Behavioral Health Works

Annual Progress Report

11/20/2025

Participant Demographic Information			
Participant Name:	Andrew Arredondo		
MRN:	25516806	Gender:	☑ Male ☐ Female
DOB:	10/06/2018	Age	7 years 1 month
Diagnosis (list all):	Autism Spectrum Disorder		
Parent/Guardian:	Nicole Guzman	Phone Number:	(626) 203-6470
Address:	1233 Woodmere Drive Upland CA 91786		
Treatment Start Date:	2/5/22	Age at Treatment Start:	3 years, 4 months
Current Authorization Period:	07/08/2025 - 01/07/2026	Reporting Period:	06/07/2025 - 11/20/2025
Speech Provided?	☐ Yes ☑ No	OT Provided?	☑ Yes ☐ No
Speech Provider Name:	N/A	OT Provider Name:	Building Blocks

Staff Information	
Master's Level Clinician:	N/A
BCBA:	Emily Hampton, M.Ed., BCBA

Treatment Intensity (Hours) for Reporting Period			
	Total Authorized Hours		Total Hours Provided
DI Hours:	338		236.5
Supervision Hours:	48		
Number of Hours Scheduled:		301	Percentage of Hours Completed:	70%
Number of Hours Canceled by Family:		28	Number of Hours Canceled by Provider:	36.5

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I. Introduction

During this reporting period, Andrew received 13 direct service hours out of 13 authorized hours. Sessions occurred on Mondays from 10:00 a.m. to 1:00 p.m., Tuesdays and Wednesdays from 12:00 to 2:00 p.m., and Thursdays and Fridays from 12:00 to 3:00 p.m. Andrew is currently home-schooled and also receives OT services from Building Blocks; however, no coordination of care occurred during this period. He is not taking any medications and has no known allergies. Barriers to treatment included a recent change in clinical supervision, with the current Clinical Manager now becoming familiar with Andrew and reassessing his needs based on observed skill deficits. In addition, there were multiple provider cancellations throughout the reporting period, which impacted service consistency. The clinical team will meet with the assigned BT to determine whether adjustments can be made to improve continuity of care moving forward.

ABA 1:1 Goals				
Number of Goals Met:	2	Number of Goals Probed and Met:		0
Total Number of Goals Targeted:	8	New Goals Introduced (Not in Previous PR):		2
Percentage of Goals Met:	25 %	New Goals Met (Not in Previous PR):		0
		Cumulative Met Since Treatment Start: 02/07/2022		20
Behavior Reduction Goals				
Number of Goals Met:	0	Total Number of Goals Targeted:		0
Percentage of Goals Met:	0 %	Cumulative Met Since Treatment Start: 02/07/2022		5
Caregiver Education and Participation Goals				
Number of Goals Met:	0	Total Number of Goals Targeted:		3
Percentage of Goals Met:	0 %	Cumulative Met Since Treatment Start: 02/07/2022		6

Below are descriptions of program goals that are being used to evaluate progress toward gaining skills and behavior reduction plans to decrease behaviors of concern. The following goals have been written for a 6-month time span; however, it should be noted that each participant acquires skills at individualized rates (e.g., skills can be acquired in less or more than 6 months). As such, the team will evaluate the need to modify and update the program goals on a regular basis. The goals in this report were constructed using caregiver input, data from the Vineland-3 Adaptive Behavior Scales, the VB-MAPP, direct observation and probing, and input from other professionals who support the family. This approach to intervention utilizes principles of learning based on Applied Behavior Analysis (ABA), makes data-based decisions, and systematically alters interventions based on the participant's individualized profile and performance.
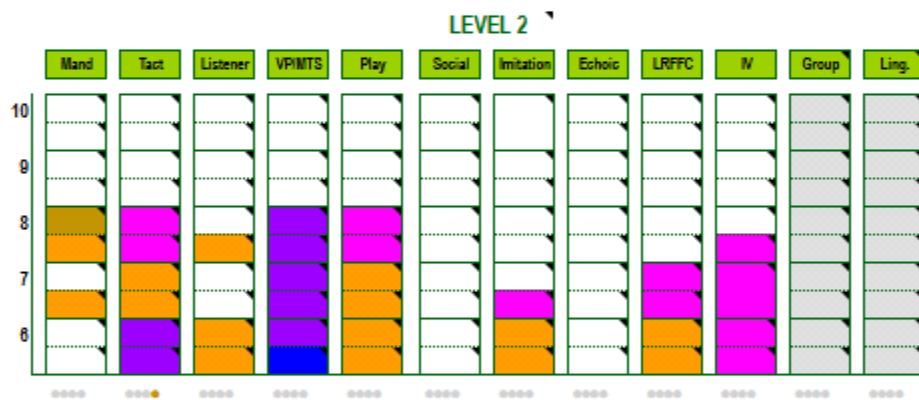
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II. Assessment Measures

VB-MAPP

Child's name:	Andrew Arredondo						
Date of birth:	10/06/2018						
Age at testing:	1	5y 6m	2	6y 1m	3	6y 7m	4	7y 1m

Key:	Score	Date	Color	Tester
1st test:	54.5	5/22/24		MR
2nd test:	62.0	12/19/24		MR
3rd test:	70.0	6/6/25		MR
4th test:	70.5	11/20/25		EH

○ = Item has not been tested yet/empty field

LEVEL 3

	Mand	Tact	Listener	VP/MTS	Play	Social	Reading	Writing	LRFFC	IV	Group	Ling.	Math
15													
14													
13													
12													
11													

LEVEL 2

	Mand	Tact	Listener	VP/MTS	Play	Social	Imitation	Echoic	LRFFC	IV	Group	Ling.
10												
9												
8												
7												
6												

LEVEL 1

	Mand	Tact	Listener	VP/MTS	Play	Social	Imitation	Echoic	Vocal
5									
4									
3									
2									
1									

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| Age at testing: | 1 | 5y 6m | 2 | 6y 1m | 3 | 6y 7m | 4 | 7y 1m |

Key:	Score	Date	Color	Tester
1st test:	46.0	5/22/24		MR
2nd test:	44.0	12/19/24		MR
3rd test:	43.0	6/6/25		MR
4th test:	41.0	11/20/25		EH

Behavior Problems	Instructional Control	Defective Mand	Defective Tact	Defective Echoic	Defective Imitation

Defective VP-MTS	Defective Listener	Defective Intraverbal	Defective Social Skills	Prompt Dependent	Scrolling

Defective Scanning	Defective Conditional Discrimination	Failure to Generalize	Weak Motivators	Response Requirement Weakens MO	Reinforcer Dependent

Self-Stimulation	Defective Articulation	Obsessive-Compulsive Behavior	Hyperactive Behavior	Failure to Make Eye Contact	Sensory Defensiveness

Vineland Adaptive Behavior Scales, 3rd Edition	
Date Completed:	10/23/2025
Name of Interviewer:	Emily Hampton, M.Ed., BCBA
Name of Respondent:	Nicole Guzman, Mother

The Vineland-3 is a standardized measure of adaptive behavior--the things that people do to function in their everyday lives. Whereas ability measures focus on what the examinee can do in a testing situation, the Vineland-3 focuses on what they actually do in daily life. Because it is a norm-based instrument, the examinee's adaptive functioning is compared to that of others their age. Andrew Arredondo was evaluated using the Vineland-3 Comprehensive Interview Form on 10/23/2025. Andrew's overall level of adaptive functioning is described by his score on the Adaptive Behavior Composite (ABC). His ABC score is 38, which is well below the normative mean of 100 (the normative standard deviation is 15). The percentile rank for this overall score is <1. The ABC score is based on scores for three specific adaptive behavior domains: Communication, Daily Living Skills, and Socialization. The domain scores are also expressed as standard scores with a mean of 100 and standard deviation of 15. The Communication domain measures how well Andrew listens and understands, expresses himself through speech, and reads and writes. His Communication standard score is 34. This corresponds to a percentile rank of <1. This domain is a relative weakness for Andrew. The Daily Living Skills domain assesses Andrew's performance of the practical, everyday tasks of living that are appropriate for his age. His standard score for Daily Living Skills is 44, which corresponds to a percentile rank of <1. Andrew's score for the Socialization domain reflects his functioning in social situations. His Socialization standard score is 32. The percentile rank is <1. This domain is a relative weakness for Andrew.

Domain	Standard Score	95% Confidence Interval**	Age Equivalent***	Adaptive Level****
Communication	34	28-40		Low
Receptive			1y,4m	Low
Expressive			1y,4m	Low
Written			y,4m	Low
Daily Living Skills	44	28-50		Low
Personal			1y,9m	Low
Domestic			<3y,0m	Low
Community			<3y,0m	Low
Socialization	32	26-38		Low
Interpersonal Relationships			0y,4m	Low
Play and Leisure Time			0y,4m	Low
Coping Skills			<2y,0m	Low
Motor Skills	57	49-65		Low
Gross Motor			2y,8m	Low
Fine Motor			1y,11m	Low
Adaptive Behavior Composite	38	34-42		Low
Maladaptive Behavior				

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Index					
V-Scale Internalizing	19				Moderately High
V-Scale Externalizing	16				Adequate

The standard scores reported have an average of 100 and a standard deviation (SD) of 15

**Confidence intervals are a range of scores that reflect a high probability that an individual's true score falls within that range.

***Age-equivalents indicate the average age of the individual from the Vineland-II normative sample who obtained the same raw score as the individual currently being assessed.

****Adaptive levels are scored on a 5 point scale from Low to High

V-scale scores have a mean of 15, SD of 3

Quality of life
Kidscreen-27: Parent Proxy Response

Date Completed: 12/19/2025	Name of Respondent: Nicole Guzman

The Kidscreen-27 is used to assess the quality of life of an individual under the age of 18 and to evaluate changes over time. The Kidscreen is designed to measure quality of life across five different domains: Physical Activities and Health, General Mood and Feelings About Yourself, Family and Free Time, Friends, and School and Learning. Indicators of quality of life, like those included in the Kidscreen-27, may not be targeted directly; however, skills related to each domain may be included for intervention.

