Evaluation Tools Catalog*

*Changes cannot be made to the components of these standardized evaluation tools for individual organizations. Our committee reviews the evaluation tools on a quarterly basis and makes appropriate changes. Please submit your suggested changes to these evaluation tools here. All approved changes will be communicated to current users.

2024

Contents

ABC Data

This assessment is designed to assess behavior technician use of ABA data collection. This evaluation tool affects one's clinical score.

Questions:
1. Fill in antecedent using clear, complete, concise, and objective language 2. Antecedent closest in time to occurrence of the behavior event is noted 3. Fill in behavior using clear, complete, concise, and objective language 4. Fill in consequence using clear, complete, concise, and objective language 5. The consequence that immediately followed the behavior event is noted 6. Indicate duration of the problem behavior, if applicable

BCBA Professionalism Metrics

This assessment is designed to be completed by the BCBA's supervisor. The assessment assesses the BCBA's performance in the professional areas of assertiveness, time management, business etiquette, ethics, leadership, interpersonal skills, problem solving, temperament, and competence. This evaluation tool affects one's professional score.

Questions:
Does the BCBA… 7. speak up for his/her clients and advocate for quality behavioral programming? 8. submit all deliverables by the due date? If the BCBA is unable to make a due date, does s/he request a timely extension? 9. arrive on time to meetings and appointments? 10. debrief his/her supervisor of all issues in a timely fashion? 11. dress in appropriate business attire? 12. behave ethically according to The Ethics Code for Behavior Analysts? 13. create a focus/direction for the group s/he is supervising in alignment with company values and goals? 14. develop a rapport with teammates and clients in a caring and friendly manner without creating a dual relationship? 15. handle difficult situations and people with respect and empathy? 16. engage in a process to solve problems consisting of identifying the problem, defining the problem, exploring solutions, applying a solution, and reflecting on the outcome? 17. engage in critical thinking to complete the problem-solving process? 18. ask for help when s/he is unable to solve a problem? 19. have a consistent temperament in the workplace? 20. practice within his/her scope of practice and expertise? 21. utilize evidence-based training practices (i.e., behavioral skills training) when s/he needs to train a teammate?

Behavioral Skills Training Checklist

This assessment is designed to be used when a teammate (either BCBA or behavior technician) is training using Behavioral Skills Training (BST). For example, a BCBA may complete this checklist with a behavior technician who is using BST to teach a client social skills. It could also be used by the BCBA's supervisor to assess the BCBAs training with a behavior technician. Behavior skills training consists of providing instructions, modeling, rehearsing, and providing feedback to teach a new behavior. This evaluation tool affects one's clinical score.

Questions:

The teammate…
     1. paired with individual (teammate or client) prior to beginning training.
     2. provided the individual with instructions on how to complete the target behavior.
     3. modeled how to engage in the target behavior.
     4. modeled the target behavior accurately.
     5. provided an opportunity for the individual to practice the target behavior.
     6. collected data on the individual's treatment integrity.
     7. collected data accurately on the individual's treatment integrity.
     8. provided immediate, behavior-specific feedback following practice opportunity.
     9. faded feedback according to plan recommendations.
     10. answered all the individual's questions correctly.
     11. used compassionate care principles when training.

Behaviors Targeted for Reduction General Checklist

This assessment is designed to assess behavior technician use of behavior reduction procedures. This evaluation tool affects one's clinical score.

Questions:
1. Implement antecedent procedure (e.g., present rule, visual, etc.) at the beginning of session.   2. If client does not engage in targeted behavior, a reinforcer was provided based on the schedule of reinforcement.   3. If client engages in a functional communication response (FCR), the FCR is honored.   4. Collects data   5. Collects data accurately   If client engages in the targeted behavior, the behavior technician…   6. body language remains neutral.   7. uses a neutral tone of voice.   8. ignores all instances of targeted behavior.   9. implements a consequence (e.g., extinction, response cost, etc.).   10. implements crisis procedure (as needed).

Chaining Checklist

This assessment is designed to be used for any programs in which forward, backward, or total task chaining is used (e.g., activities of daily living). This evaluation tool affects one's clinical score.

Questions:
1. Gain attention
2. Accurate SD
3. Delivery of prompt (if needed)
4. Delivery of reinforcer
5. Implement error correction procedure
6. Collects data
7. Collects data accurately

Clinical Audit Form

This assessment is designed to be completed by the BCBA's supervisor. The assessment audits how well the BCBA is managing their cases from a clinical perspective. It is broken down into two sections: skill acquisition and behavior reduction programming. This audit tool can also be used as a self-assessment for BCBAs to reflect on how well they are managing their cases – this is assigned through the task feature in BSTperform. This evaluation tool affects one's clinical score.

