[PIVIT-P]
PERSONAL INVENTORY OF VALUES INFORMING TREATMENT

This assessment is designed to help parents/caregivers advocate for what types of treatment design they desire and are comfortable with when beginning Applied Behavior Analysis services. This form will help to inform the clinician designing treatment by calling attention to personal and family values. This form is not a diagnostic tool.

Client Name: **DOB:**   **Age at Testing (Y:M):**   **Respondent:**   **Relationship to Client:**

Clinician:

PREVIOUS TREATMENT *(check one box per section)*

Services
- ☐ My child has had a comprehensive model of ABA service
- ☐ My child has had a consultative model of ABA service
- ☐ My child has had ABA in the classroom
- ☐ My child has had ABA in home
- ☐ My child has had ABA in clinic
- ☐ My child has had ABA in the community
- ☐ My child has never had ABA previously
- ☐ I am not sure

Impressions of Services
- ☐ My child made significant gains
- ☐ My child made moderate gains
- ☐ My child made limited progress
- ☐ My child made no progress
- ☐ I am not sure

Treatment Involvement
- ☐ I participated in on-going evaluations
- ☐ I participated in goal selection and design
- ☐ I participated in sessions with my child

- ☐ I received parent training sessions
- ☐ I had regular contact with the my child's clinician
- ☐ I am not sure

Happiness
- ☐ My child was generally happy during ABA
- ☐ My child was generally unhappy during ABA
- ☐ My child was generally indifferent during ABA
- ☐ I am not sure

Values
- ☐ My family values were honored
- ☐ My family values were not honored
- ☐ My family values were not asked to be shared
- ☐ I am not sure

Data
- ☐ Data regarding on-going performance was provided to me
- ☐ Data regarding on-going performance was no provided to me
- ☐ Data was provided when I requested it
- ☐ I am not sure

ABA STRATEGIES *(rate relative success - if part of previous treatment - and comfort with each strategy. see end of document for definitions.)*

Strategy	Effectiveness	Comfort	Please Include in Treatment	Do Not Include Treatment
Token Board	☐ Effective ☐ Not Effective ☐ Unsure	☐ Comfortable ☐ Somewhat Comfortable ☐ Not Comfortable	☐	☐
Time Out	☐ Effective ☐ Not Effective ☐ Unsure	☐ Comfortable ☐ Somewhat Comfortable ☐ Not Comfortable	☐	☐
Restraint	☐ Effective ☐ Not Effective ☐ Unsure	☐ Comfortable ☐ Somewhat Comfortable ☐ Not Comfortable	☐	☐
Seclusion	☐ Effective ☐ Not Effective ☐ Unsure	☐ Comfortable ☐ Somewhat Comfortable ☐ Not Comfortable	☐	☐
Restitutional Overcorrection	☐ Effective ☐ Not Effective ☐ Unsure	☐ Comfortable ☐ Somewhat Comfortable ☐ Not Comfortable	☐	☐
Functional Analysis	☐ Effective ☐ Not Effective ☐ Unsure	☐ Comfortable ☐ Somewhat Comfortable ☐ Not Comfortable	☐	☐
Escape Extinction	☐ Effective ☐ Not Effective ☐ Unsure	☐ Comfortable ☐ Somewhat Comfortable	☐	☐

		☐ Not Comfortable		
Planned Ignoring	☐ Effective ☐ Not Effective ☐ Unsure	☐ Comfortable ☐ Somewhat Comfortable ☐ Not Comfortable	☐	☐
Edible Reinforcement	☐ Effective ☐ Not Effective ☐ Unsure	☐ Comfortable ☐ Somewhat Comfortable ☐ Not Comfortable	☐	☐
Contriving Motivating Operations	☐ Effective ☐ Not Effective ☐ Unsure	☐ Comfortable ☐ Somewhat Comfortable ☐ Not Comfortable	☐	☐
Response Cost	☐ Effective ☐ Not Effective ☐ Unsure	☐ Comfortable ☐ Somewhat Comfortable ☐ Not Comfortable	☐	☐
Response Interruption and Redirection (RIRD)	☐ Effective ☐ Not Effective ☐ Unsure	☐ Comfortable ☐ Somewhat Comfortable ☐ Not Comfortable	☐	☐
Discrete Trial Training	☐ Effective ☐ Not Effective ☐ Unsure	☐ Comfortable ☐ Somewhat Comfortable ☐ Not Comfortable	☐	☐
Hand Over Hand Prompting or Full Physical Prompting	☐ Effective ☐ Not Effective ☐ Unsure	☐ Comfortable ☐ Somewhat Comfortable ☐ Not Comfortable	☐	☐
Behavior Contracts	☐ Effective ☐ Not Effective ☐ Unsure	☐ Comfortable ☐ Somewhat Comfortable ☐ Not Comfortable	☐	☐

CAREGIVER INVOLVEMENT *(select the answer that most describes you)*

Availability

- ☐ I am not available for regular involvement and do not need frequent updates
- ☐ I am not available for regular involvement but would like frequent updates
- ☐ I am not available for regular involvement but you like occasional updates
- ☐ Scheduling is difficult, but I can be available for scheduled times
- ☐ I want to be present for a portion of every session
- ☐ I want to be present for the whole session every time
- ☐ I want to be present for one session weekly
- ☐ I want to be present for _____

Platform

- ☐ I prefer in person
- ☐ I prefer synchronous
- ☐ I prefer asynchronous
- ☐ I prefer something else: _____

TOP PRIORITY GOALS *(Name the three goals you would like to see your child meet)*

1.