The assessment was administered on 12/19/2025 using the proxy   response form. The respondent was Nicole Guzman, Mother .

KidScreen Domains	Total Raw Score = 50	Scale Score
Physical Activities and Health	8	85
General Mood and Feelings about Yourself	15	71
Family and Free Time	7	100
Friends	14	38
School and Learning	6	88

Scale scores represent a range from 0 to 100. Higher scale scores closer to 100 represent "better" quality of life, whereas lower scores closer to zero represent "poorer" quality of life.

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III. Program Goals

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1. Communication: Receptive/Expressive

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1 Program Name: Listener Responding: 2-Step Instructions, Introduced 09/01/2023

Program Goal: Andrew will follow at least 5 functional two-step instructions as given by an adult
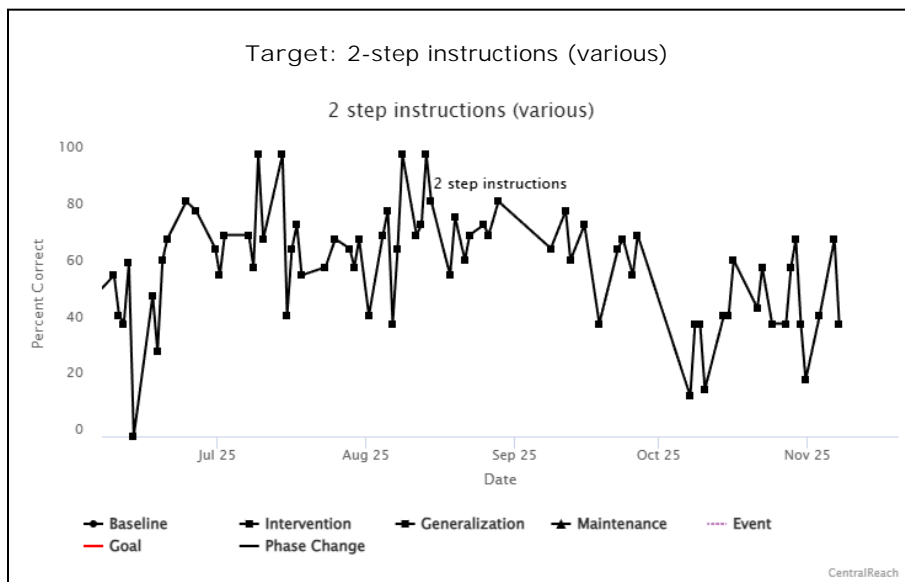
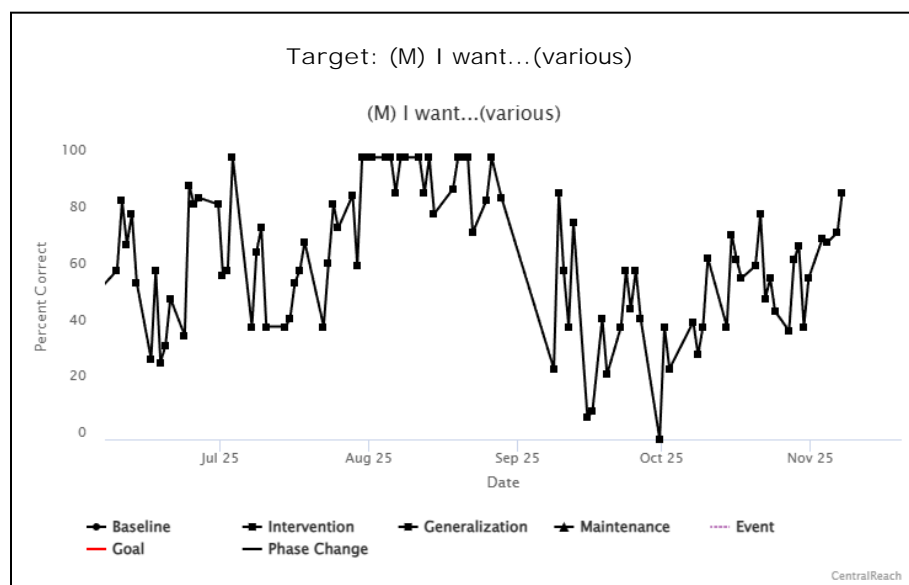Data Collection: Percentage of Opportunities

Projected Mastery Date: 06/2026

Mastery Criteria: 8 consecutive sessions of at least 80% of opportunities; or higher

Generalization Criteria: across 2 people and 2 settings

Progress: In Progress.

The data for 2-step instructions show moderate performance overall with high variability, ranging from near-zero accuracy in a few sessions to multiple peaks at or near 100%. Despite fluctuations, the general level of responding is in the mid-range, demonstrating that the client can follow multi-step directions but does not yet do so consistently. The trend is slightly upward during the middle of the reporting period, where performance stabilizes between 60–90%, though a decline in consistency appears toward the end. Variability appears influenced by task demands, motivation, and contextual factors across different instruction types. The clinical team will continue targeted practice and reinforcement to improve stability and generalization of this skill across environments.

Target: 2-step instructions (various)

2 Program Name:Mand 3+ Words , Introduced 01/28/2022

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Program Goal: Andrew will mand using 3 or more words (i.e., I want...) for at least 5 different items.

Data Collection: Percentage of Opportunities

Projected Mastery Date: 06/2026

Mastery Criteria: 8 consecutive sessions of at least 80% of opportunities; or higher

Generalization Criteria: across 2 people and 2 settings

Progress: In Progress.

The data for "I want..." manding shows high variability across the reporting period, with performance ranging from low levels during periods of increased dysregulation to extended stretches of strong responding at or near 90–100%. The overall level remains moderately strong, and the trend suggests that the client is capable of independent manding but demonstrates inconsistency that appears related to motivation, competing behaviors, and environmental demands. Given the dips in accuracy, particularly during transitions or moments of low engagement, additional practice opportunities and consistent reinforcement remain clinically warranted. The clinical team will continue targeted practice and reinforcement to improve stability, strengthen independence, and reduce variability across "I want..." manding opportunities.

Target: (M) I want...(various)

3 Program Name: Tacting Actions , Introduced 02/27/2025

Program Goal: Andrew will tact actions of at least 8 2D stimuli presented by staff