Questions:
Skill Acquisition Programming   1. Does the client have a formal preference assessment conducted monthly?   2. Are the results of the formal preference assessment graphed and in the program book?   3. Are informal preference assessments conducted at each session?   4. Do stimuli identified in the preference assessments serve as reinforcers?   5. Has a skills assessment been conducted within the last 6 months?   6. Are the results of the skills assessment utilized to inform program implementation?   7. Is there an appropriate number of programs implemented based on the number of treatment hours?   8. Are skill acquisition programs written technologically and written for each goal?   9. Are materials and skills taught functional and age appropriate?   10. Are data collected at each session?   11. Are data graphed at each session?   12. If learning stalls (e.g., no change after 2 weeks or 5 sessions), are modifications made to the program(s)?   13. Are new targets/target sets introduced at the following session when mastery is achieved for previous targets/target sets?   14. Are teaching procedures utilized evidenced based?   15. Collects IOA data   Behavior Reduction Programming   16. Have behaviors for reduction been identified and operationally defined?   17. Within 2 weeks of identifying behaviors for reduction, was the functional behavior assessment process started?   18. Was a thorough interview conducted with caregivers?   19. Has a descriptive assessment been conducted?   20. Was informed consent received to conduct a functional analysis?   21. Was a functional analysis conducted in alignment with The Ethics Code for Behavior Analysts and best practice recommendations?   22. Was a function- and evidence-based Behavior Intervention Plan (BIP) written and implemented within 2 weeks of the identification of the function?   23. Is the BIP based on reinforcement procedures and skill building rather than punishment procedures only?   24. Was there an 80% reduction compared to baseline levels within 2 weeks following the implementation of the BIP?   25. Were all behavior technicians trained to implement the BIP?   26. Are data collected at each session?

27. Are data graphed at each session?
28. If reduction stalls (i.e., no change after 2 weeks or 5 sessions), are modifications made to the BIP?
29. Collects IOA data

Denied Access

This assessment is designed to assess behavior technician implementation of a denied access procedure. This evaluation tool affects one's clinical score.

Questions:
1. Did staff firmly deny access to learner's request? 2. Did staff avoid repeated compassionate denials? 3. Did staff provide wait time for learner to process the denial? 4. Did staff avoid verbal feedback while learner was engaging in distress? 5. Did staff provide or identify available options to the learner aside from the initial request? 6. Did staff support learner to another choice using prompting hierarchy? 7. Did staff provide differential reinforcement for learner choosing and participating in another activity? 8. Did staff utilize visual supports during this process? 9. Did staff collect data as expected? 10. Did staff collect data accurately?

Differential Reinforcement of Alternative Behavior

This assessment is designed to assess behavior technician use of the differential reinforcement of alternative behavior procedure. This evaluation tool affects one's clinical score.

Questions:
1. Implement antecedent procedure (e.g., present rule, visual, etc.) at the beginning of session. 2. If client does not engage in targeted behavior, provide reinforcer based on schedule of reinforcement. 3. If client engages in a FCR (e.g., vocal speech, sign, picture), honor that response based on schedule of reinforcement. 4. If client engages in other replacement behavior, provide reinforcer based on reinforcement schedule. 5. Collects data 6. Collects data accurately If client engages in the targeted behavior, the behavior technician… 7. body language remains neutral. 8. uses a neutral tone of voice. 9. ignores all instances of targeted behavior. 10. implements a consequence (e.g., extinction, response cost, etc.). 11. implements crisis procedure (as needed).

Differential Reinforcement of Higher Rates of Behavior

This assessment is designed to assess behavior technician use of the differential reinforcement of high rates of behavior procedure. This evaluation tool affects one's clinical score.

Questions:
- Implement antecedent procedure (e.g., present rule, visual, etc.) at the beginning of session.   - If client engages in behavior above criterion, provide reinforcer based on schedule of reinforcement.   - Collects data   - Collects data accurately   If client engages in the targeted behavior, the behavior technician…<ol start="5"> - body language remains neutral.   - uses a neutral tone of voice.   - ignores all instances of targeted behavior.   - Implements a consequence (e.g., extinction, response cost, etc.).   - implements crisis procedure (as needed).

Differential Reinforcement of Incompatible Behavior

This assessment is designed to assess behavior technician use of the differential reinforcement of incompatible behavior procedure. This evaluation tool affects one's clinical score.

Questions:
1. Implement antecedent procedure (e.g., present rule, visual, etc.) at the beginning of session. 2. If client engages in incompatible behavior, provide reinforcer based on schedule of reinforcement. 3. Collects data 4. Collects data accurately If client engages in the targeted behavior, the behavior technician… 5. body language remains neutral. 6. uses a neutral tone of voice. 7. ignores all instances of targeted behavior. 8. implements a consequence (e.g., extinction, response cost, etc.). 9. implements crisis procedure (as needed).

