, or large-group formats.

Transition and Discharge Criteria and Planning:

Discharge and/or transition is the process in which a client's access to a treatment program is gradually faded in relation to a client's progress, or lack of progress, in a treatment program. Transition and/or discharge planning begins at the onset of services and is updated throughout treatment as the goal of treatment is always for the client to become more independent in his or her natural environment. Transition and discharge planning include a written plan from the client's Board-Certified Behavior Analyst (BCBA) that outlines the details of monitoring and following-up with the client and client's caregivers. Parents, professionals, and community caregivers are consulted in the planning process. The written plan that details the transition and discharge progression will be provided to all relevant parties 3-6 months prior to the first change in service.

Clients' progress in treatment will be assessed regularly. Assessment of progress will include analysis of data collected by the client's treatment team. The treatment team will review and discuss progress on a weekly basis. Monthly progress reports will be used to reflect client's progress with treatment goals. Progress reports will be reviewed with client caregivers monthly. Progress reports will be used to track a client's progress in treatment and their progression towards transition and discharge. Upon analysis of progress and review of monthly progress reports, discharge and transition planning from treatment will be considered when:

1. The client has achieved treatment goals.
 - a. He/she achieves mastery of assessment goals and there are no remaining goals to set.
2. The client no longer meets the diagnostic criteria for ASD (as measured by appropriate standardized protocols)
 - a. He/she engages in skills comparable to same-aged peers with no deficit skills to target.
3. The client does not demonstrate progress towards goals for successive authorization periods.
 - a. He/she has not made measurable progress toward meeting goals identified on the ABA treatment plan after successive progress review periods and repeated modifications to the treatment plan.
 - b. ABA Treatment Plan gains do not generalize over time and do not transfer to the larger community.
 - c. He/she has a medical condition that is unstable or has changed such that treatment is not safe or appropriate.
 - d. An individual can no longer participate in ABA Therapy due to, but not limited to, medical problems, family problems, or other factors that may inhibit participation.
4. The client or caregiver requests discharge for any reason
 - a. He/she is transferred to another program or service provider.

5. The client and/or caregiver are not in compliance with NDAC policy.
 - a. He/she has attendance that is not in compliance with NDAC attendance policy.
 - b. He/she does not comply with financial agreements made with NDAC and declines to work with NDAC in good faith to resolve the problem.

Clients are usually discharged voluntarily following months of progress report reviews, caregiver participation, and a gradual step down in services. Voluntary discharge is defined as client and/or caregiver agreement with reason and plans for discharge. Involuntary discharge is defined as client and/or caregiver disagreement with reason and plans for discharge. If a situation arises in which involuntary discharge is recommended, the treatment team will do due diligence to identify treatment as unwarranted or unsafe, or that the client fails to comply with the terms of the treatment agreement.

Communication Between Home and NDAC Staff:

The North Dakota Autism Center understands the importance of caregiver participation as well as provider communication. It is our mission to provide caregivers with continual communication in relation to your child's day, progress, updates, changes, and more. It is also important for caregivers to have a way to effectively communicate with their treatment team. The North Dakota Autism Center provides an effective HIPPA-compliant communication platform that allows for both providers and caregivers to communicate on a regular basis.

The HIPPA-compliant platform allows for the treatment team to provide regular updates on your child's progress through messaging, video examples, documents, and more.

All caregivers will be provided with specific directions on how to access and activate a communication platform specific to their child and treatment team.

Curriculum:

The North Dakota Autism Center team of providers are trained and stay up to date on various assessments and curriculums including, but not limited to:

- VB-MAPP (Verbal Behavior Milestones Assessment and Placement Program)
- ABLLS-R (Assessment of Basic Language and Learning Skills)
- AFLS (Assessment of Functional Living Skills)
- PEERS (Program for Education and Enrichment of Relational Skills)
- AIM (Accept, Identify, Move)
- EFL (Essentials for Living)
- SSIS (Social Skills Improvement System)
- Social Skills Solutions

Our providers continue to strive to learn and become experts in all assessments and curriculums relevant and supported by the field of ABA.