Data Collection: Percentage of Opportunities

Projected Mastery Date: Mastered 11/25/2025

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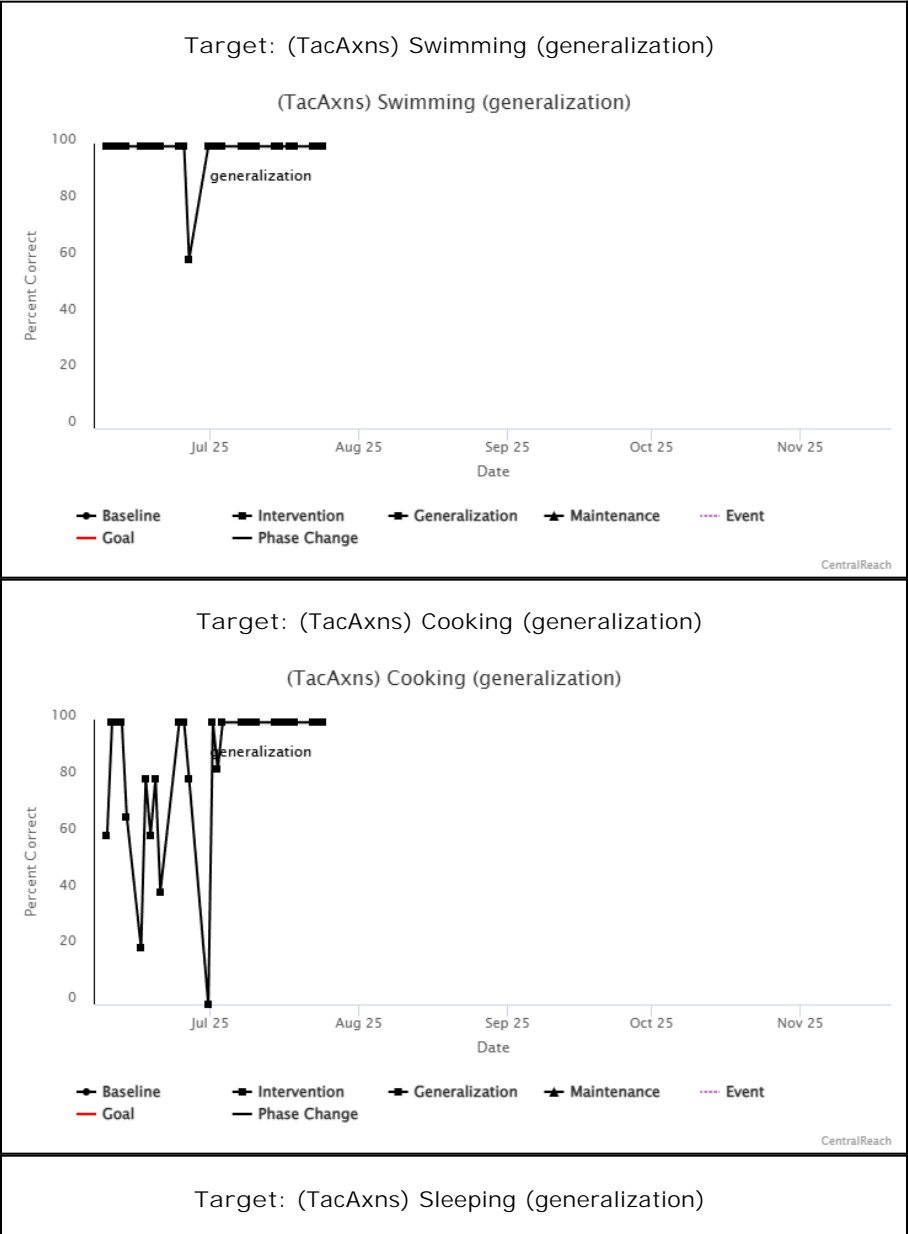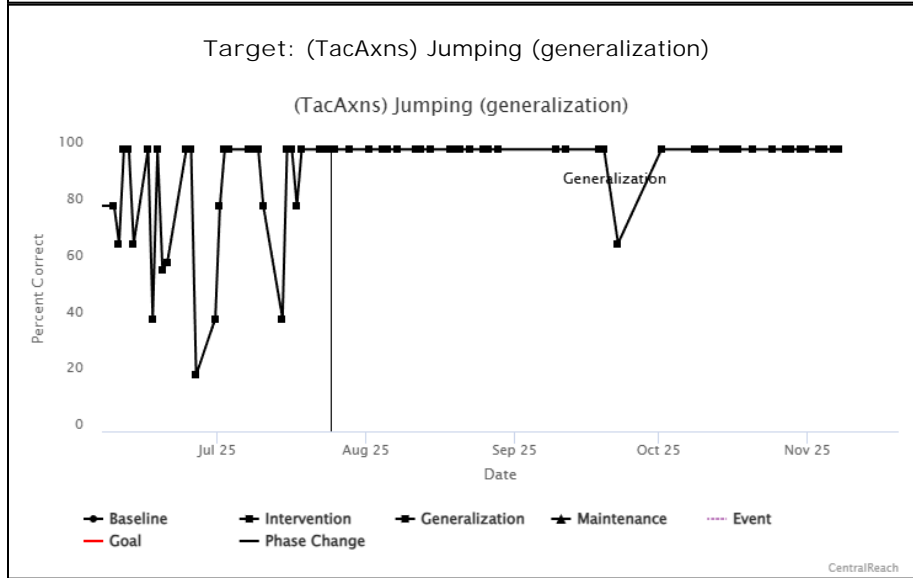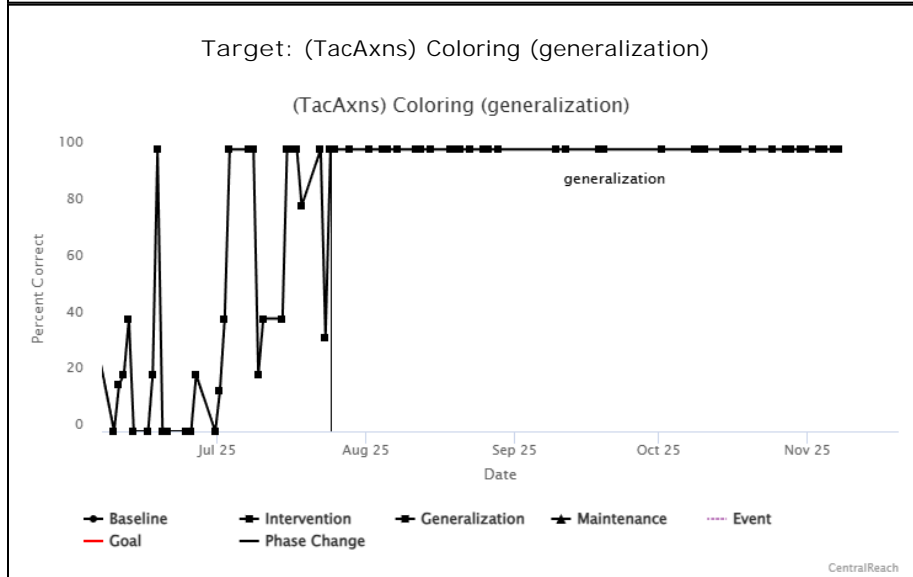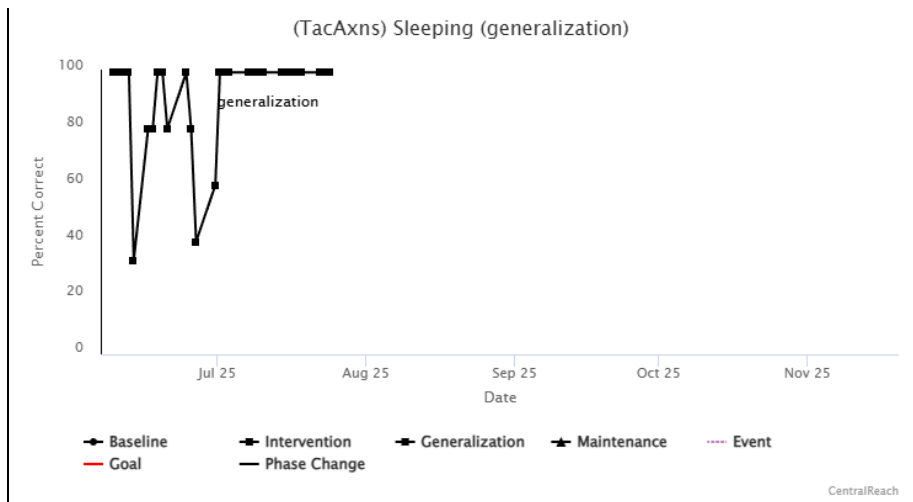
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Mastery Criteria: 8 consecutive sessions of at least 80% of opportunities; or higher

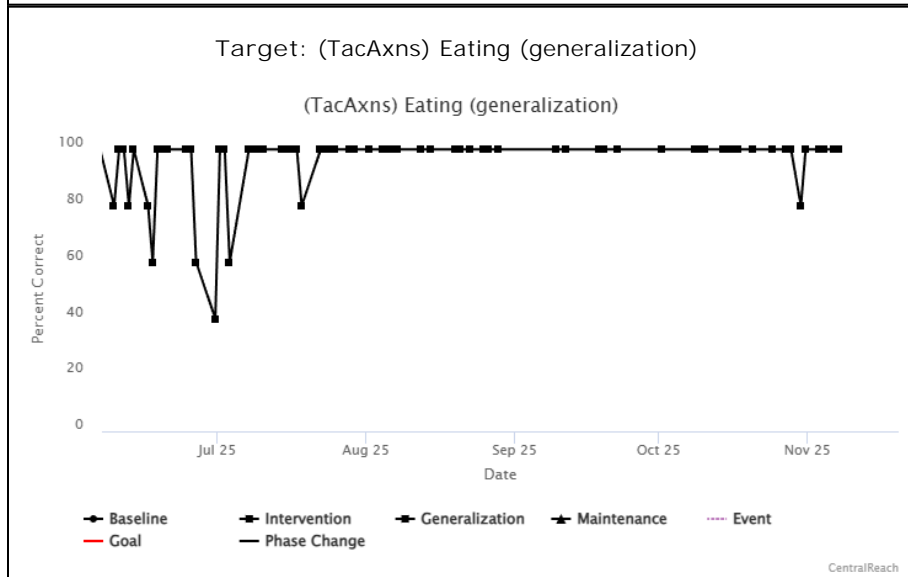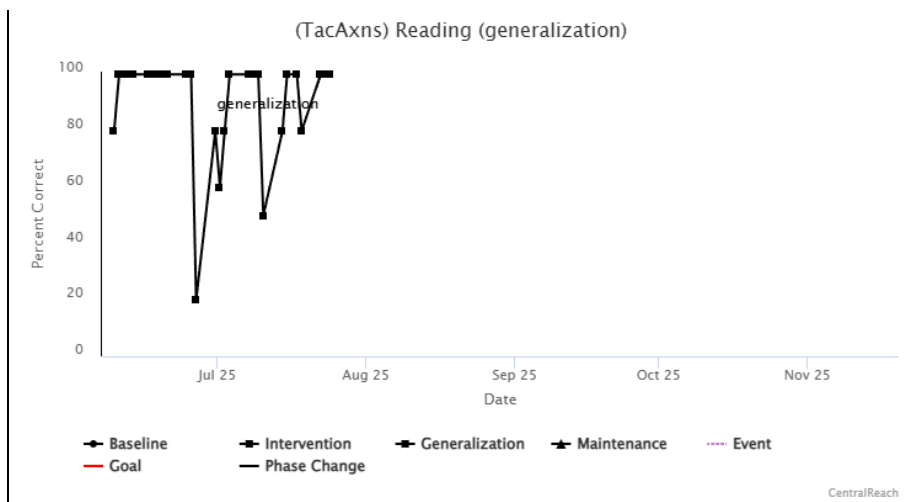Generalization Criteria: across 2 people and 2 settings

Progress: Met.

Andrew has demonstrated consistent and stable mastery across all seven tacting-action targets, including swimming, cooking, sleeping, coloring, and jumping, with performance maintaining near 100% accuracy following generalization phases. Although some early sessions showed expected acquisition-phase variability, Andrew quickly stabilized and exhibited strong retention and fluency across environments and sessions. The trend across graphs shows a clear progression from initial learning to generalized, independent responding, with no recent regressions observed. Based on this performance, the overall goal of tacting actions is considered mastered and maintained.

