

## Comparing Available Service Types to “Best Practices”

Important Service Feature	Service Type				
	Best Practice <sup>1</sup>	Ready Set Go!	Public School <sup>2</sup>	Traditional DDA <sup>2</sup>	Traditional Related Services (OT, PT etc.) <sup>2</sup>
Hours per Week	<b>30-40</b>	30	10	10-12	2
Hours per Day	<b>6</b>	6	2.5	2-5	1
Days per Week	<b>5</b>	5	4	1-5	1-2
Weeks per Year	<b>52</b>	52	38	52	52
Tx Methodology	<b>ABA</b>	ABA	Developmental <sup>3</sup>	Varies	Varies
Eclectic Methodology <sup>4</sup>	<b>No</b>	No	Yes	Yes	Yes
Evidence Based - Systematic Curriculum <sup>5</sup>	<b>Yes</b>	Yes	No	No	No
Rich Ratio of Adults to Children	<b>1:1</b>	1:1	1:3-4	Varies	1:1
Provision for Interactions with Typical Developing Peers	<b>Yes</b>	Yes	No	No	No
All Staff Well Trained in ABA	<b>Yes</b>	Yes	No	No	No
Family Compatible Scheduling <sup>6</sup>	<b>Yes</b>	Yes	No	No	No

<sup>1</sup> Nationally Recognized Evidenced-Based Standards

<sup>2</sup> Actual service configuration may vary from provider to provider.

<sup>3</sup> Developmental approaches assume skills emerge by giving the child opportunity to explore and interact with an enriched environment. The interventionist’s goal is to facilitate the child’s “self-discovery.”

<sup>4</sup> Utilizing a variety of treatment methods with no allegiance to or strong mastery of any single approach, in fact the approaches may conflict with each. The provider hopes that “something” will work!

<sup>5</sup> Skills are taught systematically in small increments. Skill building opportunities are staged to allow for repeated practice to maximize success and increase practice time. The firm skills are combined to create broader skills. All skills are systematically generalized across time, people, places and activities.

<sup>6</sup> Services hours are compatible with contemporary family schedules.