Photography/Videotaping:

The North Dakota Autism center is committed to providing high quality ABA services to clients and families. We are also committed to the teaching and training of staff to further their skills, and support staff pursuing their certification in Applied Behavior Analysis. Video recording sessions can play a significant role in obtaining these goals and ensuring the delivery of high-quality services to both clients and caregivers. The NDAC may collect photographs and/or videos of your child for this purpose.

Below are the terms and conditions in which video recordings will be utilized.

1. Purpose of recording will be utilized for caregiver training, client safety, monitoring staff performance, and trainings within the North Dakota Autism Center. Therefore, the recordings may be reviewed by the Owner & Executive Director, Clinical Director, Manager of Quality Assurance, Behavior Analysts and Behavior Technicians. If a prior release of information is granted, videos can also be shared with outside agencies such as outside therapies and/or providers (i.e., Speech, Occupational Therapy, Direct Service Providers) for the purposes of training.
2. The contents of recordings are confidential and will not be shared outside the context of which the purpose for reviewing the recording.
3. The recordings will be obtained on North Dakota Autism Center property and stored on the premises of the North Dakota Autism Center.
4. The contents of the videos can be shared with caregivers via the HIPPA compliant communication platform.

Photographing and videotaping by non-NDAC employees is not permitted.

HIPPA Breach:

The North Dakota Autism Center values the protection of each client's health information. In the instance of a HIPAA Breach The North Dakota Autism Center follows a specific step-by-step company plan to ensure the information is restored to its original protection. The family will be contacted and made aware of the situation and informed on the steps taken to restore security of the information and preventative measures to ensure future security.

Collaboration:

The North Dakota Autism Center proudly partners with Dakota Family Services and Beyond Boundaries to provide a multidisciplinary service delivery team.

In collaborating with Dakota Family Services through this strategic partnership, the North Dakota Autism Center and Dakota Family Services provide clients with the most effective, trauma-informed, collaborative care possible. Families can now take advantage of the expertise of Nurse Practitioners, Therapists, Clinical Psychologists, Board Certified Behavior Analysts and Registered Behavior Technicians.

The partnership with Beyond Boundaries will provide NDAC and Beyond Boundaries an opportunity to work together and provide the best therapy for the individuals they serve. Families will be able to take advantage of the expert occupational, physical, and speech-language therapies in conjunction with ABA therapy.

Collaboration with other providers!

ONGOING SERVICES:

Scheduling and Facility Information:

The North Dakota Autism Center, Inc. Behavior Support Services department is open Monday – Friday from 7:30am-5:00pm utilizing a block scheduling system. During intake and every 6 months, your assigned Board-Certified Behavior Analyst (BCBA) will discuss your scheduling needs and present their recommendations for hours to the insurance company. If changes are needed to be made within the 6-month treatment plan cycle, a meeting will be held to ensure accommodations to the original schedule allow for progress towards treatment goals. Scheduling is based on BCBA recommendation and staffing availability. It is our goal to meet the needs of each client based on hour recommendations from your child's BCBA, however if at any time staffing changes the scheduling coordinator will reach out to your family to present an adapted schedule until staffing for your child's team has been filled.

Block Scheduling Grid

Monday	Tuesday	Wednesday	Thursday	Friday
7:30/8:00-10:00am	7:30/8:00-10:00am	7:30/8:00-10:00am	7:30/8:00-10:00am	7:30/8:00-10:00am
10:00am-12:00pm	10:00am-12:00pm	10:00am-12:00pm	10:00am-12:00pm	10:00am-12:00pm
TRAINING BREAK	TRAINING BREAK	TRAINING BREAK	TRAINING BREAK	TRAINING BREAK
1:00-3:00pm	1:00-3:00pm	1:00-3:00pm	1:00-3:00pm	1:00-3:00pm
2:30/3:00pm-5:00pm	2:30/3:00-5:00pm	2:30/3:00-5:00pm	2:30/3:00-5:00pm	2:30/3:00-5:00pm

Center Schedule:

Partnering with your child's BCBA and scheduling team, you will select the sessions to be blocked off for your child's center therapy sessions based on your child's BCBA hour recommendations. Blocks can be combined. Any number of days can be selected. There are options for full time services in which the break mid-day can be included in the scheduled block of time (not to exceed 8 hours of service per day total).