Target: (TacAxns) Swimming (generalization)

Target: (TacAxns) Cooking (generalization)

Target: (TacAxns) Sleeping (generalization)

(TacAxns) Sleeping (generalization)

Percent Correct vs Date

generalization

Legend: Baseline, Intervention, Generalization, Maintenance, Event, Goal, Phase Change

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Target: (TacAxns) Coloring (generalization)

(TacAxns) Coloring (generalization)

Percent Correct vs Date

generalization

Legend: Baseline, Intervention, Generalization, Maintenance, Event, Goal, Phase Change

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Target: (TacAxns) Jumping (generalization)

(TacAxns) Jumping (generalization)

Percent Correct vs Date

Generalization

Legend: Baseline, Intervention, Generalization, Maintenance, Event, Goal, Phase Change

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Target: (TacAxns) Reading (generalization)

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(TacAxns) Reading (generalization)

Target: (TacAxns) Eating (generalization)

(TacAxns) Eating (generalization)

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4 Program Name: LR: Quantity , Introduced 12/19/2024

Program Goal: Andrew will give the desired quantity as asked by staff across multiple items and up to 5 in quantities

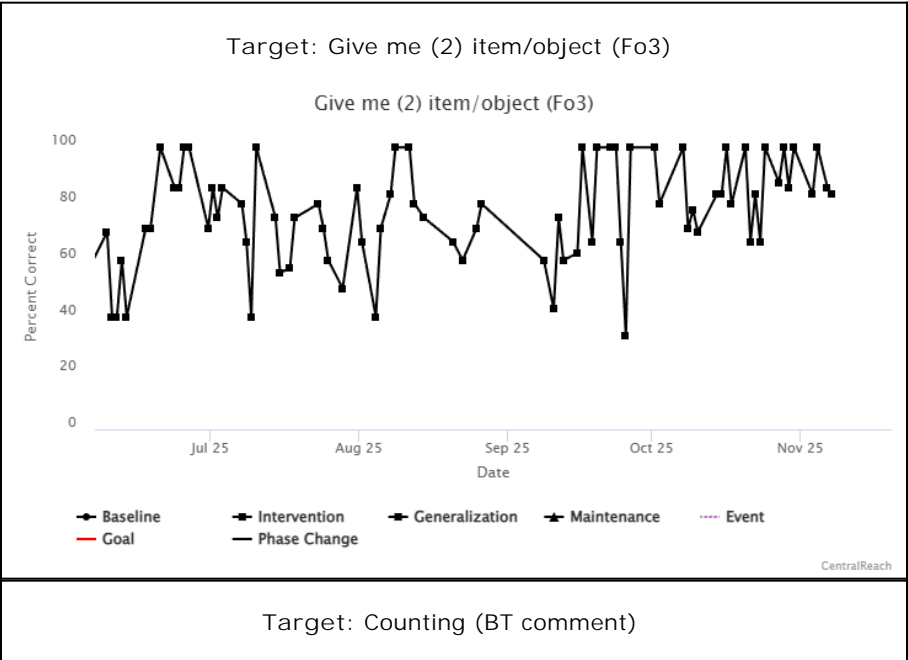Data Collection: Percentage of Opportunities
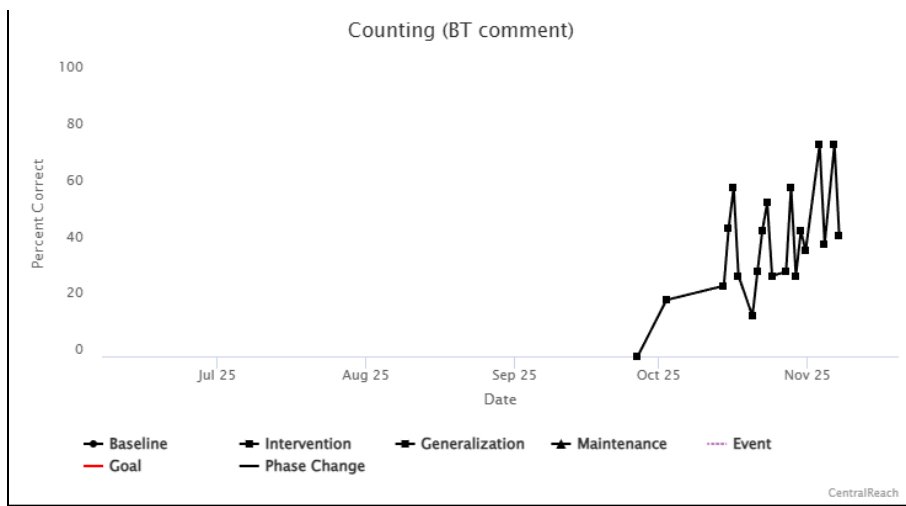
Projected Mastery Date: 06/2026

Mastery Criteria: 8 consecutive sessions of at least 80% of opportunities; or higher

Generalization Criteria: across 2 people and 2 settings

Progress: In Progress.

Across both targets related to giving the correct quantity, the data show steady improvement in accuracy and responsiveness over time, despite some early variability. In the "Give me (2) items" graph, performance fluctuated initially but demonstrated a clear upward trend, stabilizing in the 80–100% range, indicating strong progress in discriminating and delivering the requested quantity. The counting data began at very low levels but showed a consistent positive trend, with responses gradually increasing into the 40–70% range, reflecting emerging competence with higher quantities. Taken together, the combined data suggest that Andrew is developing reliable quantity discrimination skills, particularly for smaller sets, and is progressing toward meeting expectations for providing quantities up to five. The clinical team will continue to practice and reinforce the skill to reduce variability and strengthen consistency, especially for higher quantities.

Target: Give me (2) item/object (Fo3)

Target: Counting (BT comment)

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Counting (BT comment)

Legend: Baseline, Intervention, Generalization, Maintenance, Event, Goal, Phase Change

New Goals

5 Program Name: Yes vs. No , Projected Introduction12/06/2025

Program Goal: Andrew will accurately use the words or icons "yes" and "no" to respond to questions or offers

Baseline: Andrew accurately uses yes and no in 0% of opportunities

Data Collection: Percentage of Opportunities

Projected Mastery Date: 06/2026

Mastery Criteria: 80% of opportunities or higher across 3 consecutive sessions

Generalization Criteria: Across 2 people and 2 settings

6 Program Name: What Questions , Introduced 11/06/2025

Program Goal: Andrew will independently respond to 10 different "what" questions

Baseline: Andrew answers what questions independently in 0% of opportunities

Data Collection: Percentage of Opportunities

Projected Mastery Date: 06/2026

Mastery Criteria: 80% of opportunities or higher across 3 consecutive sessions
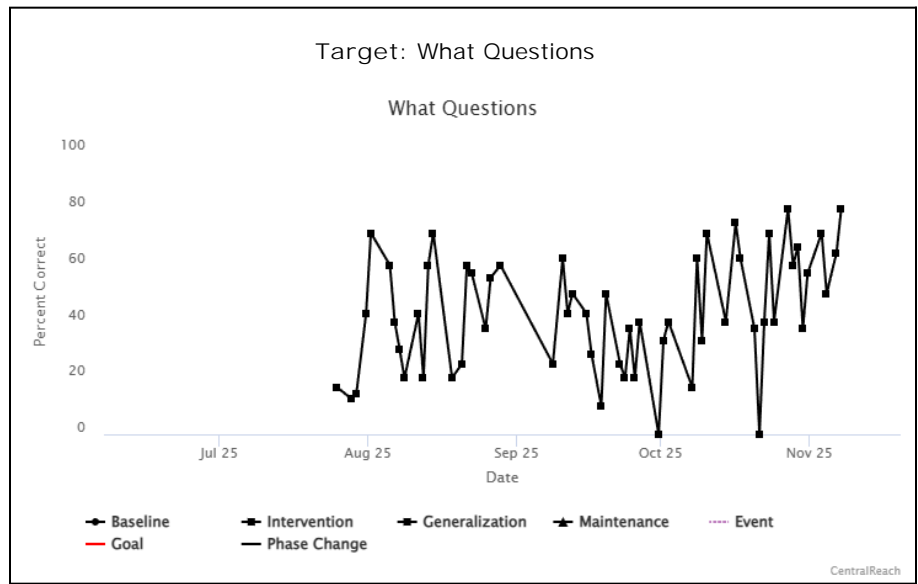
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Generalization Criteria: Across 2 people and 2 settings

Progress: In Progress.

The data for responding to "what" questions show high variability, particularly in the earlier stages, with percent correct fluctuating widely between low and moderate accuracy. Despite this variability, there is a gradual upward trend, with more frequent data points above 50% emerging later in the reporting period. Performance in the second half of the graph demonstrates increased stability and higher peaks, including several sessions approaching or exceeding 70–80%, indicating growing proficiency. While progress is evident, inconsistent responding suggests that the skill is still developing and benefits from continued practice across different contexts. To reduce variability, the clinical team plans to introduce individual targets.

7 Program Name:LR: Prepositions , Projected Introduction12/06/2025

Program Goal: Andrew will independently follow instructions using 6 different prepositions

Baseline: Andrew follows instructions using prepositions in 0% of opportunities

Data Collection: Percentage of Opportunities

Projected Mastery Date: 06/2026

Mastery Criteria: 80% of opportunities or higher across 3 consecutive sessions

Generalization Criteria: Across 2 people and 2 settings

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8 Program Name: LRFFC , Introduced 07/24/2025

Program Goal: Andrew will identify 10 different items when given 3 verbal statements about the item's features, function, or class.

