

ABA Treatment -Parent Rating Form (Long)

Treatment (30 possible)	Criteria	Score
1. An assessment was completed on my child which identified skill deficit areas to target in treatment that were developmentally appropriate and socially significant	Yes – 1 No – 0	
2. An assessment was completed on my child which identified the function of problematic behaviors	Yes – 1 No – 0	
3. An assessment was conducted initially and in an ongoing manner to determine reinforcers (items or actions my child finds valuable in the moment)	Yes – 1 No – 0	
4. Staff conducted direct observation of my child when assessing skill deficits and/or problematic behavior	Yes – 1 No – 0	
5. Staff discussed findings of assessments with me and helped me to understand how assessments will determine treatment interventions	Yes – 1 No – 0	
6. Behaviors targeted for instruction and to increase are identified, clearly defined, developmentally appropriate, and socially significant	Yes – 1 No – 0	
7. Behaviors targeted for reduction are identified and clearly defined	Yes – 1 No – 0	
8. Behavioral goals have been developed which include: current level (baseline), definition of behavior including the conditions/context in which the behavior should occur, date of introduction, estimated date of mastery, plan for generalization, and current status (met, in progress, modified, etc...)	Yes – 1 No – 0	
9. Task analysis (list of steps in behavior(s) broken down into the smallest components) has been developed for behaviors targeted for teaching	Yes – 1 No – 0	
10. Staff can explain to me behavioral terminology and the relevant concepts underlying behavioral procedures	Yes – 1 No – 0	
11. Written or visual protocols have been developed for behavioral interventions and are consistent with results from assessments	Yes – 1 No – 0	
12. Antecedent (before the target behavior) based interventions that are consistent with results from assessments have been developed and implemented	Yes – 1 No – 0	
13. Consequence (after the target behavior) based interventions that are consistent with results from assessments have been developed and implemented	Yes – 1 No – 0	
14. Reinforcers (items or actions my child finds valuable in the moment) are delivered in a systematic manner after desired behaviors occur	Yes – 1 No – 0	
15. Reinforcers (items or actions my child finds valuable in the moment) are removed or minimized after problematic or unsafe behavior occurs	Yes – 1 No – 0	
16. Instruction (prompting and reinforcing) of desired behaviors occurs in the natural environment at least some of the time	Yes – 1 No – 0	
17. Staff identify naturally occurring signals for behavior and teaching procedures and ensure that my child engages in communicative, social, and daily living skills connected to those signals to avoid rote responding or ineffective behaviors	Yes – 1 No – 0	
18. Fidelity checks or measures of staff consistency of interventions are conducted at least once every month	Yes – 1 No – 0	
19. Data is collected on all behaviors targeted for instruction, increase, and reduction	Yes – 1 No – 0	
20. Data collection system provides information which allow staff to evaluate the effectiveness of interventions	Yes – 1 No – 0	
21. Data is graphed at least once per week	Yes – 1 No – 0	

22. Data and graphs demonstrate that the intervention has a direct effect on the target behavior (increasing desired behavior or reducing problematic/unsafe behavior)	Yes – 1 No – 0	
23. Data is compared to baseline and previous levels of behavior and used to make decisions about treatment	Yes – 1 No – 0	
24. Staff coordinate treatment, ensure consistency among other treatment providers, and provide training in ABA and specific treatment interventions being utilized with my child to other treatment providers	Yes – 1 No – 0	
25. Generalization (carry over) to multiple individuals and in multiple settings/ situations for the behaviors targeted for instruction and increase has been planned for and is being carried out	Yes – 1 No – 0	
26. Mastery criteria (when the individual can complete the behavior independently) is assessed daily and new target behaviors are introduced for instruction when a behavior is mastered	Yes – 1 No – 0	
27. Criteria for the discharge of services has been developed	Yes – 1 No – 0	
28. Plans for post-discharge support and services have been planned for or are regularly discussed	Yes – 1 No – 0	
29. Plans for safety and crisis management have been developed and provide clear direction as to how staff and parents/caregivers should maintain the safety of your child and others around them	Yes – 1 No – 0	
30. Staff utilize language and implement interventions consistent with my understanding of ABA and do not engage in interventions that are outside of ABA	Yes – 1 No – 0	
Parent/Caregiver Engagement in Treatment (25 possible)	Criteria	Score
31. I am able to identify at least 3 skill deficit areas based on assessments conducted that are being targeted for instruction	Yes – 1 No – 0	
32. I am able to identify the function of behavior based on assessments conducted	Yes – 1 No – 0	
33. I am able to state how the assessments conducted determine the types of interventions utilized in treatment	Yes – 1 No – 0	
34. I am able to state the definition for behaviors being instructed and increased	Yes – 1 No – 0	
35. I am able to identify behavior(s) being instructed and increased as they are occurring	Yes – 1 No – 0	
36. I am able to state the definition for behaviors being reduced	Yes – 1 No – 0	
37. I am able to identify behavior(s) being reduced as they are occurring	Yes – 1 No – 0	
38. I am able to state and am in agreement with the behavioral goals developed for my child	Yes – 1 No – 0	
39. I have been trained on the behavioral interventions utilized with my child	Yes – 1 No – 0	
40. I can consistently implement interventions to increase desired behavior(s) demonstrated through staff observation, feedback, and/or fluency checks	Yes – 1 No – 0	
41. I can consistently implement interventions to decrease problematic/unsafe behavior(s) demonstrated through staff observation, feedback, and/or fluency checks	Yes – 1 No – 0	