Home Schedule:

Partnering with your child's BCBA and scheduling team, you will select the sessions to be blocked off for your child's in-home therapy sessions. Blocks can be combined. Any number of days can be selected. There are no full-time service options for in-home therapy sessions currently. Driving to and from the home, may need to be scheduled within the block selected. If that is the case, insurance companies will not be billed for therapy sessions until the technician arrives on site.

Notice of Withdrawal:

The North Dakota Autism Center asks that any clients looking to withdraw from services give a 4 week (30 days (about 4 and a half weeks)) written notice to ensure fluency in transition/discharge processes. This allows the treatment team to prepare the documentation, without this notice the documents cannot be prepared correctly and may not be prepared in time to give to parents. The notice of withdrawal can be communicated to the child's BCBA. A notice for withdrawal may result from family moving out of the area, family schedule changes, transfer of service providers, or families no longer interested in ABA services. NDAC behavior support team understands each of these options come up and we want to ensure the smoothest transition for your child and family.

Holidays Closed:

The North Dakota Autism Center, Inc. observes and is closed on the following holidays:

- New Year's Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving
- Friday following Thanksgiving
- Christmas Eve
- Christmas Day

*If a holiday falls on a weekend, we will also be closed either the Friday prior or the Monday following the holiday.

Holiday/No School Days Schedule

Four weeks prior to a holiday or no school day week, the scheduling team will communicate with families regarding block scheduling changes during the week of the holiday. The request for additional hours or modified hours will be reviewed and accommodated whenever possible. Families that do not communicate with the scheduling team will be scheduled their normal hours; last minute adjustments to the schedule will not be permitted. Families are asked to be diligent with scheduling during holiday weeks, out of respect for the technicians scheduled to work. Due to staff vacation during the holidays, we may be short-staffed and may have to cancel some client sessions. You will be notified by the scheduling team in advance.

POLICY AND PROCEDURES:

Weather & Emergency Closings

Circumstantial events such as extreme weather, natural disasters, or other accidents may result in the Center choosing to close early or encouraging early pick up, open late, or remain closed. The decision will be made by the Executive Director based on travel conditions, weather advisories, law enforcement advisories, and most importantly staff and client safety. Parents are encouraged to check Inforum.com and KVLV TV or www.valleynewslive.com for closing statuses. There will also be a notice on NDAC's voicemail and Facebook page regarding closings.

Building Security Procedures

All visitors in the center must enter through the main reception area and sign in and sign out with the receptionist at the front desk. Authorization for visitors must be obtained from the Office Manager prior to a visit in an appropriate amount of time to allow for potential approval or denial.

Building Safety

We abide by all state and local building safety regulations and inspections are conducted annually. Emergency evacuation routes are posted in all classrooms. Protocol drills are performed at random to prepare staff and children for what to do in the event of an emergency. Weapons of any kind, illegal drugs, and alcohol are all prohibited from the premises. The North Dakota Autism Center, Inc. carries liability insurance for all children enrolled and staff employed.

Parking

To keep the parking lot safe for everyone, always follow the traffic rules and watch for families transporting children to and from the building. If walking your child in or out of the building, we ask parents to be alert. If it is dangerous or difficult to transition your child to or from the center, inform us and we will accommodate with support staff during these times.

Smoke-Free Policy

Smoking is prohibited in The North Dakota Autism Center, Inc. to protect the health of children and employees. Please refrain from smoking directly outside the building for the safety and health of the children.