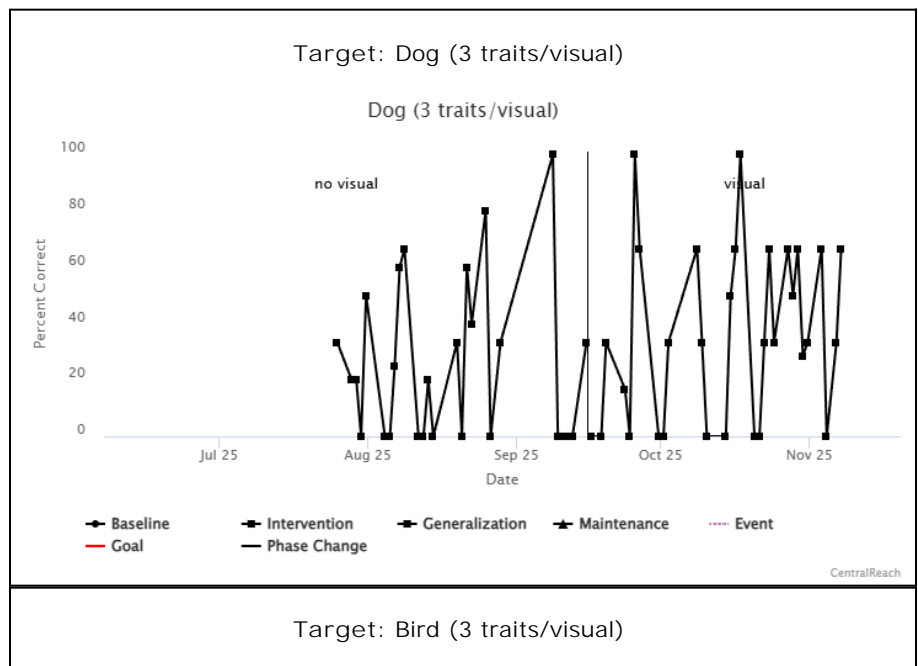Baseline: Andrew identifies items in 22% of opportunities.

Data Collection: Percentage of Opportunities

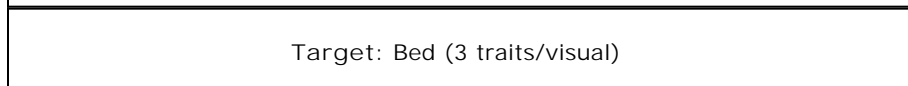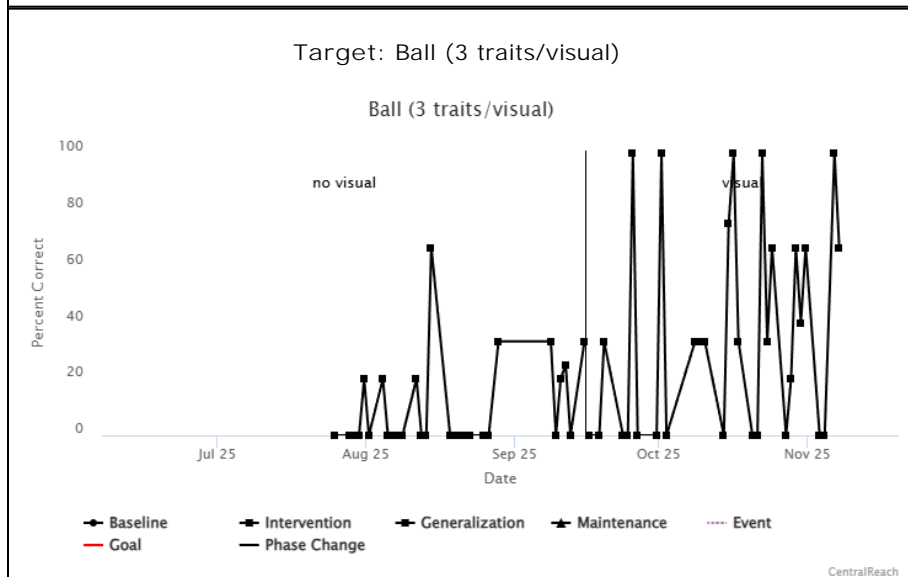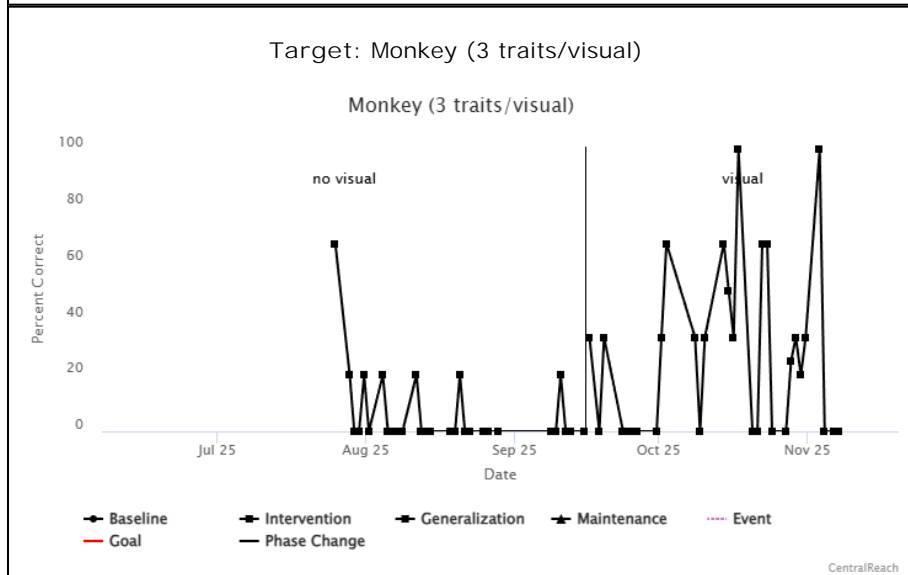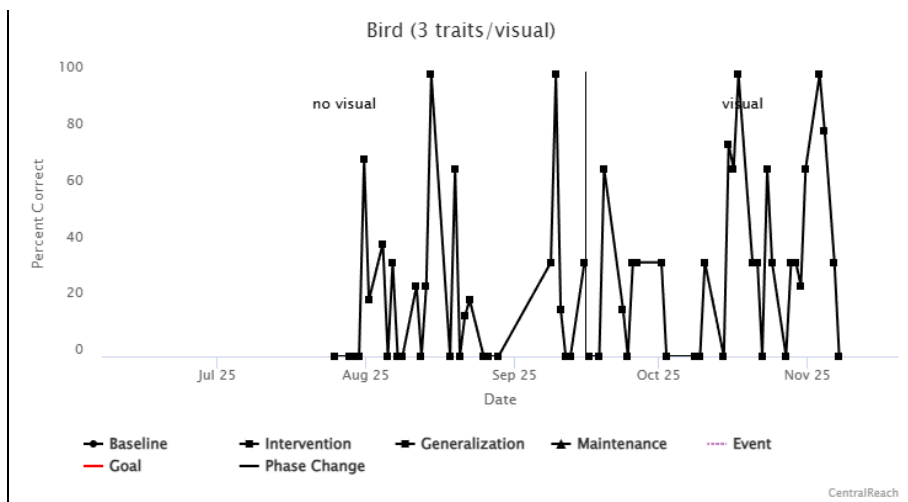Projected Mastery Date: 06/2026

Mastery Criteria: 80% or higher across 3 consecutive sessions

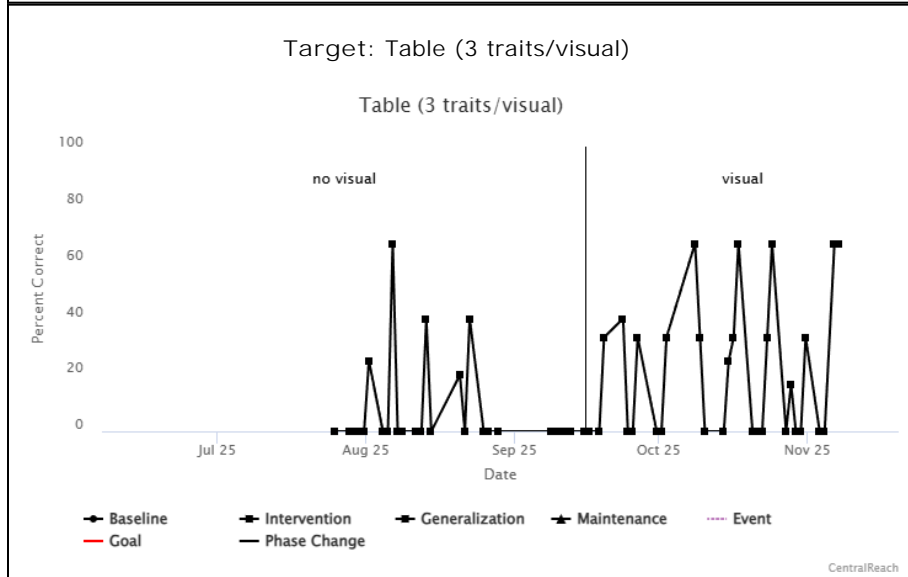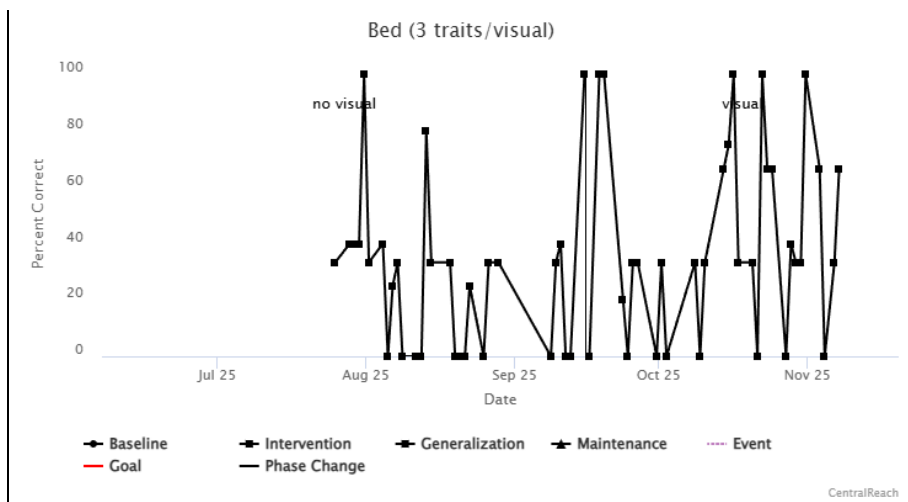Generalization Criteria: Across 2 people and 2 settings

Progress: In Progress.

