



ABA Rubric of Provider Service Provision

ABA Provider Service Provision	Exceeding Expectation	Meeting Expectation	Not Meeting Expectation
1. Assessments	<ul style="list-style-type: none"> -Reassessing ABLLS/VB MAPP before 6 months when appropriate to maintain steady progression of skills. 	<ul style="list-style-type: none"> -ABLLS/VB MAPP assessment utilized -Updated every 6 months -Assessments are graphed utilizing different colors for each assessment period. -Goals are developed based on deficits from both indirect/direct measurements (assessment/observation) 	<ul style="list-style-type: none"> - ABLLS/VB MAPP not completed - ABLLS/VB MAPP not graphed - ABLLS/VB MAPP not updated
2. Provision of Service	<ul style="list-style-type: none"> -Provision of service is delivered consistently and with minimal absences. -All makeup sessions are provided within 2 weeks (unless Covid related, then 28 calendar days) 	<ul style="list-style-type: none"> -Provision of service is consistently delivered as per the IFSP mandate which includes frequency, duration and location. -Consistent attendance with minimal cancelled sessions. -Providing makeup session within two weeks (unless Covid related, then 28 calendar days) -Attendance at IFSP meetings 	<ul style="list-style-type: none"> -Provision of service not in compliance with IFSP mandate. -Inconsistent attendance with many canceled sessions -Not attending IFSP meetings -Not providing makeup sessions
3. ABA Service Delivery	<ul style="list-style-type: none"> -Mixing and varying targets and programs -Using multiple exemplars for generalization while teaching targeted acquisition skill. -Utilizes different areas of the home for skill acquisition. -Embeds self into child's play for skill acquisition and during the routines of their day. -Incorporates other socially significant behavior change the family deems important. -Consistent use of positive reinforcement throughout session. -use of visuals; visual schedule, token boards, social stories, Pec's, etc. -Prompting procedures are documented to have a systematic way of being faded quickly. -Uses proactive strategies to decrease maladaptive behaviors. -Replacement behaviors have been developed based on the function of the maladaptive behavior. -Caregiver incorporated into the entire session. 	<ul style="list-style-type: none"> - Provider is successfully paired as a reinforcer. -Establish rapport with child and have meaningful interactions. -Instructional control is demonstrated. -Appropriate goals selected based on ABLLS/VB MAPP -Competent in 3 term contingencies; Sd, Response, Reinforcing Stimulus. -Prompt procedures in place and are being faded as quickly as possible. -Positive Reinforcement principles implemented. -Maintenance of mastered skills consistently. -Generalization of skills is evident across materials, people, locations. -Data and graphing collected and analyzed in order to make data based decision. -Effectively handle challenging behaviors. -IFSP and ABA goals incorporated into the routines of the day and in the natural environment. -Coaching model utilized with caregivers; caregiver incorporated into session. -Materials used are age appropriate and found within the home. 	<ul style="list-style-type: none"> - Does not use the principles of ABA during session. -Has not built rapport with child. -Does not demonstrate instructional control. --Does not select goals based on ABLLS/VB MAPP. -Does not use principles of positive reinforcement. -Prompting procedures are either not being used or are not being faded. -Does not maintain and generalize skills. -Does not effectively handle challenging behaviors -Is not working within the natural environment and during the routines of the day. -Is not using a coaching model and incorporating the caregiver into the session.