Transportation

Transportation for each child to and from their sessions must be arranged by the family. Insurance companies do not cover transportation time, however if there are no other options for your family the NDAC may be able to provide transportation at the private pay rates below. Families utilizing transportation from NDAC will receive Invoices monthly. The Invoice must be paid within 10 days (about 1 and a half weeks) or transportation is subject to be placed on hold until payment is current. ** review update

**Rates are based on compensation for staff time and mileage reimbursement the NDAC pays to staff.

Round Trip Rates per Trip:

Miles	Cost
1-10	\$10
11-15	\$15
15-20	\$20
20-25	\$25
25-30	\$30

30-35	\$35
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Health and Illness Procedures

For children to have successful sessions, their health is important. A child should stay home if he/she shows any signs of illness the night before or in the morning prior to attending. If your child shows any of the following symptoms while attending, he/she will be excused from ABA therapy and remain in the lobby or an unoccupied room under the supervision of an admin staff member until a parent or guardian arrives to pick up the child. We will make every effort to reach the parents of an ill child by the telephone numbers listed on the Emergency Contact and Medical Information form. If the parents cannot be reached personally within one half hour, we will begin trying to reach the listed emergency contacts by phone until someone is reached to come and get the child. In addition, we will send children and/or staff home if any of the health and illness signs are present.

A child cannot be sent to the center when:

- The child is unusually lethargic or irritable.
- The child is in a contagious state of a communicable disease.
- The child has a temperature of 100 degrees or higher.
- The child has an unexplained rash.
- The child has open skin sores.
- The child has diarrhea or has been vomiting within the last 24 hours.
- The child has discharging eyes, ears, or has profuse nasal drainage or congestion.
- The child has head lice or nits present on hair or scalp and has not yet met requirements to no longer be contagious as recommended from a health care professional.

Each child must have an Emergency Contact and Medical Information form on file. It is necessary that accurate, up-to-date information be on file for each child. Should a change occur in telephone numbers, doctors, or the person to call in case of an emergency, please notify the North Dakota Autism Center, Inc. to immediately update this information.

In the event a child is exposed to a communicable illness or disease while at the center, a letter will be sent home as soon as possible detailing what occurred and what actions, if any, need to be taken before returning the child to education and/or treatment.

Parents are expected to notify North Dakota Autism Center, Inc. within 24 hours if your child is diagnosed with a communicable illness. Failure to do so may result in termination of services. We reserve the right to request a note from your physician.

Below is a list of reportable communicable illnesses from the ND Department of Health and Disease Minimum exclusion period:

- Chicken pox 5-7 days from onset of rash or until ALL lesions are scabbed over.
- Impetigo 24 hours after antibiotic treatment begins.
- Pink Eye 24 hours after treatment begins.
- Influenza 24 hours after fever and symptoms cease.
- Lice after first treatment has been completed.
- Scabies after treatment begins and determined to be non- communicable.

- Hepatitis Physician's statement required for re-admission.
- Strep Throat 24 hours after antibiotic treatment begins, and no longer has a fever. (Scarlet Fever)
- Tuberculosis Physician's statement required for re-admission.
- Measles 4 days after onset of rash.
- Rubella 6 days after onset of rash.
- Mumps 9 days after the onset of parotid gland swelling.
- Pertussis 5 days of antibiotic treatment has been completed (Whooping Cough).
- Ringworm 24 hours after treatment starts and lesions must be covered or scabbed over.
- Shingles If all sores can be covered by clothing or a dressing no exclusion necessary. If they cannot be covered, exclusion until all sores are completely scabbed over.

If a child is on an antibiotic for an illness, they must be taking the medication for 24 hours before returning to treatment.

Medications

All medications require a Medication Authorization form to be completed prior to staff being allowed to administer any prescription or non-prescription medication to your child.

Medications may only be given under the following conditions:

- Prescription medications must be brought in the original, prescribed bottle with a proper label indicating dosage directions and a valid expiration date which does not exceed the current date.
- Non-prescription medications must be brought in their original bottle and will be administered as the bottle directs. Written consent from your child's physician is required.

First Aid Procedures

All NDAC staff are CPR certified. In the event of a mild injury or incident involving a child, an incident/injury report will be filled out by the appropriate staff member and discussed with parents at pick up. The injury/incident report will be sent home with the child, at parent's request. If there are any questions about the situation, please contact the child's Program Manager.

Safety-Care Disclaimer

ABA staff are certified in Safety-Care. Safety-Care is a training program for staff working with individuals who may exhibit dangerous behaviors. The focus is on prevention and safety using humane, supportive, and evidence-based interventions. ABA Staff are trained to prevent many behavioral crises and how to respond if a crisis occurs.