42. I have witnessed or have access to fidelity checks or measures of staff consistency of interventions that have been conducted	Yes – 1 No – 0	
43. I have ongoing access to behavioral data collected on my child	Yes – 1 No – 0	
44. I have been trained to understand the data being collected on my child	Yes – 1 No – 0	
45. I am included in the analysis of behavioral data collected on my child as well as treatment decisions based on the analysis of behavioral data	Yes – 1 No – 0	
46. I am involved in treatment team meetings and have input into decisions made by the treatment team	Yes – 1 No – 0	
47. I am involved in the planning and intervention to generalize (carry over) behaviors learned by my child to multiple people and in multiple settings/situations	Yes – 1 No – 0	
48. I have been involved in the planning for and agree with the criteria for discharging my child from this ABA provider	Yes – 1 No – 0	
49. I have been involved in and agree with the planning for supports and services after my child has been discharged from this ABA provider	Yes – 1 No – 0	
50. I have been involved in creating and agree with the safety/crisis plan for my child	Yes – 1 No – 0	
51. I have been trained in the behaviors I am assigned and can perform the behaviors when necessary as outlined in the safety/crisis plan for my child	Yes – 1 No – 0	
52. I have witnessed staff being trained and/or carrying out the safety/crisis plan for my child in a manner which ensures to the greatest extent possible the safety of my child and others around him/her	Yes – 1 No – 0	
53. My provider has taken my feedback into account and addressed any concerns that I have had with treatment programming	Yes – 1 No – 0	
54. Staff have trained me and helped me to understand the importance of adhering to the principles of ABA when providing treatment for my child	Yes – 1 No – 0	
55. I believe that the science of Applied Behavior Analysis and the interventions based on those principles provide the best treatment for my child	Yes – 1 No – 0	
Treatment Effectiveness (30 possible)	Criteria	Score
56. My child can demonstrate new behaviors or a higher level of existing behaviors since treatment has begun	Yes – 1 No – 0	
57. My child has shown a decrease in problematic/dangerous behavior since treatment has begun	Yes – 1 No – 0	
58. Data collected on behaviors targeted for instruction and increase clearly demonstrate an increase in these behaviors over time or an increase over baseline level	Yes – 1 No – 0	
59. Data collected on behaviors targeted for reduction clearly demonstrate an decrease in these behaviors over time or a decrease over baseline level	Yes – 1 No – 0	
60. I feel that I can attribute the increase of desired behavior(s) directly to the instruction and behavioral interventions designed and implemented by the ABA provider	Yes – 1 No – 0	
61. Staff working with my child have been able to provide me with data that demonstrates the increase of desired behavior(s) is directly related to the instruction and behavioral interventions designed and implemented by the ABA provider	Yes – 1 No – 0	
62. I feel that I can attribute the decrease of problematic/unsafe behavior(s) directly to the instruction and behavioral interventions implemented by the ABA provider	Yes – 1 No – 0	

63. Staff working with my child have been able to provide me with data that demonstrates the decrease of problematic/unsafe behavior(s) is directly related to the instruction and behavioral interventions designed and implemented by the ABA provider	Yes – 1 No – 0	
64. I feel that I am better equipped to teach and increase desired behaviors due to the training, support, and oversight of services by the ABA provider	Yes – 1 No – 0	
65. I feel that I am better equipped to manage and decrease problematic/unsafe behavior(s) due to the training, support, and oversight of services by the ABA provider	Yes – 1 No – 0	
66. I feel that the behaviors my child has learned allow them to be more functional in communicating their wants/needs	Yes – 1 No – 0	
67. I can state at least 3 specific areas or situations that my child has learned behaviors which allows them to be more successful in communicating their wants/needs	Yes – 1 No – 0	
68. I feel that the behaviors my child has learned allow them to be more functional in social interaction with others	Yes – 1 No – 0	
69. I can state at least 3 specific areas or situations in which my child has learned behaviors which allows them to be more successful in social interaction with others	Yes – 1 No – 0	
70. I feel that the behaviors my child has learned allow them to be more functional in daily living	Yes – 1 No – 0	
71. I can state at least 3 specific areas or situations in which my child has learned behaviors which allows them to be more successful in daily living	Yes – 1 No – 0	
72. I feel that the behaviors my child has learned allow them to be more independent in communicating their wants/needs	Yes – 1 No – 0	
73. I feel that the behaviors my child has learned allow them to be more independent in social interaction with others	Yes – 1 No – 0	
74. I feel that the behaviors my child has learned allow them to be more independent in daily living	Yes – 1 No – 0	
75. I feel that the behaviors my child has learned has lead them to be more successful in accessing things or situations from the environment which makes them happier or more fulfilled	Yes – 1 No – 0	
76. I feel that the behaviors my child has learned has increased their ability to obtain attention and social interaction	Yes – 1 No – 0	
77. I feel that the behaviors my child has learned has increased the value of attention and social interaction for them	Yes – 1 No – 0	
78. I feel that the behaviors my child has learned has increased their ability to follow directions	Yes – 1 No – 0	
79. I have seen instances of behaviors learned by my child generalizing (carrying over) to different people or different settings/situations in which they were not directly taught	Yes – 1 No – 0	
80. My child is better able to function (more success/less problematic behavior) in multiple settings	Yes – 1 No – 0	
81. The new behaviors my child has learned has resulted in less stress and anxiety on myself and my family	Yes – 1 No – 0	
82. The decrease in problematic behaviors my child has displayed has resulted in less stress and anxiety on myself and my family	Yes – 1 No – 0	

