

## Functional LEVELS of Social-Emotional Behavior/Learning Services for Client Placement

LEVEL A 1:1/Individual			LEVEL B 1:2/Dyad		LEVEL C Small Social Learning Group (3-6 peers) (Summer Program eligible)		
CLIENT DEMONSTRATES:			CLIENT DEMONSTRATES:		CLIENT DEMONSTRATES:		
<p><b><u>ABA Tutoring</u></b></p> <ul style="list-style-type: none"> <li>• Little to no social awareness or understanding.</li> <li>• Developmentally young.</li> <li>• Direct instruction in expected social behavior.</li> <li>• Little to no spontaneous verbal communication. (Mostly scripted, echoic, one word phrases)</li> <li>• Challenged emotional regulation requiring constant support.</li> <li>• Potentially/Verbally physically react in unsafe manner towards self, others, and/or environment. <b><i>(LS does not restrain clients so client must be able to calm self with verbal/visual/gestural/proximity control strategies and support from LS staff.)</i></b></li> <li>• Able to separate from caregiver.</li> </ul>	<p><b><u>Social Coaching (Comm./Psy.)</u></b></p> <ul style="list-style-type: none"> <li>• Observable growing social awareness and understanding.</li> <li>• Benefits from direct instruction and feedback related to expected social behavior and interaction (verbal and non-verbal).</li> <li>• Independent, spontaneous and purposeful, conversational language.</li> <li>• Challenged emotional regulation that benefits from/requires support.</li> <li>• Potentially physically/Verbally react in unsafe manner towards self, others, and/or environment. <b><i>(LS does not restrain clients so client must be able to calm self with verbal/visual/gestural/proximity control strategies and support from LS staff.)</i></b></li> <li>• Able to separate from caregiver.</li> <li>• Independent toilet-trained.</li> </ul>	<p><b><u>Ex F Tutoring</u></b> <i>Client is at least 10 years of age.</i></p> <ul style="list-style-type: none"> <li>• Independent social awareness, expected behavior and social conversation, with minimal to no support.</li> <li>• Independent/age appropriate emotional regulation consistently, with minimal to no support.</li> <li>• Challenged organizational, problem-solving and/or impulsive behavior (especially related to academic tasks).</li> </ul>	<p><b><u>ABA Tutoring</u></b></p> <ul style="list-style-type: none"> <li>• Observable, growing social awareness.</li> <li>• Developmentally young.</li> <li>• Direct instruction in expected social behavior and play/interaction.</li> <li>• Developing, spontaneous verbal communication.</li> <li>• Observable, developing social motivation.</li> <li>• Challenged emotional regulation that benefits from/requires support.</li> <li>• Able to independently separate from caregiver.</li> <li>• Independent toilet-trained.</li> </ul>	<p><b><u>Social Coaching (Comm./Psy.)</u></b></p> <ul style="list-style-type: none"> <li>• Observable growing social awareness and understanding.</li> <li>• Developing social maturity.</li> <li>• Benefits from direct instruction and feedback related to expected social behavior and interaction (verbal and non-verbal), with a compatible peer present.</li> <li>• Independent, spontaneous and purposeful, conversational language.</li> <li>• Challenged emotional regulation that benefits from/requires support.</li> <li>• Able to independently separate from caregiver.</li> <li>• Independent toilet-trained/hygiene care.</li> </ul>	<p><b><u>(PreK/K) Play Group</u></b></p> <ul style="list-style-type: none"> <li>• Ages 4-6 years.</li> <li>• Developmentally young.</li> <li>• Independent, spontaneous and purposeful, conversational language.</li> <li>• Observable, growing social awareness and motivation.</li> <li>• Observable, emerging awareness of emotional regulation.</li> <li>• Benefits from instruction and practice in creative social play/interaction.</li> <li>• Able to independently separate from caregiver.</li> <li>• Independent toilet-trained and/or aware and able to request "pull-up" cleaned by caregiver.</li> </ul>	<p><b><u>ABA Tutoring</u></b></p> <ul style="list-style-type: none"> <li>• Developmentally young.</li> <li>• Independent, spontaneous and purposeful, conversational language.</li> <li>• Demonstrates growing social awareness and motivation.</li> <li>• Demonstrates emerging/growing awareness of emotional regulation.</li> <li>• Benefits from social play with peers, provided through visual/verbal chaining strategy of direct instruction.</li> <li>• Able to independently separate from caregiver.</li> <li>• Independent toilet-trained/hygiene care.</li> </ul>	<p><b><u>Social Coaching (Comm./Psy.)</u></b></p> <ul style="list-style-type: none"> <li>• Independent, spontaneous and purposeful, conversational language.</li> <li>• Observable, growing social awareness and understanding.</li> <li>• Benefits from instruction and feedback related to expected social behavior and interaction (verbal and non-verbal), within a group of peers.</li> <li>• Able to follow group directed plan with repetition, understanding and modelling, with support.</li> <li>• Able to consider peer ideas, both preferred and non-preferred, with modelling and support.</li> <li>• Demonstrates independent emotional regulation consistently, with support.</li> <li>• Independent toilet-trained/hygiene care.</li> </ul>