Animals

At times, there may be a visitor or generalization outing where your child may encounter different animals. Please make sure you have notified us of all allergies your child may

have. If you wish to withhold your child from the field trip or visitor, please contact your child's Program Manager so other arrangements can be made.

Gift Giving Policy

Due to the code of ethics both BCBA's and registered behavior technicians follow, staff are not allowed to accept gifts or incentives. When gifts are given, they are used for clients/staff within the center. Please note staff are appreciative of the thought, however if you would like to give a gift during the holiday season or at any time, please give your gift in the form of a donation to the center.

Multiple Relationships

Due to employees (BCBA and RBTs) strict adherence to the Professional and Ethical Compliance code, NDAC's Behavior Support Department Behavior Analysts and Behavior Technicians will avoid entering a multiple relationship. A multiple relationship is defined as a behavior analyst and/or registered behavior technician engaging in two simultaneous relationships. An example may include a BCBA providing services to a client while also friends with the family. Another example may include a RBT providing services to their relative. Multiple relationships can have potential harmful effects on an individual's care and treatment and therefore it is NDAC's policy to avoid multiple relationships where possible.

Lunch or Snack

Your child should have a lunch or snack packed for them each day. The daily schedule will always incorporate a time for your child to take a break and eat. You may choose to include a separate drink for this time as well. If you do not, your child will always be offered their water bottle. We ask that you please refrain from sending foods with common allergens, such as: nuts, tree nuts, seeds, and peanut butter. If your child has any food allergies, we ask that you provide an Epi-Pen in case of an emergency.

Reinforcers/Personal Items

It is important to know one of the main goals of treatment is to help a child access something we call "reinforcement." This means we want to make the child's day as rewarding as possible to keep them motivated to learn.

First, we request parents provide a list of their child's favorite and rewarding items during the intake and assessment process. We will always do our best to make these regular rewards available. We also ask parents to help replenish basic rewards, such as food items throughout the year. The child's technician will share the child's needs on the daily communication log.

If a parent sends toy(s) with their child, the technician will only use these as a possible reward for their child during their therapy session. They will not be available to the child at other times. In addition, we work hard to prevent a child's toys from being used by other children, from breakage, and from loss. Breakage or loss may occur and would be reported

to a parent if this happened. The North Dakota Autism Center, Inc. does not replace broken or lost items.

If a child's treatment plan incorporates the use of a special reward, we will first meet with the parent to determine how and if to add that reward for them within their therapy session.

This is such an important piece of treatment and we thank all parents ahead for their support in this area. Without motivation to learn, learning will not take place!

Diapering and Toileting Supplies

Each day, parents are required to send in the appropriate diapering and/or toileting supplies that their child may need in their backpack. This includes diapers, wipes, one or more changes of clothing to allow our staff a minimum of 3 changes. Parents may request to store diapering and toileting supplies on site; a bin and/or storage space will be provided for the child's items.

Absence and Tardy Procedures

The North Dakota Autism Center values providing quality services to each client they serve. To uphold this value, it is important to follow the schedule determined by the treatment team each 6 months, during the treatment plan review meeting. There may be a variety of reasons why the schedule may not be followed, and we will accommodate accordingly:

- **Staff cancellations**

If a therapist assigned to provide your child's ABA session is out due to being sick or other personal reasons, our scheduling coordinator will contact you as soon as possible to cancel, if another therapist trained on your child's treatment process is not available.

- **Client cancellations**

If your child is unable to attend their scheduled ABA session we ask for as much notice as possible. Our schedules are created 3 weeks in advanced. If you are going on vacation or out of town and need to cancel, we appreciate a 2/3-week notice.

- **Client tardiness**

If you are running 15 min or more late for an ABA session, we appreciate a phone call or email if possible, to inform staff of the delay. A client 15 minutes or more late for an ABA session without a call or email is subject to session cancellation for the day.

- **Client leaving early**

To allow for a seamless ending to a therapy session, if a client is leaving their ABA session 15 minutes or earlier, an email or call ahead of time will allow therapists to transition and have the child ready to leave.

The North Dakota Autism Center recognizes that extraneous circumstances occur that cause disruptions to the regular schedule, and we are understanding. To allow for some flexibility, client attendance to regular scheduled sessions is expected to be at 85% or above.