Differential Reinforcement of Lower Rates of Behavior

This assessment is designed to assess behavior technician use of the differential reinforcement of low rates of behavior procedure. This evaluation tool affects one's clinical score.

Questions:
1. Implement antecedent procedure (e.g., present rule, visual, etc.) at the beginning of session. 2. If client engages in behavior below criterion, provide reinforcer based on schedule of reinforcement. 3. Collects data 4. Collects data accurately If client engages in the targeted behavior, the behavior technician… 5. body language remains neutral. 6. uses a neutral tone of voice. 7. ignores all instances of targeted behavior. 8. implements a consequence (e.g., extinction, response cost, etc.). 9. implements crisis procedure (as needed).

Differential Reinforcement of Other/Zero Behavior

This assessment is designed to assess behavior technician use of the differential reinforcement of other behavior procedure. This evaluation tool affects one's clinical score.

Questions:
1. Implement antecedent procedure (e.g., present rule, visual, etc.) at the beginning of session.   2. If client does not engage in targeted behavior, provide reinforcer based on schedule of reinforcement.   3. Collects data   4. Collects data accurately   If client engages in the targeted behavior, the behavior technician…   5. body language remains neutral.   6. uses a neutral tone of voice.   7. ignores all instances of targeted behavior.   8. reinforces precursors   9. implements a consequence (e.g., extinction, response cost, etc.).   10. implements crisis procedure (as needed).

Discrete Trial Teaching with stimuli

This assessment is designed to assess behavior technician use of a discrete trial with stimuli procedure. This evaluation tool affects one's clinical score.

Questions:
1. Gain attention 2. Correct SD 3. Deliver prompt, as needed 4. Delivery of reinforcer 5. Implement error correction procedure 6. Collects data 7. Collects data accurately 8. Rearranged materials 9. Correct intertrial interval

Discrete Trial Teaching without stimuli

This assessment is designed to assess behavior technician use of a discrete trial without stimuli procedure. This evaluation tool affects one's clinical score.

Questions:
1. Gain attention 2. Correct SD 3. Deliver prompt, as needed 4. Delivery of reinforcer 5. Implements error correction procedure 6. Collects data 7. Collects data accurately 8. Correct intertrial interval

Feedback Reception

This assessment is designed to assess how one responds to feedback they receive. This evaluation tool affects one's professional score.

Questions:
1. Maintain eye contact, if appropriate 2. Acknowledge feedback 3. Ask follow-up question(s) 4. Engage in active listening 5. Commit to behavior change 6. Have an appropriate demeanor

Free Operant

This assessment is designed to assess behavior technician use of the free operant preference assessment procedure. This evaluation tool affects one's clinical score.

Questions:
1. Baits room with stimuli 2. Does not interact with client unless client initiated 3. Collects data 4. Collects data accurately 5. Conducts assessment for target duration

Functional Communication Training

This assessment is designed to assess behavior technician implementation of a functional communication training program. This evaluation tool affects one's clinical score.

Questions:
1. Frequency of prompted FCR 2. Frequency of unprompted FCR 3. Delivers reinforcer within 10 sec of the FCR 4. Frequency of behavior targeted for reduction 5. Delivers correct consequence within 10 sec of behavior targeted for reduction

Group Instruction

This assessment is designed to assess behavior technician implementation of a group instruction program. This evaluation tool affects one's clinical score.

Questions:
1. Maintains appropriate proximity during group activity 2. Prompts client to follow/reference visual cues provided by group leader, if applicable 3. Provides prompts based on appropriate hierarchy 4. Models motor behaviors for group motor responding 5. Reinforces responding, without disrupting group instruction 6. Collects data 7. Collects data accurately

Increasing Therapeutic Engagement

This assessment is designed to measure behavior technician therapeutic engagement integrity. This evaluation tool affects one's clinical score.

Questions:

Setting Up Instruction

Does the clinician…

1. set out preferred items?
2. establish mutual engagement behavior offering an instruction?
3. assess client's regulation and motivation level before offering instruction?
4. deliver clear expectations: present choices as questions and demands as statements.

Consequences

5. present reinforcers contingent on performance?
6. allow brief access (i.e., 10-30 sec) to reinforcer?
7. avoid reinforcing non-engagement or non-attending?
8. follow through with all essential health and safety-related directives in an empathetic and supportive manner?
9. assess the difference between "required health and safety instructions" and non-essential instructions per the client's individualized treatment plan?
10. ignore problem behavior that occurs?
11. gently block client from engaging in disruptive behavior?
12. only allow access to preferred items after the client completes the demand?

