

ABA Program Evaluation Form: Quick Assessment

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

1) Applied: Socially significant behaviors	None	Poor	Fair	Good
	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 assessments and IEP goals				
Behavior intervention program consistent with FBA				
Structured and intensive ABA style teaching sessions in place				
2) Behavioral: Data system				
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				
3) Analytic: Prediction and control				
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				
4) Technological: Standard behavioral procedures are used				
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				
5) Conceptual systems: Procedures are relevant to principles				
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				

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6) Effective: Large enough effects for practical value	None	Poor	Fair	Good
	0	1	2	3
The students are acquiring appropriate and meaningful skills				
Negative behavior is significantly decreasing				
IEP benchmarks and goals are consistently being met				
7) Generality: The skills are durable and generalize				
Daily programming for generalization occurs (different settings, people, time, materials, etc.)				
Systematic stimulus and response generalization after acquisition is in place				
Parent training program in place				
Score	None	Poor	Fair	Good
	0	1	2	3
Total tallies				
Sub-Total scores (multiple number of tallies times point value)				
Final Quick Assessment Score :	/90 possible points			