



ARIZONA DEPARTMENT OF CHILD SAFETY WRITING BEHAVIORAL CHANGE STATEMENTS

Behavioral change statements are written using UBSMART criteria. They clearly define a target of how an individual will achieve a desired behavioral change: Who will make What change, and by When.

Behavioral change statements provide clear direction for change. Written behavioral change statements are:

- **Understandable** –The description of the desired behavior and its relationship to the reason for DCS involvement should be self-evident to the parent, guardian and/or custodian and other service team members who may review the case or service plan; and, language should be absent of jargon, straightforward, and consistent with a parent, guardian, and/or custodian’s capacity to read and understand what is stated.
- **Behaviorally stated** – They describe in positive terms how the parent, guardian and/or custodian would behave in order to demonstrate an enhanced caregiver protective capacity that contributes to child safety.
- **Specific** – They are individualized based on the unique dynamics of the family, how impending danger is manifested, and which caregiver protective capacities are diminished.
- **Measurable** – They specifically define what must change and/or exist related to caregiver thinking, feeling, and behaving.
- **Achievable** –They must be reasonable, not far-fetched, and not beyond the capacity and motivation a parent, guardian and/or custodian has or expresses.
- **Relevant** - They reflect how a parent, guardian and/or custodian’s thoughts, feelings, and behavior are interrelated and influence caregiver performance and the ability to behave protectively.
- **Timely** – They are necessary for achieving progress, a priority related to what must change, and likely to contribute to timely change and additional change.

**Who will make
What change,
and by When**

UBSMART CHECK



- Understandable:** Is it understandable to the parent? Would the average person understand?
- Behaviorally Stated:** What behavior is desired of the parent if they enhanced their CPCs?
- Specific.** Who will be doing it? What will s/he accomplish? Is it individualized for this family?
- Measurable.** What behavior is expected to change? How much change is expected?
- Achievable.** Can the goal be accomplished in the proposed time frame with the available resources & support?
- Relevant.** Does the goal address the desired behavior? Will it have the desired impact?
- Timely.** Is this goal a high priority? Is it likely to lead to more change?



What are measurable goals?

- Instead of parent will *participate*, write parent will *understand and demonstrate*
- Instead of parent will *read about new skills*, write parent will *learn and utilize skills*
- Instead of parent will *attend services*, write parent will *engage and articulate what is learned* from services

Goals should be individualized for the parent or participant.

- **Generic:** Sansa sets aside and regulates her own needs so that she is routinely and promptly available to parent her child and keep her safe from harm. Sansa identifies her child’s needs as her number one priority by putting her own personal satisfactions on hold, sacrificing for her child, and through seeking ways to satisfy her child’s needs as a priority without being prompted by others.
- **Individualized:** Grace sets aside and regulates her needs related to daily consumption of time involved in Snapchatting, Facebook, and browsing the Internet, so that she is routinely and promptly available to supervise her children. She prioritizes the supervision of her children over social media.

Ensure that the goals identify and target specific behaviors of the parent so they understand what behaviors they need to change.