Engagement

13. follow client's lead to establish preferred items/play?
14. engage in parallel play until mutual engagement is established?
15. wait for the client to show an interest in the preferred item?
16. present instruction or opportunity for engagement with the preferred item/activity?
17. playful and motivating?

Instructional Control Treatment Integrity Checklist

This assessment is designed to measure behavior technician instructional control integrity. This checklist can also be used as a self-assessment for behavior technicians and BCBAs to reflect on how well they are performing in the area of instructional control. This evaluation tool affects one's clinical score.

Questions:

Setting Up Instruction

Does the behavior technician…

1. set out preferred items?
2. pair before starting demands by interacting with client and making the activity more fun?
3. gain the client's interest before presenting a demand?
4. deliver clear expectations: present choices as questions and demands as statements.

Consequences

5. present reinforcers contingent on performance?
6. allow brief access (i.e., 10-30 sec) to reinforcer?
7. avoid reinforcing noncompliance or nonattending?
8. follow through with all demands?
9. ignore problem behavior that occurs?
10. gently block client from engaging in disruptive behavior?
11. only allow access to preferred items after the client completes the demand?

Increasing Compliance

12. block access to preferred items?
13. engage with preferred items without talking to the client?
14. wait for the client to show an interest in the preferred item?
15. represent demand contingent on the client wanting the preferred item?
16. engage playfully and capture the client's motivation?

Match to Sample

This assessment is designed to assess behavior technician use of a match to sample procedure. This evaluation tool affects one's clinical score.

Questions:
1. Gain attention 2. Presentation of stimuli in correct order 3. Delivery of prompt (if needed) 4. Delivery of reinforcer 5. Implement error correction procedure 6. Collects data 7. Collects data accurately 8. Correct intertrial interval

Motor Play

This assessment is designed to assess behavior technician use of a motor play procedure. This evaluation tool affects one's clinical score.

Questions:
1. Actively engages client during play 2. Models motor behavior 3. Reviews and follows planned activity 4. Models or prompts game-specific behaviors 5. Differentially reinforces motor behavior 6. Uses peer-coaching to prompt social interactions 7. Prompts attempts at peer interaction 8. Reinforces attempts at peer interaction 9. Instructs or prompts clean-up at the end of activity

Meeting Form - Disciplinary

This disciplinary meeting form allows meeting leaders to complete meeting minutes in BSTperform and for the staff to acknowledge the information described and leave comments. This can be used for progressive disciplinary action at your organization.

Questions:

Meeting leader section
    1. Persons present at meeting
    2. Type of meeting
    3. General area of concern
    4. Description of the situation
    5. Outcome of meeting
 	
Staff section
    6. Staff comments

Meeting Form - General

This general meeting form allows meeting leaders to complete meeting minutes in BSTperform and for the staff to acknowledge the information described and leave comments. This can be used for general supervision meetings, meetings to discuss professional development, among others.

Questions:

Meeting leader section
    1. Persons present at meeting
    2. Type of meeting
    3. Description of what was covered in the meeting
    4. Action items from the meeting
 	
Staff section
    5. Staff comments

MSWO Preference Assessment

This assessment is designed to assess behavior technician implementation of the MSWO preference assessment procedure. This evaluation tool affects one's clinical score.

Questions:
1. Presents stimulus array with vocal SD, "Pick one"   2. Delivers selected item for consumption or 30 sec of interaction   3. Blocks selection of more than one item   4. If no selection or blocked response, represents stimuli with vocal SD, "Pick one"   5. Delivers selected item for consumption or 30 sec of interaction   6. Collects data   7. Collects data accurately   8. Rearranges materials

Natural Environment Training

This assessment is designed to assess behavior technician implementation of a natural environment training procedure. This evaluation tool affects one's clinical score.

Questions:
1. Follow client's motivation 2. Evokes responses that are functionally related to the activity 3. Instructions are natural 4. Teaches across or embeds all verbal operants 5. Delivery of reinforcer (e.g., behavior specific praise) 6. Implements error correction procedure 7. Doesn't allow too much "idle time" 8. Proximity appropriate to client 9. Refrain from using negative (e.g., "don't") language 10. Collects data 11. Collects data accurately

Noncontingent Reinforcement

This assessment is designed to assess behavior technician use noncontingent reinforcement. This evaluation tool affects one's clinical score.

Questions:
1. Implement antecedent procedure (e.g., present rule, visual, etc.) at the beginning of session. 2. Technician provides reinforcer based on interval or time-based schedule of reinforcement. 3. If client engages in other replacement behavior, provide reinforcer base on schedule of reinforcement. 4. Collects data 5. Collects data accurately If client engages in the targeted behavior, the behavior technician… 6. body language remains neutral. 7. uses a neutral tone of voice. 8. ignores all instances of targeted behavior. 9. implements a consequence (e.g., extinction, response cost, etc.). 10. implements crisis procedure (as needed).

