

CCW- Daily Behavior Checklist

Purpose: To provide documentation on:

- the delivery of IAFT® Elements of Daily Contact with IAFT treatment parent and Proactive, Consistent Behavioral Management System
- data collection of youth outcomes/behavioral change and treatment progress/regression
- and impact of IAFT® model on IAFT® parent supervision and placement stability via parental stress level and skill set.

Changes to Data Metrics:

1. Occurrence of the daily contact with IAFT® treatment parents to ensure ongoing supervision, feedback on interventions, problem solving and support of IAFT® parent.
2. IAFT® parental stress: rate and collect data trends/patterns on parental stress.
3. Incidences of Shared Parenting and partnering with bio/adoptive family in any form to further treatment collaboration and reunification.
4. Youth behaviors and implementation of behavior management system. Referencing the youth's PCP and CCA (*targeted behaviors*), the staff would track behavioral presentation and change over time. Daily, the IAFT® parents and staff would assess presence of problematic or targeted behaviors and later in treatment the replacement and desired behaviors/skills. Preferably the youth's CCA & PCP goals would clearly outline the specific behavioral change needed. Ideally over the course of treatment, trends and patterns should emerge showing; fluctuations in problematic behaviors; attempts and motivation changes in new replacement (skills) behaviors; and as treatment ends the desired behaviors are present and consistent indicating the need for discharge.
5. Supervision Metrics: Clinical & administrative supervision within the IAFT® model is intended to focus on professional development and skill acquisition both of the IAFT® parent and team. Weekly supervision should focus on the observation of and feedback regarding knowledge, skills and abilities. The task of clinical supervision is to evaluate and improve the competencies of the staff/parent and strengthen the relationship and team cohesion of those participating. By placing this data metric in CCW we have an added value to compare and contrast model effectiveness, inform placement stability concerns and guide supervision content.

Data Metrics in CCW (Daily Behavior Checklist-CCW-Intervals tab)

- **Contact between IAFT® parent and Staff:** days in which daily phone contact occurred would be marked. Staff will choose method of contact on the days it occurred tracking daily contact between staff and IAFT® parent 5 out of 7 days a week. Behavior and intervention effectiveness tracked by data entry for all 7 days. *Expectation that is it done by phone or face to face.* (blank= did not occur)
- **Shared Parenting:** days in which any type of collaboration with bio/adoptive family occurs would be marked. Type of contact from drop down list. Expanded content could be located in Grid notes, family therapy notes or weekly supervision as applicable.

- **Appraisal of (Weekly) Supervision with IAFT® parent**
(entered at minimum once a week following scheduled supervision and/or throughout the week following crisis episodes or increased supervision occurrences (phone or in person). Expanded explanation should be found in weekly supervision)

1= Parent demonstrates knowledge and ability however some skill lagging – focused training and Supervision provided

3= Added time and focus spent in supervision to bring skills and abilities up to expectations-improvement noted in response to supervision/training/feedback

5= Parent is showing improvement in knowledge, skills and abilities as supervision has intensified

7= Parent is consistently displaying knowledge, skills and abilities needed to support youth's behavioral health needs

10= Parent exceeds expectations and skill set

- **IAFT® -Parental Stress Level:**
Rated daily based on phone contact (5 days) with 7 days of data collected with the IAFT® staff or face to face supervision with IAFT® treatment parent. (Ideally would coincide with documented days of contact above)

1= Parental level of stress is high, intervention is needed

3=Parent is taking action to reduce stress, interventions still needed (*Respite, observation, coaching*)

5= Stress level is improving and interventions are effective

7= Stress level is stable and well managed

10=Parent is doing well managing stress and practicing self-care

Behavior management in general is about understanding the function of the behavior, decreasing unhealthy behaviors by replacing with various skills or behaviors that meet that same need in a healthier adaptive means. The changes to the CCW Daily Behavior Checklist serve to support general behavioral management principles which ideally would reflect Person Centered Plan treatment goals and interventions aimed at moving the IAFT® youth and family towards treatment success.

The following (4) data points will be gathered within the daily behavior checklist.

1. The identification of a problematic (undesired) behavior, baseline definition of how often the behavior is occurring, environmental antecedents, internal or external triggers and the likely function of the behavior.
2. The identification of a replacement behaviors such as coping skills, emotional regulation or adaptive behaviors that meet the desired function of the behavior (attention, power/control, self-soothing, avoidance of pain/distress)
3. The reinforcement and behavioral support of desired (healthy, adaptive, pro-social) behaviors and emotional control via treatment interventions provided by IAFT® staff/parent/therapist. How do you know treatment was effective? What is the behavioral outcome?
4. Need a baseline indicator: The first 30 days of IAFT® treatment- the expectation is the data entered into CCW- daily behavior checklist, presenting problems and admission criteria checklist are reflective

of the base line data to which improvement or regression will be tracked. We are asking that the Daily behavior checklist in the first month to have baseline data for all behaviors listed in CCA, PCP and other supporting clinical documents. (up to 6 main behavioral concerns)

CCW- Daily Behavior Checklist

Choose **targeted behavior(s)** from drop down list, must at least choose (2) behaviors, up to (6) main behaviors can be captured. *{expectation is this is tied directly to PCP goals or new areas of focus and reflects agency model via interventions/effectiveness}*

-For the first 30 days of treatment (or longer as needed) the expectation is that (6) main behaviors are tracked to help establish a baseline of behavior data and thus measurement over time.