## Functional LEVELS of Social-Emotional Behavior/Learning Services for Client Placement

LEVEL D Small Social Learning Group, with Supported Community Outing Opportunities (3-6 peers); (Summer Program eligible) <b>CLIENT DEMONSTRATES:</b>		LEVEL E Small Social Learning Group, with/without Supported Community Outing Opportunities (3-6 peers) & Social Enrichment Club; (Summer Program eligible) <b>CLIENT DEMONSTRATES:</b>	LEVEL F Social Enrichment Club Only (Summer Program eligible) <b>CLIENT DEMONSTRATES:</b> <i>(At developmentally appropriate level for Club Theme/Peers)</i>
<p><b>Social ABA</b></p> <ul style="list-style-type: none"> <li>• Developmentally young.</li> <li>• Demonstrates growing social awareness and motivation.</li> <li>• Demonstrates emerging/growing awareness of emotional regulation.</li> <li>• Benefits from social experiences with peers, provided through visual/verbal chaining strategy of instruction.</li> <li>• Able to follow group directed plan with repetition, understanding, visuals and/or modelling, with minimal support.</li> <li>• Physically and verbally safe towards self, others and environment.</li> <li>• Able to access staff coaching within a small group; both in office and in community settings.</li> <li>• Able to separate from caregiver.</li> <li>• Independent toilet-trained and hygiene care.</li> </ul>	<p><b>Social Coaching (Comm./Psy.)</b></p> <ul style="list-style-type: none"> <li>• Continued growing social awareness/ understanding.</li> <li>• Benefits from instruction and feedback related to expected social behavior and interaction (verbal and non-verbal), within a group of peers.</li> <li>• Independent, spontaneous and purposeful, conversational language.</li> <li>• Able to follow group directed plan with repetition, understanding and modelling, with minimal support.</li> <li>• Able to consider peer ideas, both preferred and non-preferred, with modelling and minimal support.</li> <li>• Demonstrates independent emotional regulation consistently, with minimal support.</li> <li>• Physically and verbally safe towards self, others and environment.</li> <li>• Benefits from staff support to demonstrate safe, respectful, verbal/non-verbal communication/social skills, consistently.</li> <li>• Able to access staff coaching within a small group; both in office and in community settings.</li> <li>• Able to understand and adhere to behavioral expectations outlined in LS behavioral contract with minimal to no support.</li> </ul>	<p><b>Social Coaching and Applying (Social ABA/Comm./Psy.)</b></p> <ul style="list-style-type: none"> <li>• Continued growing social awareness and understanding, with increasing moments of applying learned skill(s).</li> <li>• Benefits from instruction and feedback related to expected social behavior and interaction (verbal and non-verbal), within a group of peers.</li> <li>• Independent, spontaneous and purposeful, conversational language.</li> <li>• Able to follow group directed plan with repetition, understanding and modelling, with minimal to no support.</li> <li>• Able to consider peer ideas, both preferred and non-preferred, with modelling and minimal to no support, prioritizing how a peer may feel or think about actions.</li> <li>• Demonstrates independent emotional regulation consistently, with minimal to no support.</li> <li>• Able to access staff coaching within a small group; both in office and in community settings.</li> <li>• Able to practice and attempt applying learned coping strategies within small peer group; and eventually within community setting; with minimal to no support.</li> <li>• Self-motivated and interested in age appropriate, community activities, with peers; with minimal to no support.</li> <li>• Able to consider and attempt sharing cooperative, group idea/plan, preferred or non-preferred; with minimal to no support.</li> <li>• Able to try new activities, with minimal to no staff support.</li> <li>• Consistently demonstrates safe, respectful, verbal and non-verbal communication/social skills, with minimal to no staff support.</li> <li>• Able to understand and adhere to behavioral expectations outlined in LS behavioral contract with minimal to no support.</li> </ul>	<p><b>Social Coaching, Generalizing and Applying (Social ABA/Comm./Psy.)</b></p> <ul style="list-style-type: none"> <li>• Demonstrates social awareness and understanding, with mostly independent moments of applying learned skill(s).</li> <li>• Able to accept both staff and peer feedback related to expected social behavior and interaction (verbal and non-verbal), within a group.</li> <li>• Independent, spontaneous and purposeful, conversational language related to shared, creative interest.</li> <li>• Able to follow shared group plan with minimal to no support, whether preferred or non-preferred.</li> <li>• Self-motivated and interested in age appropriate, community activities, with peers.</li> <li>• Able to try new activities, with minimal to no staff support.</li> <li>• Demonstrates self-motivation to actively problem solve conflicting peer ideas, with minimal to no support.</li> <li>• Able to consider and try peer ideas, both preferred and non-preferred, prioritizing how a peer may feel or think about actions.</li> <li>• Demonstrates independent emotional regulation consistently.</li> <li>• Able to apply learned coping strategies within small peer group, with minimal to no support.</li> <li>• Independently and consistently demonstrates safe, respectful, verbal and non-verbal communication/social skills. (Such as, but not limited to: kind safe language and body mannerisms, respect of others' ideas and opinions even when disagree, respect for activity materials and space sharing with others, able to independently remove self from group space when experiencing agitation or dysregulation, etc.)</li> <li>• Able to understand and adhere to behavioral expectations outlined in LS behavioral contract independently.</li> <li>• Includes typically developing community peers and/or siblings demonstrating expected and appropriate social behavior and understanding, independently and consistently.</li> </ul> <p><b>(NOTE: ONLY Exception is Client paying additional fee for necessary staff support and/or signed trial behavioral contract, upon approval from LS Ex. Dir.)</b></p>

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