4. Data Collection/Graphs	<ul style="list-style-type: none"> -Data is collected and graphed consistently incorporating prompt levels and phase change lines. -Use of interspersal (Clipboard) data collection sheet is utilized. Data is then transferred into ABA Program book. -Data is reviewed with family. -Task analysis data is being collected when appropriate with indication of backward/forward chaining. -ABC data is analyzed to hypothesize the possible function of the behavior along with possible replacement behaviors to be taught. 	<ul style="list-style-type: none"> -ABA Program Book is created. -ABLLS programs are being utilized. -Data is collected daily (either trial by trial or cold probe). -Data is graphed daily/weekly contingent on type of data being collected. -Data sheets/graphs are labeled and dated for each program/target. -Data sheets and graphs contain prompt levels being utilized. -Phase change line is utilized on graphs as needed. -Data based decisions are being made. -ABC data is collected as needed on maladaptive behaviors. -Data/graphs are submitted to supervisor when requested in preparation for a program review. 	<ul style="list-style-type: none"> -No ABA Program Book created. -ABLLS Programs have not been selected. -No data is being collected. -Graphing is not being completed. -Data sheets/graphs are not labeled with date, program, target, prompting levels, phase change lines. -Data based decisions are not being made. -ABC data is not being collected when maladaptive behaviors are demonstrated.
5. Program Reviews	<ul style="list-style-type: none"> -Schedules program review and submits data sheets/graphs on first request. -Will ask for a program review when needed when there are concerns about rate of progress, program choice, prompting procedures, behavioral concerns, etc. 	<ul style="list-style-type: none"> -Attends program review 1x/yearly with supervisor. -Submits data sheets and graphs when requested before program review. 	<ul style="list-style-type: none"> -Does not respond to requests to program review. -Does not submit data sheets/graphs when requested.
6. Collaboration	<ul style="list-style-type: none"> -Has ongoing and regular communication and collaboration with all caregivers, related service providers, daycare/preschool staff and Service Coordinator's/Ongoing Service Coordinator's (SC, OSC). 	<ul style="list-style-type: none"> -Consistent collaboration with caregivers. -Consistent collaboration with all related service providers, daycare/preschool staff and Service Coordinator's/Ongoing Service Coordinator's (SC, OSC). 	<ul style="list-style-type: none"> -Does not collaborate with caregivers. -Does not collaborate with related service providers, daycare/preschool staff and Service Coordinator's/Ongoing Service Coordinator's (SC, OSC).
7. Session Notes/Billing	<ul style="list-style-type: none"> -Session notes and billing are consistently correct, complete and billed on time. 	<ul style="list-style-type: none"> -Session notes are written contemporaneously and as close to the end of the session. -Session notes follow all NYS guidelines including what goals you worked on as they are written on the IFSP, what activities, strategies and routines you used to work on those goals, what the child's response was including data and specific prompting procedures if needed. -Session notes should include a progress statement in addition to using the progress dropdown in EnterClaims 1x/week or 2x/month (depending on your mandate frequency). -Guardian signatures are obtained after each session. -Provider digitally signs session note daily. -Sessions are billed at the end of each week by Sunday 5 pm. 	<ul style="list-style-type: none"> -Session notes are not written contemporaneously. -Session notes do not follow NYS guidelines and do not include data/prompting levels. -Session notes do not include a progress statement 1x/week or 2x/month (depending on your mandate frequency). -Guardian signature obtained does not match the name in EnterClaims. -Provider does not digitally sign on daily basis. -Billing is not being submitted on weekly basis by Sunday 5 pm deadline.



8. Progress Reports	-Progress reports are consistently submitted on a timely basis requiring no revisions.	-Progress reports are submitted on a timely basis ensuring your IFSP meeting can be scheduled before the end of the authorization period. - Progress reports contain the goals worked on, progress markings, description of how you worked on the goals containing data and specific prompting procedures if needed.	-Progress reports are not submitted on a timely basis, delaying scheduling of IFSP meeting and possibly a gap in services.
9. Professional Development	-Exceeding 10 hours of required professional development hours yearly. -Exceeding 1.5 hours of ABA professional development hours yearly. -Attends all AAK training.	- Yearly professional development minimum of 10 hours, 1.5 hours must be in ABA related topic. -Attends AAK trainings.	-Does not obtain a minimum of 10 hours of professional development yearly. -Does not obtain minimum of 1.5 hours of ABA professional development yearly. -Does not attend AAK training.