

## **SELF-CHECK YOUR INTAKE REPORT**

### **Section One (initial report components, 34 in total)**

#### *Identifying Information (12 components)*

- Client's name
- Birth date
- Age
- Gender
- Caregivers' names
- Phone number
- Email
- Address
- Funding
- Current diagnosis
- Date of assessment
- Behavior analyst's name

#### *Referral Information (3 components)*

- Entity requesting the referral provided.
- Overall reason for referral provided.
- Stated the targeted behaviors necessitating the referral in observable and measurable terms.

#### *Description of the Indirect Assessment Process (3 components)*

- Dates and locations of interviews and/or observations included.
- Stated person interviewed and their relationship to the client.
- Stated tools used during the interview.

#### *Background Information (13 components)*

- It is made clear that the information was not directly assessed, but based on caregiver report.
- A general statement on the client's strengths and deficits provided.
- Description of the client's communication (speaker and listener) skills provided.
- Description of the client's self-help/adaptive skills provided.
- Description of the client's motor skills provided.
- Description of the client's academic skills provided.
- Description of the client's play skills provided.
- Description of the client's social skills provided.
- Living situation/family history described.
- School/day program placement and history described.
- Medical history described.
- Language and culture described.
- Previous and/or concurrent interventions described, or stated that none were provided.

#### *Preferences (3 components)*

- It is made clear that the information was not directly assessed, but based on caregiver report.

- The method for collecting the information from the caregiver is made clear (e.g., questionnaire, interview).
- Potential reinforcers are listed.

## **Section Two (challenging behavior report components, 28 in total)**

### *Functional Assessment for Behavior One (14 components)*

- Stated functional assessment tool(s) used.
- Named an observable and measurable behavior.
- Operational definition of the behavior is clear, concise, and in-line with ABA terminology.
- Information on the length of time that the behavior has been happening (e.g., a week, a month, etc..) is provided.
- Information on historical changes in the severity of the behavior is provided (e.g., used to happen more or less, has become more intense, etc..).
- Quantitative baseline data included.
- Graph of the baseline data included.
- Stated antecedents likely to trigger/precede problem behavior.
- The stated antecedents are not the behavior of the client.
- The stated antecedents are observable and measurable.
- Stated the consequences likely to support/follow the problem behavior.
- The stated consequences are not the behavior of the client.
- The stated consequences are observable and measurable (unless specific to behaviors maintained by automatic reinforcement, in which case the behavior should be described as a change within the skin).
- Stated the hypothesized function the behavior serves for the client.

### *Functional Assessment for Behavior Two (14 components)*

- Stated functional assessment tool(s) used.
- Named an observable and measurable behavior.
- Operational definition of the behavior is clear, concise, and in-line with ABA terminology.
- Information on the length of time that the behavior has been happening (e.g., a week, a month, etc..) is provided.
- Information on historical changes in the severity of the behavior is provided (e.g., used to happen more or less, has become more intense, etc..).
- Quantitative baseline data included.
- Graph of the baseline data included.
- Stated antecedents likely to trigger/precede problem behavior.
- The stated antecedents are not the behavior of the client.
- The stated antecedents are observable and measurable.
- Stated the consequences likely to support/follow the problem behavior.
- The stated consequences are not the behavior of the client.
- The stated consequences are observable and measurable (unless specific to behaviors maintained by automatic reinforcement, in which case the behavior should be described as a change within the skin).
- Stated the hypothesized function the behavior serves for the client.

### **Section Three (intervention planning/program development components, 30 in total)**

#### *Intervention Strategies for Behavior One (11 components)*

- Named at least one ABA-based antecedent strategy.
- Described at least one ABA-based antecedent strategy in technological detail.
- Named at least one ABA-based consequence strategy.
- Described at least one ABA-based consequence strategy in technological detail.
- Named one functionally equivalent replacement behavior.
- Included one goal related to decreasing the challenging behavior or increasing the functionally equivalent replacement behavior.
- The included goal states the behavior targeted for change (increase or decrease).
- The included goal states the criteria for change.
- The included goal is reasonable in regard to the baseline data presented on the targeted behavior or objectives are included to break down the goal into needed successive approximations.
- A plan for ongoing data collection and analysis specific to the target behavior is included.
- A brief sentence or two about the plan for generalization or maintenance is included.

#### *Intervention Strategies for Behavior Two (11 components)*

- Named at least one ABA-based antecedent strategy.
- Described at least one ABA-based antecedent strategy in technological detail.
- Named at least one ABA-based consequence strategy.
- Described at least one ABA-based consequence strategy in technological detail.
- Named one functionally equivalent replacement behavior.
- Included one goal related to decreasing the challenging behavior or increasing the functionally equivalent replacement behavior.
- The included goal states the behavior targeted for change (increase or decrease).
- The included goal states the criteria for change.
- The included goal is reasonable in regard to the baseline data presented on the targeted behavior or objectives are included to break down the goal into needed successive approximations.
- A plan for ongoing data collection and analysis specific to the target behavior is included.
- A brief sentence or two about the plan for generalization or maintenance is included.

#### *Additional Skill Acquisition Targets (8 components)*

- Description of procedures for assessing skills (e.g., assessment tool used, number of assessment sessions, assessment location) is included, or a statement as to why skills were not assessed.
- Baseline data are referenced (do not need to be fully provided), or the lack of baseline data are explained.
- Skill acquisition goals which support this client's reason for referral are included.
- All skill acquisition goals state the antecedent condition (e.g., when presented with).
- All skill acquisition goals state the behavior targeted for change (increase or decrease).
- All skill acquisition goals state the criteria for change.
- A general plan for ongoing data collection and analysis for all skill acquisition goals is included.
- A general plan for generalization/maintenance of all skill acquisition goals is included.

## **Section Four (caregiver support components, 20 in total)**

### *Basic Caregiver Training Plan (5 components)*

- Includes a few sentences about the general plan for caregiver training (e.g., who, where, when, how).
- It is made clear that multiple caregivers were recruited to participate in the training; therefore including multiple caregivers in the training plan or a reason why only one caregiver was targeted.
- States the expected level of caregiver participation (e.g., sessions, workshops, etc..).
- Outlines the general time commitment expected of caregivers.
- Mentions the use of specific goals and training procedures.

### *Baseline Data (2 components)*

- Includes baseline data, which can be quantitative (e.g., based on probes of caregiver goals) or qualitative (e.g., based on observations and/or caregiver reports) which demonstrate a rationale for caregiver training.
- The data/rationale for training include positive and negative aspects of the caregiver(s) behavior.

### *Caregiver Support Goals (13 components)*

- At least two caregiver support goals are included.
- For caregiver goal number one: it aligns with the challenging behavior and/or skill acquisition goals.
- For caregiver goal number one: it clearly supports the client's reason for referral.
- For caregiver goal number one: it clearly states the antecedent condition (e.g., when presented with).
- For caregiver goal number one: it clearly states the behavior targeted for change (increase or decrease).
- For caregiver goal number one: it clearly states the criteria for change.
- For caregiver goal number one: it clearly states a plan for ongoing data collection and analysis.
- For caregiver goal number two: it aligns with the challenging behavior and/or skill acquisition goals.
- For caregiver goal number two: it clearly supports the client's reason for referral.
- For caregiver goal number two: it clearly states the antecedent condition (e.g., when presented with).
- For caregiver goal number two: it clearly states the behavior targeted for change (increase or decrease).
- For caregiver goal number two: it clearly states the criteria for change.
- For caregiver goal number two: it clearly states a plan for ongoing data collection and analysis.

**Total number of points:**