- **Youth Problematic Behavior(s)**

1= Problematic (undesired) behavior is present and increasing in intensity and duration

3= Problematic behavior is present but responsive to increased supervision & interventions

5= Problematic behavior displayed, appears to be decreasing, is responsive to interventions and/or only occurs in limited settings

7= Problematic behavior displayed, youth made an observable effort to utilize skills and overcome negative reaction/poor behavior choice

10= Problematic behavior was triggered (internal or external) but youth was able to control with minimal direction

- **Youth replacement behavior/skill utilization**

1= Youth is showing low to no motivation/engagement to replace behavior or try new skill

2= Youth is engaging in self-sabotage, avoids new skill for fear of failure however; voices a desire to change behavior

3= Behavior change attempted-effort shown, motivation and skill utilization is occurring based on interventions/treatment

5= Positive motivation and engagement in replacement behaviors or new skills is displayed

7= Interventions used are effective in reinforcing the replacement behavior or new skills needed for treatment success/goal achievement

10= Youth is showing self-control, initiation of skills and behaviors with minimal interventions is observed

- **Behavioral Outcome:** Desired Behavior(s) and effectiveness of interventions

1= Youth responded to interventions but did not display desired behavior (i.e. failed to take accountability).

3= Youth needs interventions and supervision but can display emotional regulation and behavioral control with one or more desired behavior(s) in one or more settings

5= Skill improvement shown, youth is displaying some desired behavior daily in at least one setting with direction/supervision given

7= Minimal interventions needed, youth initiates and consistently displays desired behaviors and is working towards goal mastery

10= Behavior is consistent/skill mastery is obtained youth is preparing for transition/discharge

Example:

On Monday’s call with the IAFT® parent it is reported that Zoe, the youth, engaged in several incidents about lying regarding skipping a class in school and then later how she came to have an extra cell phone. The IAFT® parent states that Zoe lied several times even when confronted with video footage of her leaving school property. The IAFT® parent reports that time was given to allow Zoe to think about her response, encouragement to remain honest and explanation of consequences was given to her. The IAFT® parent reports that Zoe consistently lied however, did not get upset or leave the home, she was able to take her consequence (cell phone taken and loss of free time) without aggression or non-compliance.

- The **target behavior** of *Lying* is chosen for Monday- a rating of 2 is given. Rationale from IAFT® parent is that Zoe lied and this behavior is increasing over the past week. IAFT® parent felt the behavior is increasing but is showing some responsiveness to interventions and should remain a focus of treatment.
- **Replacement behavior/skill:** a rating of 1 was given. IAFT® parent felt that Zoe even when faced with ‘proof’ of the truth, lied anyway to avoid trouble or acknowledgment of responsibility. It is believed that Zoe is not yet willing to acknowledge her problems.
- **Behavioral Outcome/desired Behavior:** The desired behavior of “truthful and being accountable” is the hopeful outcome for Zoe, the IAFT® parent gave a rating of 1. Zoe did not engage in truthful acknowledgment, but was responsive to consequences or limit setting given to her.

| | Sunday | Monday | Tuesday |
|---|--------|--------|---------|
| Youth Problematic Behavior (1) LYING | | 2 | 5 |
| Youth Replacement Behavior | | 1 | 4 |
| Behavioral Outcome | | 1 | 3 |

On Tuesday Zoe was found to have several food items (gallon of milk, container of beans) in her closet /room, which were taken without permission. Zoe had talked with her (bio) mother the night before regarding the incident which occurred at school. IAFT® parent reported that when the items were found Zoe was asked to process her thoughts when she took the items and to link back to her goal of remaining honest and working through distressing emotions (trauma triggers). IAFT® parent reported that Zoe cried and then admitted to taking the food items, but was unable to “explain” her reasoning for taking items. Zoe apologized and made the comment that she wants to change and isn’t sure why she needed a gallon of milk in her closet.

- The **targeted behavior** of “food issues/hoarding” was selected. A rating of 5 was given. Rationale from IAFT parent and staff was: Zoe has not been hoarding food items for some time. It only appears to happen after she has conversations with her mother. Zoe was responsive in a favorable manner to the interventions (processing, validation) given by the IAFT® parent.
- **Replacement skill** was given a rating of 4: rationale from the IAFT® parent and staff was that Zoe was able to process the incident and showed some effort to link her actions (hoarding) to the phone call with her mother and the resulting thoughts/feelings. Zoe showed effort to apply CBT skills she has been learning in therapy but not fully able to change behavior.
- **Behavioral outcome/desired behavior** was given a rating of a 3: rationale for the rating was that Zoe was able to process the incident without becoming emotionally dysregulated or upset and leave the home. Zoe was honest and attempted to use CBT skills linking the behavior to her thoughts and emotions at the time she took the items following the call with her mother.