2.

3.

THERAPY TIMELINE *(check all that apply)*

Session Length
- ☐ I'm comfortable with 1-2 hours per day, daily
- ☐ I'm comfortable with 1-2 hours per day, a few times a week I'm comfortable with 3-5 hours per day, daily
- ☐ I'm comfortable with 3-5 hours per day, a few times a week I'm comfortable with something else:

Goal Expectations
- ☐ I expect it will take days to meet my goals
- ☐ I expect it will take weeks to meet my goals
- ☐ I expect it will take months to meet my goals
- ☐ I expect it will take years to meet my goals
- ☐ I am unsure

OUTCOMES PREFERENCE ASSESSMENT *(for each row, circle the outcome that is the most important to you)*

Academic Readiness or Communication
Self-Care or Leisure/Play Skills
Daily Routines or Self-Care
Leisure/Play Skills or Daily Routines
Daily Routines or Academic Readiness
Communication or Leisure/Play Skills
Leisure/Play Skills or Academic Readiness
Academic Readiness or Self-Care
Daily Routines or Communication
Communication or Self-Care
Reduction in Problem behavior or Academic readiness
Daily Routines or Reduction in Problem behavior
Communication or Reduction in Problem behavior
Reduction in Problem behavior or Self-care
Leisure/Play Skills or Reduction in Problem behavior

TOTAL SCORING *(clinician completes)***:**

Academic_____ Communication _____ Self-Care _____ Leisure_____ Daily Routines_____ Problem Behavior_____

ADDITIONAL VALUES PREFERENCE ASSESSMENT *(for each row, circle the outcome that is the most important to you)*

Happiness or Flexibility
Flexibility or Cooperation
Cooperation or Reduction of RRB
Reduction of RRB or Happiness
Happiness or Cooperation
Flexibility or Reduction of RRB
Reduction of RRB or Cooperation
Happiness or Cooperation

TOTAL SCORING *(clinician completes)*:

Happiness_____ Flexibility _____ Cooperation _____ Reduction of Restrictive, Repetitive Behavior (RRB)_____

STRATEGY DEFINITIONS

Token Board - a system that rewards desired behaviors with tokens, which individuals can exchange for something they value

Time Out - a procedure in which an individual is removed from a rewarding situation or setting to a less rewarding situation or setting in order to reduce problem behavior when it occurs

Restraint - physically holding or securing the individual's body or part of their body, for a brief period of time to interrupt problem behavior or for an extended period of time using mechanical restraints

Seclusion - isolating an individual from other people, activities, or specific spaces, usually in a closed room with a door that may or may not be locked, in order to interrupt and intervene with problem behavior

Restitutional Overcorrection - a punishment procedure in which the individual must replace/fix the environment to an even better condition than it was before they engaged in the damaging or dangerous behavior

Functional Analysis - a specific type of experimental assessment that involves the direct manipulation of events in order to intentionally trigger an individual's problem behavior and then reward the problem behavior in an attempt to identify why it occurs (different from a Functional Behavior Assessment)

Escape Extinction - no longer allowing an individual to escape or avoid something they dislike (e.g. task demands) when they engage in challenging behavior

Edible Reinforcement - the use of food or candy as reward for desired behavior

Planned Ignoring - deliberate inattention to an individual when they are engaged in undesirable behaviors

Contriving Motivating Operations - creating an environmental variable that increases or decreases the effectiveness of a reward (e.g. making sure a child hasn't eaten before using edible reinforcement for desired behavior)

Response Cost - a punishment procedure in which conditioned rewards (toys, food, points, tokens) are taken away after they have already been earned, in order to suppress or eliminate a problem behavior

Response Interruption and Redirection (RIRD) - an intervention that involves presenting demands or other types of distractions to interrupt an interfering behavior and redirect it to another response. Often used to target 'stimming' behavior.

Discrete Trial Training (DTT) - an intervention strategy characterized by its highly structured, one-on-one teaching environment in which tasks are broken down and taught in small increments. DTT is typically conducted with an instructor and learner seated adjacent to one another at a table, while the instructor gives rapid task demands (e.g. "touch red") and corrects or reinforces the learner for their response, sometimes involving physical prompting.

Hand Over Hand Prompting or Full Physical Prompting - the most intrusive form of prompting in which an individual is taught a skill or guided to the correct response by the instructor physically manipulating the individual's body/hand

Behavior Contracts - written agreements that outline expected behaviors/tasks during a defined amount of time and detail the reward the individual will earn if they uphold their end of the contract