Paired Stimulus Preference Assessment

This assessment is designed to assess behavior technician implementation of the paired stimulus preference assessment procedure. This evaluation tool affects one's clinical score.

Questions:
1. Presents 2 stimuli in the correct positioning with vocal SD, "Pick one" 2. Delivers selected item for consumption or 30 sec of interaction 3. Blocks selection of both items 4. If no selection or blocked response, represents 2 stimuli with vocal SD, "Pick one" 5. Delivers selected item for consumption or 30 sec of interaction 6. Collects data 7. Collects data accurately

Pairing Treatment Integrity Checklist

This assessment is designed to assess the behavior technicians use of pairing. This evaluation tool affects one's clinical score.

Questions:
1. Follows client's motivation 2. Offers a variety of toys/activities client may be interested in 3. Delivers noncontingent positive praise/comments 4. Engages with client during preferred activity, but does not place demands on the client 5. Engages with client during preferred activity and places low response effort demands on the client 6. Restricts access to preferred reinforcers, when appropriate, to establish MO for mand 7. The number of opportunities the technician could capitalize on client interest 8. The number of times the technician accurately capitalizes on client interest 9. Differentially reinforces responses 10. Organizes materials and is ready for delivery of SDs 11. Appropriate proximity to client 12. Refrain from using negative (e.g., "don't") language 13. Offers choices to client 14. Collects data 15. Collects data accurately

Performance Diagnostic Checklist – Human Services Assessment (Carr et al., 2013)

This assessment is designed to be completed by the BCBA on an employee performance problem. The BCBA may complete it for their entire team or for a single technician. The information provided will provide suggestions for what intervention to implement to improve employee performance. This assessment can also be used as a self-assessment for the behavior technician to indicate what barriers may be influencing their performance. This evaluation tool does not affect one's score.

Questions:

Training
1. Has the employee received formal training on this task?
2. Can the employee accurately describe the target task and when it should be performed?
3. Is there evidence that the employee has accurately completed the task in the past?
4. If the task needs to be completed quickly, can the employee perform it at the appropriate speed?

Task clarification and prompting
5. Has the employee been informed that he/she is expected to perform the task?
6. Can the employee state the purpose of the task?
7. Is a job aid (e.g., a checklist, data sheet) for completing the task visibly located in the task area?
8. Is the employee ever verbally, textually, or electronically reminded to complete the task?
9. Is the task being performed in an environment well-suited for task completion (e.g., not noisy or crowded)?

Resources, materials, and processes
10. Are there sufficient numbers of trained staff available in the program?
11. Are materials required?
12. Are the materials readily available (e.g., easy to find, nearby)?
13. Are the materials necessary to complete the task well designed for their intended purpose?
14. Are the materials necessary to complete the task organized for their intended purpose?
15. Can the task be completed without first completing other tasks?

Performance consequences, effort, and competition
16. Is the employee ever directly monitored by a supervisor?
17. Does the employee ever receive feedback about the performance?
18. Does the employee ever see the effects of accurate task completion?
19. Is the task simple or does it involve relatively low response effort?
20. Does the task generally take precedence over other competing tasks?

Pretend Play

This assessment is designed to assess the behavior technicians implementation of a pretend play procedure. This evaluation tool affects one's clinical score.

Questions:
1. Did staff provide materials for learner to engage in pretend play? 2. Did staff use narration or echoic prompts to evoke play vocalizations? 3. Did staff provide opportunities for the learner to use passive figures or action figures during play? 4. Did staff redirect the learner if they were exhibiting self-stimulatory behavior with toy items? 5. Did staff model specific play actions with the available materials? 6. Did staff provide visual supports to model/prompt the learner for play actions/vocalizations as an antecedent strategy? 7. Did staff utilize task analysis or pretend play examples, if applicable? 8. Was staff within the appropriate proximity to the client? 9. Did staff refrain from using negative (e.g. "don't") language? 10. Did staff use behavior specific praise, on the appropriate schedule? 11. Did staff collect data? 12. Did staff collect data accurately?

Providing Effective Feedback

This assessment is designed to assess how one provides feedback. This evaluation tool affects one's professional score.

Questions:
1. Collect integrity data 2. Provide positive feedback for correct performance 3. Describe incorrect performance 4. Provide a rationale for changing incorrect performance 5. Reinforces provide instruction for correct performance 6. Demonstrate correct performance 7. Provide an opportunity to practice 8. Provide an opportunity to ask question(s)

RBT Initial Competency Assessment

This assessment is designed to assess behavior technician performance in the areas commonly measured on the initial RBT competency assessment. This evaluation tool does not affect one's score.