Across all six targets, Andrew demonstrated gradual improvement in identifying items when provided with three verbal statements describing features, functions, or class. Initial sessions without visual supports showed low and highly variable accuracy, indicating difficulty responding to verbal descriptions alone. After visual supports were introduced, performance increased across all items, with several targets showing periods of high accuracy and reduced variability. Although occasional low scores continue to occur, the overall trend reflects improvement in Andrew's ability to discriminate items based on descriptive verbal information. The clinical team recommends fading visual supports to strengthen consistency and independence.

Target: Dog (3 traits/visual)

Target: Bird (3 traits/visual)

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Bird (3 traits/visual)

no visual — visual

Percent Correct vs Date (Jul 25 – Nov 25)

Baseline — Intervention — Generalization — Maintenance — Event
Goal — Phase Change

CentralReach

Target: Monkey (3 traits/visual)

Monkey (3 traits/visual)

no visual — visual

Percent Correct vs Date (Jul 25 – Nov 25)

Baseline — Intervention — Generalization — Maintenance — Event
Goal — Phase Change

CentralReach

Target: Ball (3 traits/visual)

Ball (3 traits/visual)

no visual — visua

Percent Correct vs Date (Jul 25 – Nov 25)

Baseline — Intervention — Generalization — Maintenance — Event
Goal — Phase Change

CentralReach

Target: Bed (3 traits/visual)

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Bed (3 traits/visual)

Percent Correct vs Date (Jul 25 – Nov 25)

Labels: no visual, visual

Legend: Baseline, Intervention, Generalization, Maintenance, Event, Goal, Phase Change

CentralReach

Target: Table (3 traits/visual)

Table (3 traits/visual)

Percent Correct vs Date (Jul 25 – Nov 25)

Labels: no visual, visual

Legend: Baseline, Intervention, Generalization, Maintenance, Event, Goal, Phase Change

CentralReach

2. Pragmatic Communication

9 Program Name: Listener Responding: Body Parts, Introduced 11/10/2023

Program Goal: When asked, Andrew will identify 6 body parts across 80% independence, across 2 people and 2 settings.

Data Collection: Percentage of Opportunities

Projected Mastery Date: 06/2026

Mastery Criteria: 8 consecutive sessions of at least 80% of opportunities

Generalization Criteria: Across 2 people and 1 setting
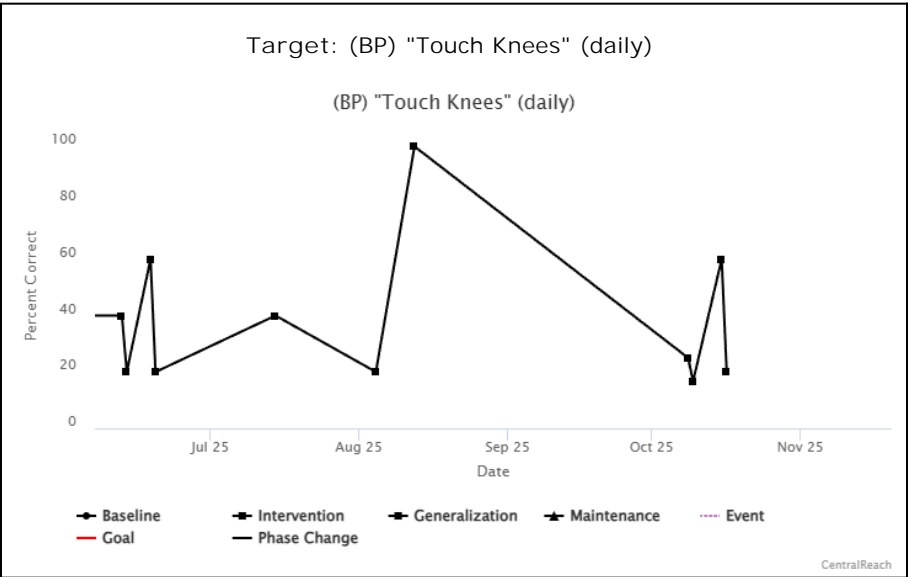
Progress: In Progress.

Andrew has successfully mastered the first three targets (head, stomach, and feet), demonstrating strong receptive identification skills. He is currently working on the fourth target (knees), where performance remains inconsistent and variable, indicating that additional teaching is needed before mastery can be reached. Targets 5 and 6 will be introduced in the upcoming reporting period, as Andrew continues to build foundational receptive body-part knowledge.

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Overall, progress toward the goal is steady, and Andrew is on track to expand his repertoire with continued structured teaching. The clinical team recommends consistent practice and reinforcement to increase accuracy and prepare for successful acquisition of new targets.

Target: (BP) "Touch Knees" (daily)

10 Program Name: Listener Responding: Adjective , Introduced 06/04/2024

Program Goal: Andrew will identify at least 3 adjectives when asked

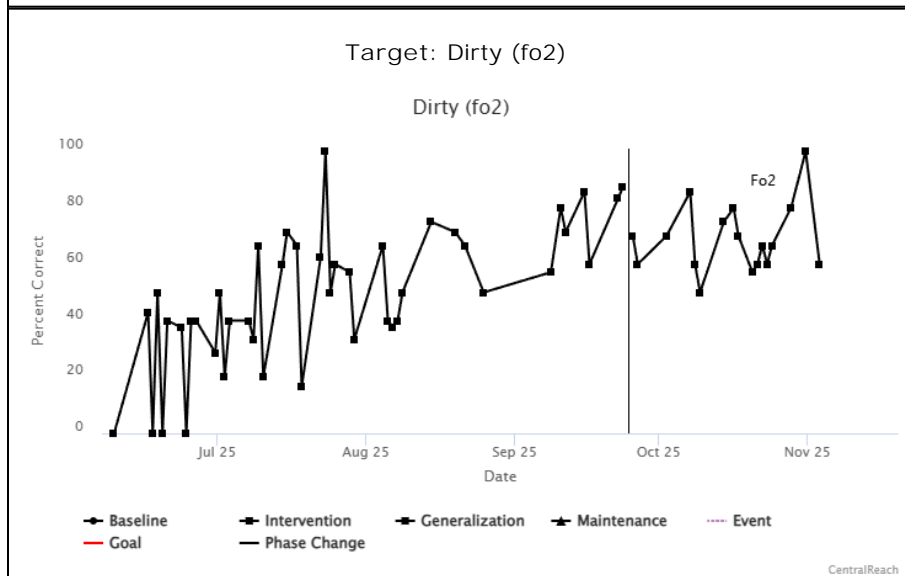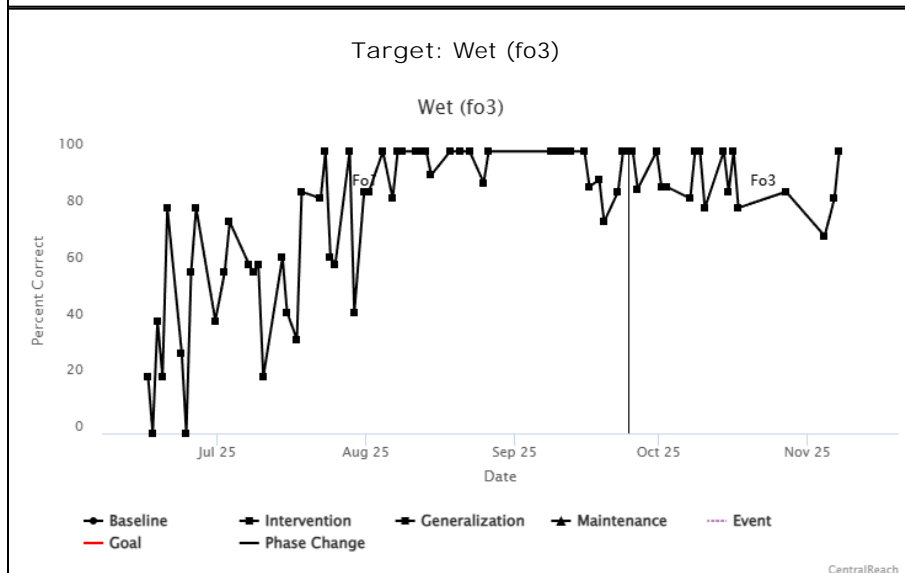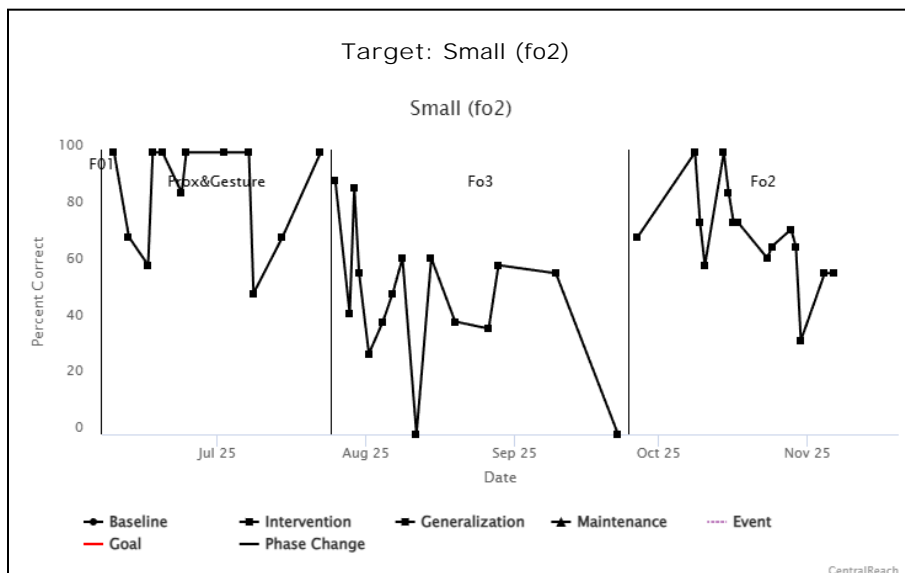Data Collection: Percentage of Opportunities

Projected Mastery Date: 06/2026

Mastery Criteria: 8 consecutive sessions of 80% of opportunities

Generalization Criteria: Across 2 people, 2 settings

Progress: In Progress.

