

Behaviour Institute Checklist for the Evaluation of Intensive Behaviour Programs

The Behaviour Institute is a private agency providing applied behaviour analytical services for children with autism and their families in Ontario. The Directors are Dr. Joel Hundert and Dr. Nicole Walton-Allen who are psychologists, Board Certified Behaviour Analysts and teach at McMaster University in Ontario. ACT - Autism Community Training has the permission of the Behaviour Institute to use the following checklist to help parents in British Columbia evaluate their child's Intensive Behavioural Intervention Program.

1. The supervisor of the child's program has acceptable educational background, has had specific training in Applied Behaviour Analysis and has had acceptable experience that is suitable to the position that they hold.	yes	no
2. Staff receive ongoing direct supervision by qualified Behaviour Analysts that provides them with feedback on their skills.	yes	no
3. The supervision is frequent, direct and specific.	yes	no
4. The child's ABA program is based on a direct assessment of the child's skills. Stimulus preference is directed toward longer term goals.	yes	no
5. Goals for the child are set with parent input and reflect relevant functional areas of adjustment for the child.	yes	no
6. Goals are written in terms of measurable objectives, describing the behaviour that will occur, the conditions under which it is to occur and the criteria at which they should occur.	yes	no
7. The program is individualized to the child's level, interest, etc.	yes	no
8. The level of intensity of the program both in terms of the number of hours, as well as the delivery of services is appropriate to the child.	yes	no
9. The program is based on systematic teaching procedures using applied behaviour analysis.	yes	no
10. There are means in place to ensure consistency across the staff who are working with the child.	yes	no
11. There are strategies in place to probe for generalization of skills across setting, people, stimuli and over time also ways of promoting generalization.	yes	no
12. There are means to ensure coordination of behaviour intervention with other services this child is currently receiving.	yes	no
13. Data is routinely collected on the child's progress and used to make program changes.	yes	no
14. Regular "team" meetings are held to review the child's progress and to make revisions.	yes	no
15. A systematic curriculum of programs in in place that is comprehensive in scope and developmental in sequence.	yes	no