



Checklist for Evaluating & Comparing ABA Program Providers

	#1 	#2	#3
Consultant Qualifications			
Is the consultant a Board Certified Behavior Analyst (B.C.B.A.)?	YES		
Does the consultant have actual experience with autism? <i>(Note: BCBA does not imply autism experience)</i>	YES, 13+ YEARS		
Is the consultant experienced with designing & implementing ABA programs for children with autism? <i>(Note: autism experience does not imply ability to design ABA programs)</i>	YES		
Has the consultant worked with a variety of children or is their clinical experience limited to 1-2 different children?	YES		
Is the consultant experienced with children similar in age to your child? <i>(e.g., is their experience with adults and your child is a toddler)</i>	EXPERIENCED FROM 24MTHS TO 12 YRS		
Supervision Quality			
What is the consultant to child ratio? (e.g., do consultants limit the number of clients taken on to keep ratio low? What do they define as low?)	LOW CONSULTANT RATIOS		
Is regular & consistent supervision a required component to the program?	YES		
Are team meetings required & held 1-2 per month? Are parents an important part of these meetings?	YES		
Does the consultant ensure everyone implementing the programs & behavior plans are trained?	YES		
Does the consultant use the current acquisition & behavior data to guide their clinical decisions?	YES		
Programming / Curriculum			
Is the program individualized for your child based on their identified strengths and weaknesses?	YES		
How do they avoid "one size fits all" or "cookbook" programming?	YES		
Do they require continuous data collection for both behavior and acquisition targets?	YES		
Is the collected data graphed so that it can be evaluated easily via visual inspection?	YES		
Is the program comprehensive to cover all skill domains children with autism present with delays?	YES		
Are they experienced programming for early learners to include teaching functional language, play, self-help, & motor skills?	YES		
Are they experienced in programming for advanced learners to include pragmatic language, theory of mind, planning & problems solving (i.e. Executive Fx)?	YES		

Checklist for Evaluating & Comparing ABA Program Providers (pg. 2)

	#1 	#2	#3
Programming / Curriculum (continued)			
Does the consultant have training & experience in programming for children that are non-vocal?	YES		
Does the consultant rigidly adhere to one instruction method or do they utilize a combination of methods such as Discrete Trial Training (DTT), Natural Environment Training (NET), etc?	USE VARIETY OF ABA INSTRUCTION METHODS		
Consistency with Current Research			
Are language skills taught using a Verbal Behavior framework?	YES		
Is Function Based Behavior Management used to manage challenging behaviors?	YES		
Do they focus on teaching appropriate alternative or replacement behaviors for challenging behaviors being targeted for reduction?	YES		
Do they use a variety of research supported teaching strategies such as DTT, NET, Shaping, Chaining, Prompting & Fading procedures, etc.?	YES		
Do they incorporate Generalization strategies into their programming?	YES		
Are the hours of intervention recommended for your child consistent with the current research?	YES		
Do they define "intensive" being no less than 20 hours per week of 1:1 intervention?	YES		
Do they describe an intensive early intervention ABA program typically being a long term commitment (i.e., 2-3 years)? <i>(Note: this will vary for each child but is an average)</i>	YES		
Collaboration with Parents & other Professionals			
Are parents considered a crucial component to a successful program?	YES		
Do they work collaboratively with professionals in other disciplines (e.g., speech therapists), district staff, and family members to promote a consistent program across all settings for your child?	YES		
Other:			