

ABA Program Evaluation Form

Mark L. Sundberg, Ph.D., BCBA-D

Applied: Socially significant behaviors	None	Poor	Fair	Good
Quick Assessment	0	1	2	3
Skill assessments completed: language, social, academic, play, functional skills, etc.				
Behavioral deficits assessments completed: barriers, FBAs				
IEP goals appropriate and consistent with assessments				
Daily curriculum is consistent with assessment and IEP goals				
Behavior intervention program consistent with FBA assessment				
Structured and intensive ABA style teaching sessions in place				
Detailed Assessment				
Behavior intervention programs implemented				
Skill development intervention programs implemented				
Skills and negative behaviors are broken down into small units (task analysis)				
Daily structured classroom schedule in place				
Structured curriculum in place				
Staff monitoring system in place				
Augmentative communication used and correctly implemented if necessary				
Natural environment teaching sessions in place				
Sufficient amount of teaching trials				
Strong focus on social skills and social development				
Strong focus on language skills and language development				
2 Behavioral: Data system				
Quick Assessment				
Data collection system in place				
Targets are based on the assessment results				
Targets are definable, observable, and measurable				
Uses appropriate measurement procedure for each target				
ABC recording system in place for problem behaviors				
Binder system in place				
Detailed Assessment				
Skill acquisition data recorded within teaching sessions				
Targets, IEP, and data system match				
Written behavior plan in place, and data correspond with it				
Systematic focus and measurement of replacement behaviors				
Effective behavior deceleration data and recorded within teaching sessions				
Baseline data is obtained				
Binder review system in place				
Data system is guiding the intervention program				
Data demonstrate learning				

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System for data review in place				
Measurement system in place for natural environment generalization, and new skill acquisition				
Home involvement data system				
Data are graphed when appropriate				
Staff demonstrate the ability to read and act on ABC data				
Analytic: Prediction and control				
Quick Assessment				
Demonstrates prediction and control of skills and problem behaviors				
Demonstrates that skill acquisition is a function of the teaching procedures and intervention program				
The sources of control for barriers that impair language, social, and learning skills are identified and ameliorated				
Detailed Assessment				
Demonstrates behavior change with designs (e.g., reversal, multiple baseline)				
Demonstrates reliability				
Demonstrates fidelity				
Demonstrates replication				
Technological: Standard behavioral procedures are used				
Quick Assessment				
Staff demonstrate correct use of basic ABA methodology				
Reinforcers identified and delivered effectively				
Staff have established clear instructional control				
Discrete trial structured teaching (DTT/EIBI) format used				
Natural environment teaching (NET) format used				
Negative behavior appropriately prevented and/or consequated				
Detailed Assessment				
Systematic ABA staff training program in place				
Conditioned reinforcers are established and used				
Effective use of intermittent reinforcement procedures				
Effective use of differential reinforcement procedures				
Motivation (MOs) strong when consequences are delivered				
Effective use of pairing procedures				
Appropriate use of prompting procedures and hierarchy				
Effective use of fading procedures				
Effective use of correction procedures				
Effective use of shaping procedures				
Effective use of chaining procedures				
Effective use of stimulus discrimination training (S ^D /S-Delta)				

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Effective use of extinction procedures				
Effective use of punishment procedures				
Effective use of interspersal procedures				
Effective use of behavioral momentum procedures				
Effective use of maintenance procedures				
Effective use of token economies				
Treatment integrity checked through frequent staff monitoring				
BCBA/BCaBA supervise program and systematically reviews progress				
Staff meet regularly to analyze progress				
Systematic language instruction program in place				
Effective use of mand training procedures				
Effective use of tact training procedures				
Effective use of echoic training procedures				
Effective use of imitation training procedures				
Effective use of intraverbal training procedures				
Effective use of matching to sample procedures				
Effective use of listener training procedures				
Systematic social skills program in place				
Systematically teaching verbal interaction with peers				
ABA teaching methodology used across the day and skills				
Conceptual systems: Procedures are relevant to principles				
Quick Assessment				
Staff can identify the relevant concepts and principles that underlie teaching procedures				
Staff use the concepts and principles of behavior analysis to guide the intervention				
Staff use behavioral terminology				
Detailed Assessment				
Staff generate intervention procedures for new specific skills or problem behaviors based on the principles				
6) Effective: Large enough effects for practical value				
Quick Assessment				
The students are acquiring appropriate and meaningful skills				
Negative behavior is significantly decreasing				
IEP benchmarks and goals are consistently being met				
Detailed Assessment				
Valuable and measurable yearly progress is demonstrated (outcome data)				

