

ABA Intervention Assessment Options

The following is a list of assessments and published materials that Dr. Megan Miller, BCBA-D, LBA frequently uses when developing individualized *Skill Acquisition* ABA intervention programs. Please let me know if you have any questions about any of these assessments. Additional materials and resources may be used depending on the needs of the individual learner.

Name	Target Population	Description
Early Start Denver Model – Assessment and Intervention Model	<p>Birth to 3</p> <p>Only use with this population and typically use as a supplementary assessment in conjunction with VBMAPP or PEAK</p>	<p>This assessment is a developmental behavioral assessment that focuses on skills specific to the domains of an autism diagnosis for children birth to 3.</p> <p>There are at least 2 Randomized Control Trials supporting the effectiveness of this intervention as well as other smaller scale publications relating to core aspects of the intervention</p>
PEAK – Assessment and Curriculum	<p>Birth to 17+</p> <p>Use as core assessment for most individuals</p>	<p>This is a language based assessment that focuses on developing core foundational verbal behavior skills as well as the problem solving and higher cognition skills that go beyond the basic verbal behavior skills of requesting, labeling, imitation, and intraverbals.</p> <p>There are 2 randomized control trials supporting the effectiveness of this intervention and 25+ smaller scale publications relating to specific aspects of the assessment and curriculum. There are also over 100 articles published supporting the effectiveness of stimulus equivalence and relational frame theory with children with autism, which is the core focus in this assessment. A list of the publications can be found at www.peakaba.com</p>
VBMAPP – Assessment and Skill guide	<p>Birth to 4</p> <p>May use for a client where the family is primarily concerned with Early Learner skills and/or there is</p>	<p>This is a language based assessment that focuses on developing verbal behavior repertoires for children with autism.</p> <p>There are no randomized control trials supporting this assessment. Additionally, the VBMAPP was developed using field testing and</p>

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	<p>a need to demonstrate what type of classroom environment the client would benefit most from</p>	<p>the expertise of Dr. Sundberg and his colleagues. Since publication, individuals have used the VBMAPP as a tool to measure progress when conducting other research studies and recently comparison studies have been done between the VBMAPP and other assessments such as PEAK. A list of publications can be found at www.mark-sundberg.com</p>
<p>ABLLS-R – Assessment and Skill Guide</p>	<p>Birth to 5</p> <p>Do not currently use but some of the programs we implement can be linked back to this assessment</p>	<p>This is a language based assessment that focuses on developing verbal behavior repertoires for children with autism.</p> <p>There are no randomized control trials supporting this assessment. The assessment was also created using field testing.</p>
<p>AFLS – Assessment and Skill Guide</p>	<p>5 to adult</p> <p>Primarily use with older clients (10+ years) and/or clients who are developing language based skills more slowly</p>	<p>This is an assessment that focuses on identifying skill deficiencies related to daily living, community, home, school, vocational, and independence.</p> <p>There are no randomized control trials supporting this assessment. The assessment was created using field testing.</p>
<p>Essential for Living – Assessment and Skill Guide</p>	<p>5 to adult</p> <p>Have used rarely with individuals who make slow progress with other programs.</p>	<p>This is an assessment that focuses on skills necessary for independent living. Most of the skills fall into daily living, functional, and vocational type skills. However, there is a focus on addressing skills that could interfere with learning such as tolerating no and determining which type of communication method is best for the client.</p> <p>There are no randomized control trials supporting this assessment. This assessment was created using field testing.</p>
<p>Teach Me Language – Curriculum</p>	<p>5 to adult</p> <p>Use as supplement for learners who are more visually based and need to develop</p>	<p>This is a curriculum developed to improve language repertoires. We have a subset of worksheets that we will assess with learners and then target worksheets based on their performance. We sometimes work through all of the worksheets in the curriculum and</p>

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	conversational and abstract language skills	sometimes just focus on specific worksheets. We incorporate these materials within a behavior analytic framework to ensure their effectiveness.
SCERTS – Assessment and Curriculum	School-age Use as a resource to supplement programming	This is an assessment and curriculum developed by experts within the field of Autism research. The assessment focuses on skills related to the diagnosis of autism but also on environmental supports and training of individuals who interact with the person with autism. We have not comprehensively used this assessment but we use some of the resources and strategies to support learners and train individuals within their environment
No Glamour -Curriculum	5 to Adult Use as a resource to supplement programming	The No Glamour curriculum is a series of curriculum materials focused on teaching problem solving and abstract language. Prior to the publication of the PEAK assessment, we would use a subset of the worksheets within the curriculum to determine skill deficits related to pragmatics, problem solving, and more complex language and then develop programs based off of this. We still use this as a supplementary resource as needed. We incorporate these materials within a behavior analytic framework to ensure their effectiveness.
Language for Learning – Direct Instruction Curriculum	3 to 10 years old Use as a resource to supplement programming	Language for Learning is an evidence-based Direct instruction Curriculum to teach basic language concepts. The materials are very difficult to obtain so we only use them with certain clients who respond well to very structured teaching and visuals.
Skill Streaming – Assessment and Curriculum	5 to Adult Use as a resource to supplement programming	This is a social skills assessment that is evidence-based within the general population. We use this assessment when we have more advanced clients who need to start learning basic social skills and rule following.

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Social Thinking – Curriculums	5 to Adult Use as a resource to supplement programming	There are a variety of materials available within the Social Thinking publications. We use these materials to supplement programming for more advanced learners who need to learn basic social skills and benefit from a more “autism” friendly resource. We individualize and incorporate these materials within a behavior analytic framework to ensure their effectiveness.
The Inventory of Good Learner Repertoires – Skill assessment	3 to adult Use with clients who have a lot of deficits related to learning to learn behavior and as a resource to supplement programming	This is an assessment that is focused on assessing learning to learn skills and barriers to learning that interfere with a learner’s ability to make progress such as tolerating no, waiting, persistence, patience, and impulsivity. We target these skills as needed with all clients. However, we will complete the entire assessment with learners who have a high level of barriers that need to be addressed.
Individualized Assessment	All ages All clients	We are constantly assessing each client on an individual basis to pinpoint any other skill deficits or excesses that may need assessed and targeted. We use parent report and direct observation to identify these skills and the science of behavior analysis to develop individualized programs using shaping and reinforcement to address the skill deficit or excess.
Component/Composite Analysis	All ages All clients	A component/composite analysis refers to breaking the skills down to the smallest unit possible and ensuring fluency with those components in order to obtain mastery with the composite skill. As we identify skills that need to be targeted, we also conduct component/composite analyses and build skills to fluency as we encounter skills that are not reaching mastery or generalizing. These skills may relate to motor movements, echoics, labeling, requesting, or any other skill area.