Questions:	
Continuous measurement	Implement continuous measurement (e.g., frequency, duration, latency, IRT)
Discontinuous measurement	Implement discontinuous measurement procedures (e.g., partial or whole interval, momentary time sampling)
Data and graphs	Enter data and update graphs
Preference assessments	Conduct preference assessments
ABC data collection	Collect ABC data
Discrete trial training	Implement discrete-trial teaching procedures
Natural environment training	Implement naturalistic teaching procedures (e.g., incidental teaching)
Chaining	Implement task analyzed chaining procedures
Shaping	Implement shaping procedures
Discrimination training	Implement discrimination training
Stimulus control transfer	Implement stimulus control transfer procedures
Prompting	Implement prompt and prompt fading procedures
Token systems	Implement token systems
Crisis/emergency	Implement crisis/emergency procedures according to protocol
Antecedent interventions	Implement interventions based on modification of antecedents such as motivating/establishing operations and discriminative stimuli
Differential reinforcement	Implement differential reinforcement procedures (e.g., DRA, DRO)
Extinction	Implement extinction procedures
Session notes	Generate objective session notes by describing what occurred during sessions
	Provide examples of how to maintain client dignity
Client dignity	Provide examples of how to maintain professional boundaries
Professional boundaries	Describe BACB Supervision Standards for RBTs
Supervision requirements	Describe at least one situation in which you'd seek clinical direction from your
Clinical direction	supervisor

Reinforcer Relinquishment

This assessment is designed to assess behavior technician implementation of a reinforcement relinquishment procedure. This evaluation tool affects one's clinical score.

Questions:
1. Did staff gain the attention of client?
2. Did staff provide a warning?
3. Did staff prompt learner to give up preferred item?
4. Did staff provide visual support or cue for when reinforcer was available?
5. Did staff prompt the learner to put an item in the reinforcer box?
6. Did staff prompt for a tolerance response, if necessary?
7. Did staff provide differential reinforcement for the tolerance response?
8. Did staff collect data?
9. Did staff collect data accurately?

Session Environmental Barriers

This assessment is designed to assess the environmental barriers that are impacting behavior technician performance. This assessment is a part of each observation. This evaluation tool affects one's environmental score.

Questions:
1. Has required materials?   2. Facility appropriate for treatment?   3. Client in same geographic area?   4. Protocol documentation is reasonable?   5. Client is healthy and appears well rested; no assumed negative impact on scheduled session?   6. Required staff:client ratio?   7. Has potential reinforcers available?

Session Note Treatment Integrity

This assessment is designed to assess behavior technician completion of session notes. This evaluation tool affects one's professional score.

Questions:
Indicates the following referring to the session: 1. Date 2. Start and end time 3. Location 4. Who was present 5. Service delivered 6. Writes in 3rd person point of view 7. Indicates programs implemented and performance scores/data 8. Indicates problem behaviors observed and how they were addressed 9. Indicates if there were any medical or safety concerns 10. Indicates client's engagement and affect in objective terms 11. The note is completed within 24 hours

Session Professionalism

This assessment is designed to assess the behavior technician's professionalism. This assessment is a part of each observation. This evaluation tool affects one's professional score.

Questions:
Does the behavior technician… 1. arrive to sessions on time? 2. have an appropriate dress and demeanor? 3. respond timely to requests? 4. behave ethically according to The RBT Ethics Code? 5. respond appropriately to feedback? 6. keep their supervisor informed of issues and problems? 7. avoid talking about the client in the presence of the client? 8. remain actively engaged with client? 9. follow current safety and health protocols? 10. greet the client upon arrival? 11. maintain or create a safe environment? 12. have professional interaction with others present (e.g., parents, colleagues)?

Session Intensity Checklist

This assessment is designed to assess the intensity of the behavior technician's session. There are two different session integrity assessments: ratio of skill acquisition to maintenance trials and verbal operants or demands per time sample. During observations, these assessments will populate together. This evaluation tool affects one's clinical score.

Questions:

Ratio of skill acquisition to maintenance trials
    1.   Frequency of skill acquisition trials
    2.   Frequency of maintenance trials
Ratio of verbal operants or demands per time sample
    3.   Frequency of verbal operants/demands delivered
    4.   Duration of observation/time sample in minutes

Skill Acquisition Program Treatment Integrity Checklist

This assessment is designed to be completed by the BCBA's supervisor. The assessment audits how well the BCBA is designing their skill acquisition programs. This tool can also be used as a self-assessment for BCBAs to reflect on how well they are writing their programs – this is assigned through the task feature in BSTperform. This evaluation tool affects one's clinical score.