83. I feel that my child's life is better because of the treatment programming conducted by the ABA provider	Yes – 1 No – 0	
84. I feel that my family's life is better because of the treatment programming conducted by the ABA provider	Yes – 1 No – 0	
85. I feel that the treatment provided along with my participation is largely responsible for the success of my child and I would recommend this provider to other families	Yes – 1 No – 0	
ABA Program Staff (15 possible)	Criteria	Score
86. The individual overseeing my child's treatment is a Board Certified Behavior Analyst (BCBA)	Yes – 1 No – 0	
87. The individual overseeing my child's treatment receives at least bi-weekly supervision from a BCBA (Yes – if the individual is a BCBA)	Yes – 1 No – 0	
88. The individual overseeing my child's treatment has received at least 270 hours of training (accredited by the Behavior Analyst Certification Board)	Yes – 1 No – 0	
89. The individual overseeing my child's treatment has received at least 135 hours of training (accredited by the Behavior Analyst Certification Board)	Yes – 1 No – 0	
90. The individual overseeing my child's treatment has received at least 70 hours of training (accredited by the Behavior Analyst Certification Board)	Yes – 1 No – 0	
91. The individual overseeing my child's treatment receives 32 hours of training (accredited by the Behavior Analyst Certification Board) every two years	Yes – 1 No – 0	
92. The individual overseeing my child's treatment receives 32 hours of training in ABA every two years (not accredited by the Behavior Analyst Certification Board)	Yes – 1 No – 0	
93. The individual overseeing my child's treatment receives 16 hours of training in ABA every two years (not accredited by the Behavior Analyst Certification Board)	Yes – 1 No – 0	
94. The direct care staff working with my child receives ABA based supervision from a BCBA or Board Certified Assistant Behavior Analyst (BCaBA)	Yes – 1 No – 0	
95. The direct care staff working with my child receives at least 2 hours of supervision for every 10 hours of direct treatment provided	Yes – 1 No – 0	
96. The direct care staff working with my child receives at least 1 hour of supervision for every 10 hours of direct treatment provided	Yes – 1 No – 0	
97. The direct care staff working with my child has obtained the Registered Behavior Technician (RBT) credential	Yes – 1 No – 0	
98. The direct care staff working with my child has received at least 40 hours of ABA based training	Yes – 1 No – 0	
99. The direct care staff working with my child has received at least 20 hours of ABA based training	Yes – 1 No – 0	
100. The direct care staff working with my child receive at least 16 hours of ABA based training per year	Yes – 1 No – 0	

Parent Evaluation of ABA Treatment

Section	Possible	Score
Treatment	30	
Parent/Caregiver Engagement in Treatment	25	
Treatment Effectiveness	30	
ABA Program Staff	15	
Total	100	

Dimensions of ABA Sub-scale

Dimension	Related Questions	Score
Applied	1 2 4 12 13 66 68 70	
Behavioral	6 7 18 19 21 24 26	
Analytic	17 20 22 23 61 63	
Technological	3 11 14 15 87 94 98 100	
Conceptually Systematic	5 10 33 54 55 60	
Effective	58 59 67 69 71 83 84 85	
Generality	25 39 40 41 44 79 80	
		Multiply by 2
Total		

Directions for Dimensions of ABA Sub-scale

For every number circled “Yes” on the rating form circle the corresponding number in the Dimensions of ABA Sub-scale. Count up the circled numbers for each dimension, add them together, and multiply that number by 2 for final Dimensions of ABA Sub-scale rating.

References

BACB, *Health Plan Coverage of Applied Behavior Analysis Treatment of Autism Spectrum Disorder*, 2012

Sundberg, M. (2013, October 18). What Constitutes an ABA Program?. *34th Annual Conference for the Berkshire Association for Behavior Analysis and Therapy*. Lecture conducted from Berkshire Association for Behavior Analysis and Therapy, Amherst, Massachusetts.