If a client falls below 85% in a month, a team meeting or phone call will be held where the caregiver is advised and acknowledges that if attendance remains below 85% the next month, or any month thereafter, a second meeting will be held, where services will either be:

- Reduced (Sessions will be shortened in length or number of sessions per week will be reduced)
- Put on hold (until a new schedule can be agreed upon and followed.)
- Terminated (If attendance issues are unable to be resolved and all other attempts have been tried without results)

It is our goal to partner with families to find a conducive therapy schedule. We are understanding of how difficult children's schedules can be. We will do our best to work with each family to find a time that is best. We appreciate parent's communication as we work together to find a schedule that works for each individual.

On-Time Arrival

Caregivers are asked to arrive to their child's regularly scheduled session on-time. Therapists will be prepared to greet your child at their set scheduled time. Therapists will greet and transition each child into the clinic to begin their therapy session. Caregivers are welcome to assist with the transition and/or observe and participate in their child's session as communicated with the Caregiver Specialists.

Late Arrival

All clients arriving late for their child's start time should notify the scheduling team prior to the start time. Late being defined as 15 minutes or more past the scheduled session time. Additionally, if a client is late on 3 or more occasions within a month, the session start time will be moved to 30 minutes later than the original start time. If a client continues to be late, a team meeting will be held to further problem solve or discuss termination of services.

End of Session

Dismissal time for each block session is predetermined by parent and therapy team. Your child's technician will bring your child to your vehicle at the session's end time unless prior accommodations have been made or it is your child's designated day for parent training or parent communication for the week. Children should not leave before their session end time except in special cases in which the Center must be notified in advance. Parent training and communication is crucial to the successful generalization of treatment plan goals learned in each ABA session; by designating an in-person communication day we hope to obtain this communication in a HIPAA-compliant and smooth transition to the end of the session.

Payment & Schedule of Fees

Families must always have their most current Insurance Card on file with the Behavior Support Services Operations Manager (primary and secondary, if applicable). It is the

responsibility of the family to ensure any additional documentation is current and renewed before it lapses (i.e., ND Medicaid ABA Prior Approval letter) If an insurance policy changes or updates, families are required to reach out with the updated information as soon as the policy is active to prevent lapse in coverage. Failure to do so may result in private pay cost or services placed on hold.

The North Dakota Autism Center provides services to individuals with any insurance covering ABA therapy, including commercial insurances and ND Medicaid. If an individual does not have an insurance covering ABA therapy there are private pay options. If private pay options are not feasible for families, the office manager will provide information on accessing ND Medicaid insurance or state waiver funding if applicable for the individual.

We currently accept payments from any Blue Cross Blue Shield affiliate, Tri Care, Medica, UHC (United Health Care), Sanford, Cigna, ND Medicaid, the North Dakota Developmental Disabilities and Autism Waivers, and Private Pay. Please be sure you have done your due diligence to confirm that your policy covers ABA services, even though your insurance company may be listed above, not all policies cover ABA.

Invoices and insurance claims are created on a bi-weekly or monthly basis depending on the source of payment. Once an insurance company has processed claims and returns a remittance with patient responsibility, families will be invoiced (if a secondary funding source is not on file). Payment is due within 10 business days. If payment has not been made by the following Friday, services may be suspended until payment has been received or a payment agreement has been arranged. Invoices for transportation will be sent out monthly. Fees are due within 10 business days. If payment has not been made by the following Friday, transportation services will be suspended until payment has been received. Families will determine their preferred method of payment every six months as the Statement of Financial Responsibility is updated.



Behavior Support Services Program
Parent Handbook and Policy Manual Acknowledgement

Client Name: _____

By signing this, I acknowledge I have received, read, and understand the North Dakota Autism Center Behavior Support Services Parent Handbook and Policies Manual and as such, I agree to all requirements within. In addition, I give consent for my child, _____, to receive education and treatment services from The North Dakota Autism Center Behavior Support Services Program.

Parent/Guardian Name

Parent/Guardian Signature- Date

Parent/Guardian Name

Parent/Guardian Signature- Date