Across the three adjective targets ("small," "wet," and "dirty"), Andrew demonstrates gradual progress toward the overall goal of identifying at least three adjectives when asked. Performance for "small" shows high variability with intermittent periods of strong responding, suggesting partial acquisition but inconsistent demonstration across sessions. Accuracy for "wet" displays a clear upward trend, stabilizing near mastery level with minimal variability, indicating this adjective is approaching consolidation. The "dirty" target shows moderate improvement over time with a positive trend, though variability remains present, suggesting ongoing skill development. The clinical team recommends continued targeted practice with systematic prompting and reinforcement to increase consistency and to support mastery across all adjective targets.

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Target: Small (fo2)

Small (fo2)

Target: Wet (fo3)

Wet (fo3)

Target: Dirty (fo2)

Dirty (fo2)

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11 Program Name: Waiting , Introduced 07/24/2024

Program Goal: Andrew will wait for reinforcement for up to 5 minutes without engaging in maladaptive behaviors (e.g. tantrums, self-injurious behaviors, etc.)

Data Collection: Percentage of Opportunities

Projected Mastery Date: 06/2026

Mastery Criteria: 8 consecutive sessions of 80% of opportunities

Generalization Criteria: Across 2 people, 2 settings

Progress: In Progress.

This goal was placed on hold, and no data was available to report on from this reporting period. The clinical team plans to reintroduce this skill in the new reporting period.

12 Program Name: Fill in the Blanks , Introduced 12/19/2024

Program Goal: Andrew will independently fill in the blanks when initiated by staff

Data Collection: Percentage of Opportunities

Projected Mastery Date: Mastered on 11/25/2025

Mastery Criteria: 8 consecutive sessions of at least 80% of opportunities
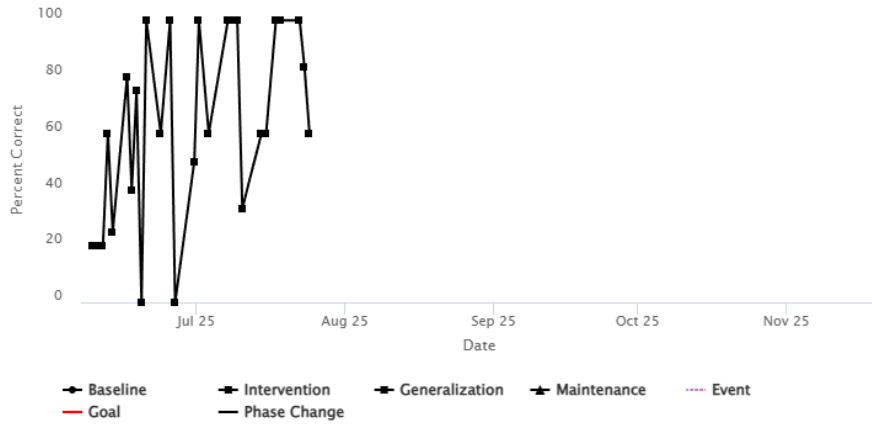
Generalization Criteria: Across 2 people and 2 settings

Progress: Met.

Across all fill-in-the-blank targets, Andrew demonstrated strong and consistent progress, ultimately mastering all 10 items in this program. Performance initially showed some variability across early sessions; however, accuracy steadily improved, with Andrew reliably providing the correct fill-in response across multiple exemplars and contexts. Once stable responding emerged, mastery was maintained with high levels of independence and minimal prompting required. This pattern indicates that Andrew has fully acquired the skill of independently completing fill-in statements when initiated by staff. This goal is considered mastered.
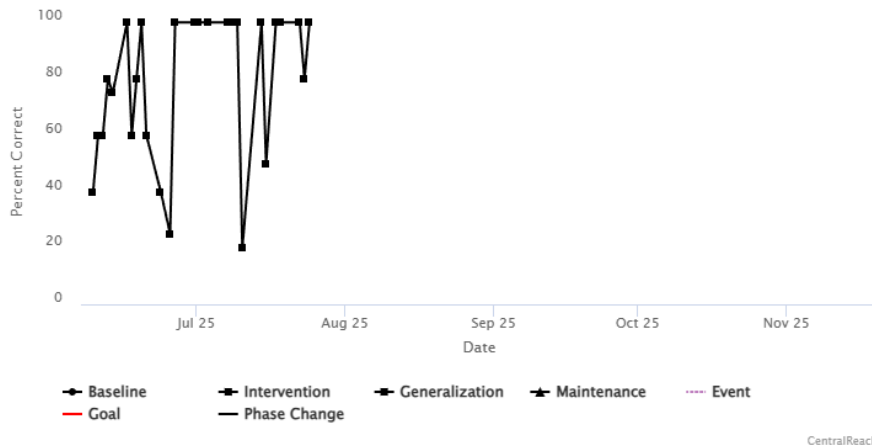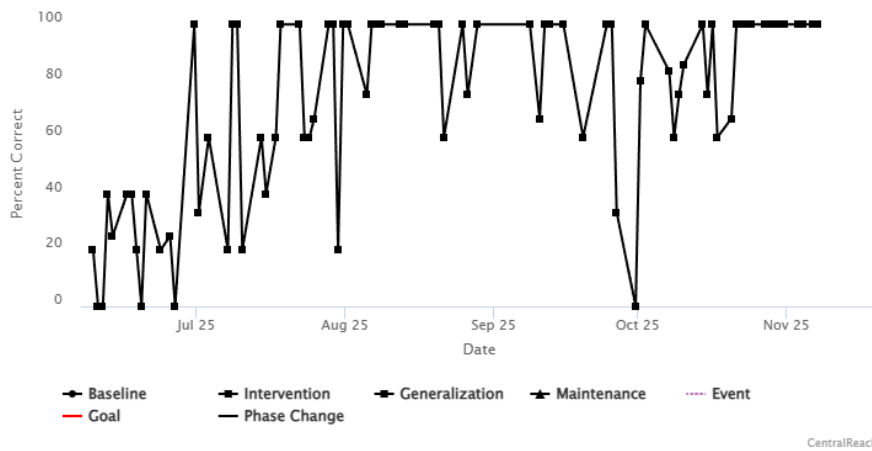
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Target: You sit in a...

You sit in a...

Percent Correct vs Date. Legend: Baseline, Intervention, Generalization, Maintenance, Event, Goal, Phase Change

CentralReach

Target: You sleep in a...

You sleep in a...

Percent Correct vs Date. Legend: Baseline, Intervention, Generalization, Maintenance, Event, Goal, Phase Change

CentralReach

Target: You drink from a....

You drink from a....

Percent Correct vs Date. Legend: Baseline, Intervention, Generalization, Maintenance, Event, Goal, Phase Change

CentralReach

Target: Shoes go on your...

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Shoes go on your...

Percent Correct vs Date

Legend: Baseline, Intervention, Generalization, Maintenance, Event, Goal, Phase Change

CentralReach

Target: You eat at the...

You eat at the...

Percent Correct vs Date

Legend: Baseline, Intervention, Generalization, Maintenance, Event, Goal, Phase Change

CentralReach

New Goals

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13 Program Name: Joint Attention: Pointing , Projected Introduction 12/06/2025

Program Goal: Andrew will independently look toward or visually follow an adult's point or gesture to identify an object, person, or location

Baseline: Andrew independently looks when someone points in 40% of opportunities

Data Collection: Percentage of Opportunities

Projected Mastery Date: 06/2026

Mastery Criteria: 80% of opportunities or higher across 3 consecutive sessions

Generalization Criteria: Across 2 people and 2 settings

14 Program Name: Tacting Emotions , Projected Introduction 12/06/2025

Program Goal: Andrew will independently tact 10 different emotions

Baseline: Andrew independently tacts emotions in 0% of opportunities

Data Collection: Percentage of Opportunities

Projected Mastery Date: 06/2026

Mastery Criteria: 80% or higher across 3 consecutive sessions

Generalization Criteria: Across 2 people and 2 settings

15 Program Name: Structured Play , Projected Introduction 12/06/2025

Program Goal: Andrew will participate in structured game activities (e.g., board games, turn-taking games, or simple group play) for at least 3 consecutive turns with no more than 2 prompts

Baseline: Andrew independently participates in structured game activities in 0% of opportunities

Data Collection: Percentage of Opportunities

Projected Mastery Date: 06/2026

Mastery Criteria: 80% of opportunities or higher across 3 consecutive sessions

Generalization Criteria: Across 2 people and 2 settings

16 Program Name:Gross Motor Imitation , Projected Introduction 12/06/2025

Program Goal: Andrew will independently imitate 10 different gross motor movements

Baseline: Andrew independently imitates gross motor movements in

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Data Collection: Percentage of Opportunities

Projected Mastery Date: 06/2026

Mastery Criteria: 80% or higher across 3 consecutive sessions

Generalization Criteria: Across 2 people and 2 settings

3. Self-Help & Daily Living Skills

<u>New Goals</u>

17 Program Name: Drink from a Cup , Projected Introduction 12/06/2025

Program Goal: Andrew will independently drink from an open cup by holding it with both hands, tilting it to the mouth, and taking a sip without spilling

Baseline: Andrew independently drinks from a cup without spilling in 0% of opportunities

Data Collection: Percentage of Opportunities

Projected Mastery Date: 06/2026

Mastery Criteria: 90% of opportunities or higher across 5 consecutive sessions

Generalization Criteria: Across 2 people and 2 settings

18 Program Name: Void in toilet , Projected Introduction 12/06/2025

Program Goal: Andrew will urinate in the toilet when placed on it during scheduled toileting opportunities, remaining seated until voiding occurs