Questions:

1. Is the program saved correctly?
2. Is the program submitted to the Supervisor on time?
3. Is the protocol name listed?
4. Is there a clear, measurable, operationally defined objective?
5. Are any prerequisite skills necessary listed?
6. Are materials listed?
7. Is the orienting response listed?
8. Is the discriminative stimulus (SD) clearly indicated?
9. Is the target response clearly indicated and operationally defined?
10. Are step-by-step probe procedures clearly listed?
11. Are step-by-step teaching/acquisition procedures clearly listed?
12. Are the prompting strategies clearly indicated?
13. Are the consequences clearly indicating including both the reinforcement schedule and the error correction procedure?
14. Is the type of data collection system indicated (e.g., frequency, duration, time sampling, etc.)?
15. Are data collection procedures clearly outlined (i.e., how data must be collected and when, etc.)?
16. Is target set mastery criteria indicated?
17. Are program mastery criteria indicated?
18. Are the steps to assess for generality listed?
19. Are the generalization criteria clearly indicated (i.e., how you know a skill is generalized)?
20. Is there a set and/or target list available?
21. Are references listed and written in correct APA format?

Social Skills

This assessment is designed to assess behavior technician implementation of a social skills procedure. This evaluation tool affects one's clinical score.

Questions:
1. Did staff provide opportunity and support to greet peers? 2. Did staff provide an opportunity for the learner to engage with a peer? 3. Did staff support the learner to invite a peer to play? 4. Did staff support the learner to respond to a peer's invitation? 5. Did staff model functional commenting on peer's behavior? 6. Did staff support turn taking between learners? 7. Did staff provide descriptive praise, as appropriate? 8. Did staff collect data? **9.** Did staff collect data accurately?

Supervision Form

This supervision form allows supervisors to provide feedback to the individual they supervised. It also allows for the individual supervised to provide feedback to their supervisor. This bidirectional feedback is very important!

Questions:

Supervisor section
    1.   Positive feedback
    2.   Supportive feedback
 	
Staff section
    3.   Are you feeling burned out? If yes, please provide a short explanation.
    4.   Provide at least one thing you learned from this session.
    5.   Tell me at least one way I can improve my supervision of you or modify this client's program to help you during your sessions.

Staff Feedback Preference Survey

This survey is assigned as a task for users to complete. This provides supervisors with information about staff preference for feedback. This survey does not affect one's score.

Questions:
1. How do you prefer to receive praise? 2. Where do you prefer to receive praise? 3. How often do you like to hear positive performance-based praise? 4. How do you prefer to receive constructive feedback? 5. Where do you prefer to receive constructive feedback? 6. How often would you like to meet with your supervisor/director?

Toilet Training Treatment Integrity Checklist

This assessment is designed to assess behavior technician implementation of a toilet training procedure. This evaluation tool affects one's clinical score.

Questions:
The behavior technician…   1. has required program materials.   2. provides fluid on prescribed schedule.   3. brings client to toilet on prescribed schedule.   4. prompts FCR.   5. reinforces prompted FCR.   6. reinforces unprompted FCR.   7. has the client sit for targeted amount of time or until urination (whichever comes first).   8. reinforces sitting.   9. differentially reinforces urination.   Technician implements positive practice for accidents by…   10. saying, "no wet pants" in firm voice   11. quickly escorting the client to the toilet.   12. providing the opportunity to eliminate in the toilet.   13. repeating positive practice steps X number of times.   14. terminating positive practice if elimination occurs.   15. collecting data immediately after each occurrence.   16. collecting data accurately.

Tolerance Shaping

This assessment is designed to assess the behavior technicians implementation of a tolerance shaping procedure. This evaluation tool affects one's clinical score.

Questions:
1. Was a refusal acknowledged or honored compassionately? 2. Did staff utilize the correct shaping step for the learner? 3. Did reinforcement match the shaping step for the learner? 4. Was differential reinforcement provided for successful tolerance? 5. Did staff utilize visual supports for the learner? 6. Did staff collect data? 7. Did staff collect data accurately?

Transitions

This assessment is designed to assess the behavior technicians implementation of a transitioning procedure. This evaluation tool affects one's clinical score.

Questions:
1. Did staff provide "first/then" contingency (if applicable)?   2. Did staff provide or reference visual or vocal (e.g., a warning) supports for the learner prior to the transition?   3. Did staff provide support using the prompting hierarchy to help the learner have a successful transition?   4. Did staff provide differential reinforcement for a successful transition?   5. Did staff provide a transitional object (if applicable)?   6. Did staff collect data?   **7.** Did staff collect data accurately?