Baseline: Andrew urinates in the toilet when placed on it in 0% of opportunities

Data Collection: Percentage of Opportunities

Projected Mastery Date: 06/2026

Mastery Criteria: 80% of opportunities or higher across 5 consecutive sessions

Generalization Criteria: Across 2 people and 2 settings

19 Program Name: Hand Washing TA , Projected Introduction 12/06/2025

Program Goal: Andrew will independently follow all steps in a hand washing task analysis

Baseline: Andrew independently follows all the steps in a hand washing task analysis in 0% of opportunities

Data Collection: Percent Independent

Projected Mastery Date: 06/2026

Mastery Criteria: 100% independence or higher across 5 consecutive sessions

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Generalization Criteria: Across 2 people and 2 settings

20 Program Name: Tooth Brushing: Spit , Projected Introduction 12/06/2025

Program Goal: Andrew will independently spit toothpaste into the sink during the tooth brushing routine

Baseline: Andrew spits out toothpaste in 0% of opportunities

Data Collection: Percentage of Opportunities

Projected Mastery Date: 06/2026

Mastery Criteria: 100% of opportunities across 3 consecutive sessions

Generalization Criteria: Across 2 people and 2 settings

21 Program Name: Proximity in Community , Projected Introduction 12/06/2025

Program Goal: Andrew will independently stay within 3 feet of his assigned adult or caregiver while in community settings

Baseline: Andrew will independently stay within 3 feet of his caregiver in community settings in 0% of opportunities

Data Collection: Percentage of Opportunities

Projected Mastery Date: 06/2026

Mastery Criteria: 100% of opportunities or higher across 5 consecutive sessions

Generalization Criteria: Across 2 people and 2 settings

22 Program Name: Safety Instructions , Projected Introduction 12/06/2025

Program Goal: Andrew will independently respond to 3 different safety instructions within 3 seconds of them being given.

Baseline: Andrew independently follows safety instructions within 3 seconds in 0% of opportunities

Data Collection: Percentage of Opportunities

Projected Mastery Date: 06/2026

Mastery Criteria: 100% of opportunities across 5 consecutive sessions

Generalization Criteria: Across 3 people and 2 settings

23 Program Name: Fine Motor Imitation , Projected Introduction 12/06/2025

Program Goal: Andrew will independently imitate 6 different fine motor actions

Baseline: Andrew independently imitates fine motor movements in 20% of opportunities

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Data Collection: Percentage of Opportunities

Projected Mastery Date: 06/2026

Mastery Criteria: 80% or higher across 3 consecutive sessions

Generalization Criteria: Across 2 people and 2 settings

4. Behavior Reduction Goals

There are no behavior reduction goals to make note of during this reporting period.

5. Caregiver Education and Participation Goals

Overall Progress in Parent Education:

During this reporting period, Mom has been accessible in each session. She stays nearby to assist when needed and will make herself available should the clinical team have any questions. No data is available for the self-help or identifying social settings, as a new supervisor transitioned onto the team and focused on familiarizing themself with Andrews programming. The goals will be worked on in the new reporting period.

1 Program Name: Self Help Skills , Introduced 11/24/2025

Program Goal: Andrew's caregivers will teach at least one self-help skill to Andrew using task analysis

Data Collection: Percentage of Opportunities

Projected Mastery Date: 06/2026

Mastery Criteria: 2 consecutive months of 80% or higher

Progress: In Progress.

This goal was not worked on during this reporting period. The clinical team plans to address it in the new reporting period.

2 Program Name: Identifying Social Setting , Introduced 11/24/2025

Program Goal: Andrew's caregivers will identify 2 different consistent social settings to increase teaching opportunities for social skills with peers

Data Collection: Frequency

Projected Mastery Date: 06/2026

Mastery Criteria: 2 consecutive months of targeted frequency and location

Progress: In Progress.

This goal was not worked on during this reporting period. The clinical team plans to address it in the new reporting period.

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3 Program Name: Opportunities to Mand , Introduced 04/30/2023

Program Goal: Andrew's caregivers will promote Andrew to communicate independently by creating opportunities to mand.

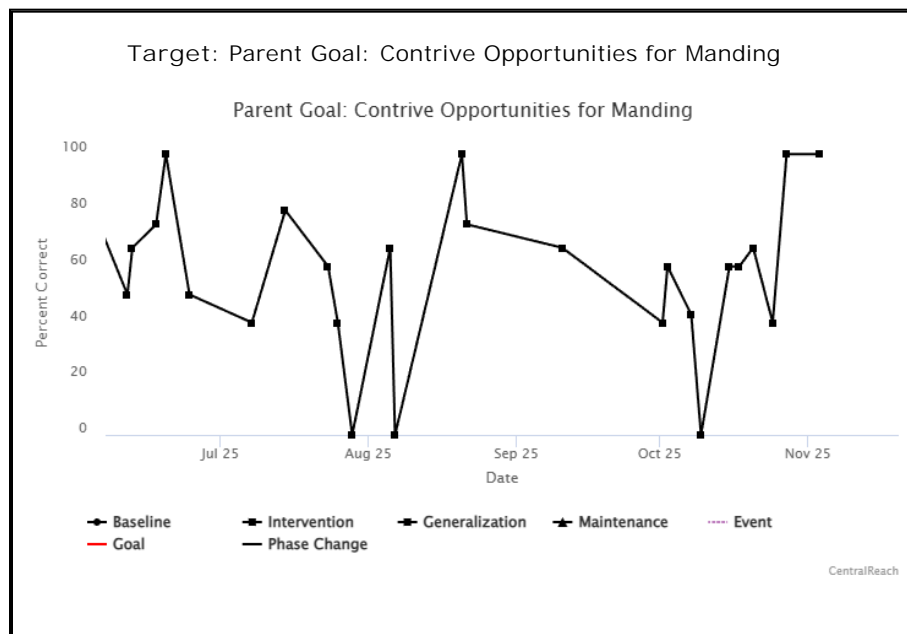Baseline: Parent creates manding opportunities in 50% of opportunities

Data Collection: Percentage of Opportunities

Projected Mastery Date: 06/2026

Mastery Criteria: 80% or higher across 2 months

Progress: In Progress.

The data for Parent Goal: Contrive Opportunities for Manding show high variability, with performance ranging from 0% to near 100% across the reporting period. Despite these fluctuations, the overall level remains moderate to high, indicating that the parent is frequently contriving opportunities, though consistency varies from week to week. The trend appears slightly upward, with more recent sessions showing stronger and more stable performance, including multiple peaks at or near mastery. Variability is likely influenced by competing demands in the home environment and the naturalistic nature of parent-implemented intervention. Overall, the data suggest that the parent is developing this skill but would benefit from continued coaching to increase stability and maintain higher levels of implementation.

Target: Parent Goal: Contrive Opportunities for Manding

Parent Goal: Contrive Opportunities for Manding

IV. Summary and Recommendations

Across this reporting period, Andrew demonstrated steady skill acquisition, mastering 2 out of 8 treatment goals and showing meaningful progress across several additional programs. His rate of learning was strongest in tasks involving early language and receptive identification, where he showed rapid gains once routines were established. Some programs displayed slower or more variable acquisition, particularly those requiring higher levels of verbal responding or discrimination across multiple exemplars, which indicates a continued need for structured teaching, increased practice opportunities, and systematic prompting and fading. Andrew consistently engaged with low to zero rates of problem behavior, which allowed sessions to focus on skill-building. Parent participation remained strong with Mom present in every session, and ongoing involvement will continue to support generalization as the team incorporates more home-based practice opportunities.

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It is recommended that Andrew increase to receive services consisting of:

20 hours per week of direct intervention (1:1).

17 hours of enhanced supervision monthly.

Enhanced supervision is recommended to support Andrew's ongoing skill acquisition, particularly in programs that require more frequent monitoring and adjustments due to slower progress. Additional oversight will ensure treatment integrity, provide timely technician coaching, and promote consistent implementation across sessions. This level of support is necessary to maintain progress and reduce barriers to learning.

The desired outcomes for transition or graduation will be specified during treatment planning and refined throughout the treatment process. Intensive ABA services are not designed to continue indefinitely. Services typically begin with a high level of intensity, reach a critical point where intensity is highest, and begin fading out after reaching this point. Within the early phases of ABA services, intensive caregiver training helps build a foundation from which the parent or caregiver becomes an active member of the intervention team. One of the primary objectives of ABA services is to help each participant close the gap between his/her developmental level and that of his/her typical peers. Some participants may fall short of this goal; however, improvements will occur in communication and adaptive functioning. Once your treatment team recommends a transition, a reduction in the intensity of therapy is customized to each participant's behavioral, developmental, and caregiver needs. During this transition process, a plan will be discussed, written, and provided to the participant and his/her caregivers to outline the fade-out process and identify the roles of each individual involved. All decisions to transition will be based on the data collected on the participant's response to treatment.

V. <u>Crisis Plan</u>

Caregivers are expected to be present and available at all times during therapy sessions. Caregivers are required to ensure the safety of the individual receiving services. Additionally, caregivers and treatment staff are responsible for ensuring their own individual safety. In the event of a life threatening emergency, caregivers should call 911 immediately. If the caregiver is unable to assist during an unexpected crisis, treatment staff are trained to immediately call 911 for life threatening emergencies. After a call has been made to 911, caregivers and treatment staff should contact their assigned supervisor to inform them of the event as soon as possible.

Behavioral Health Works, Inc. looks forward to ongoing collaboration with Easterseals, Andrew Arredondo, and their family to provide quality evidence-based behavioral services. If you have any questions, please contact Emily Hampton, M.Ed., BCBA at (657) 533-9011.

Respectfully submitted,

Report completed by:

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MRN: 25516806

Emily Hampton, M.Ed., BCBA

Clinical Manager

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