Treatment Plan Checklist

This assessment is designed to be used as a guide for the BCBA when writing treatment plans for insurance. It can also be completed by the BCBA's supervisor. This tool can also be used as a self-assessment for BCBAs to reflect on how well they are writing their treatment plans – this is assigned through the task feature in BSTperform. This evaluation tool affects one's clinical score.

Questions:

Does the treatment plan identify the…
1. client's name?
2. client's date of birth?
3. client's age?
4. client's insurance ID number?
5. client's service address?
6. client's parent/caregiver name?
7. client's diagnosis?
8. client's diagnosis date?
9. name and title of the professional who diagnosed the client?
10. date(s) of the original assessment?
11. name, title, and credential of the assessor?
12. name of the supervising BCBA?
13. change in supervisor, if applicable, including the date of change and name of prior supervisor?
14. current report date?
15. family composition?
16. family's primary concerns?
17. medical and mental health history, including treatment and medication, if applicable?
18. current or prior services (e.g., ABA, speech, occupational, social skills group, etc.)?
19. overall school functioning, including current grade level and teacher:student ratio?
20. client's strengths?
21. client's family support system?
22. client's current skill deficits or indicate average performance or need for further assessment in the following areas?
    a. Cognitive/pre-academic skills
    b. Language/communication skills
    c. Reduction of interfering or mild inappropriate behaviors
    d. Severe behavior (aggression, property destruction)
    e. Safety skills
    f. Social skills
    g. Play and leisure skills
    h. Independent living/self-help skills
    i. Community integration
    j. Coping and tolerance skills
23. dates and assessment tools used?
24. summary and data analysis of the assessments used?
25. functional behavior assessment of target behaviors, including…
    a. A description of the behavior (i.e., topography, onset/offset, cycle, intensity, severity)

        b.   History of the behavior
        c.   Antecedent analysis (i.e., setting, people, time of day, events)
        d.   Consequence analysis
        e.   Behavior function
        f.   If a functional behavior assessment was not conducted, does the treatment plan include an explanation and time frame as to when one will be conducted?

26. instructional methods to be used (i.e., discrete trials, natural environment)?
27. methods for targeting behaviors targeted for reduction (e.g., DRA, DRO, delay/denial/toleration training)?

Does the treatment plan include…

28. the treatment setting?
29. observable and measurable goals?
30. the introduction date for each program goal?
31. an update for each program goal?
32. the mastery criterion for each program goal?
33. how generalization will be targeted for each program goal?
34. how generalization will be assessed for each program goal?
35. baseline data graphically displayed?
36. intervention data graphically displayed?
37. a description of parent/caregiver training, including frequency of parent/caregiver training and measurable goals with mastery criterion?
38. a statement on coordination of care with other professionals (e.g., occupational therapist, psychotherapist, psychiatrist, etc.)?
39. a description of how supervision will be conducted?
40. a description of the crisis plan/statement?
41. a summary and program recommendations, including program hours, parent training, supervision, and social skills group (if applicable)?
42. a signature, title, and credential of the author of the report as well as the supervising BCBA, if different than the author?

Verbal Behavior Echoics

This assessment is designed to assess behavior technician use of an echoic procedure. This evaluation tool affects one's clinical score.

Questions:
1. Gain attention 2. Correct SD 3. Delivery of prompt (if needed) 4. Delivery of reinforcer 5. Implement error correction procedure 6. Collects data 7. Collects data accurately 8. Correct intertrial interval

Verbal Behavior Intraverbals

This assessment is designed to assess behavior technician use of an intraverbal procedure. This evaluation tool affects one's clinical score.

Questions:
1. Gain attention 2. Correct SD 3. Delivery of prompt (if needed) 4. Delivery of reinforcer 5. Implement error correction procedure 6. Collects data 7. Collects data accurately 8. Correct intertrial interval

Verbal Behavior Manding

This assessment is designed to assess behavior technician use of a manding procedure. This evaluation tool affects one's clinical score.

Questions:
1. Gain attention 2. Natural EO present 3. Contrived EO 4. Delivery of vocal (if needed) 5. Delivery of prompt (if needed) 6. Delivery of reinforcer (i.e., item specific mand, not praise) 7. Implement error correction procedure 8. Collects data 9. Collects data accurately

Verbal Behavior Tacting

This assessment is designed to assess behavior technician use of a tacting procedure. This evaluation tool affects one's clinical score.

Questions:
1. Gain attention 2. Presentation of the nonvocal stimulus 3. Correct SD (if needed) 4. Delivery of prompt (if needed) 5. Delivery of reinforcer 6. Implement error correction procedure 7. Collects data 8. Collects data accurately 9. Correct intertrial interval