

ASAP ABA Parent Empowerment & Training Guide

Nurturing potential and advancing excellence for families and professionals worldwide

Empowering growth through ABA, virtually anywhere.

ASAP ABA (Assuring Support for Autism Pathways)

ASAP ABA creates pathways nurturing potential and advancing excellence for those on the spectrum, their families, and ABA professionals worldwide. We provide compassionate, results-driven Applied Behavior Analysis (ABA) therapy, remote supervision, and professional training—empowering growth through ABA, virtually anywhere.

“Empowering families through compassion and science.”





Parent Empowerment Workbook

Module 1 | Introduction to Applied Behavior Analysis (ABA)

“Understanding how behavior works is the first step to empowering growth.”

What is ABA?

Applied Behavior Analysis (ABA) is a scientific, evidence-based approach that helps us understand and improve human behavior.

It focuses on identifying why behaviors occur, teaching meaningful new skills, and increasing behaviors that promote learning and independence.

ABA is built on decades of research showing that consistent, data-driven strategies can create lasting, positive change for individuals with Autism Spectrum Disorder (ASD) and related developmental differences.

Key Reference: Baer, Wolf, & Risley (1968) described ABA as the application of behavioral principles to improve socially significant behaviors and to demonstrate that these changes are responsible for the improvement.

The Seven Dimensions of ABA (*Baer et al., 1968*)

1. **Applied** – Targets behaviors that matter in everyday life.

2. **Behavioral** – Focuses on observable and measurable actions.
3. **Analytic** – Uses data to demonstrate that interventions cause change.
4. **Technological** – Procedures are written clearly so others can replicate them.
5. **Conceptually Systematic** – Grounded in the principles of behavior.
6. **Effective** – Produces meaningful, practical results.
7. **Generality** – Changes last over time and across settings.

Why ABA Works

- It uses **positive reinforcement** to strengthen desired skills.
- It is **individualized** — every plan is tailored to the learner’s strengths and needs.
- It is **data-driven** — decisions are based on measurable progress.
- It is **collaborative** — parents, caregivers, and professionals form a team.
- It focuses on **generalization** — applying learned skills in real-life situations.

Research Support: Meta-analyses (e.g., Eldevik et al., 2009; Lovaas, 1987) show that intensive ABA programs can significantly improve communication, social, and adaptive functioning in children with autism.

Common Myths vs Facts

Myth	Fact
ABA is only for young children.	ABA benefits individuals across the lifespan—from toddlers to adults.
ABA is rigid and repetitive.	Modern ABA uses natural, engaging methods that fit the learner’s interests.
ABA means bribing with rewards.	Reinforcement teaches motivation and independence, not dependence.
ABA is only for autism.	ABA principles apply to any setting where behavior change is needed.

Your Role as a Parent or Caregiver

Parents are a child’s most consistent teachers.

Through collaboration with your BCBA and therapy team, you’ll learn how to:

- Observe and describe behavior objectively
- Use reinforcement effectively
- Create supportive environments that encourage success
- Collect and share simple data to guide interventions

Your consistency is the key ingredient that helps therapy translate into everyday life.

Comprehension Check

(Fill in directly in your PDF once the full guide is complete)

- 1 In your own words, what does “Applied Behavior Analysis” mean?
- 2 Which of the seven dimensions stands out most to you, and why?
- 3 How can positive reinforcement help your child at home?

Key Takeaway

ABA is a structured yet flexible approach that empowers families to help their children grow in meaningful, measurable ways.

By learning the foundations of ABA, you begin a journey toward understanding, consistency, and positive change.

Citations: Baer, Wolf, & Risley (1968); Cooper, Heron, & Heward (2020); Eldevik et al. (2009); Lovaas (1987)

Module 2 | Understanding Behavior

“All behavior has meaning—our job is to understand what it’s communicating.”

Why We Study Behavior

In ABA, *behavior* means anything a person says or does that can be seen or measured. That includes actions (like walking, clapping, or hitting), as well as words (like saying “no,” asking for help, or screaming).

Behavior analysis focuses on **what happens before and after a behavior**—not just the behavior itself. When we understand *why* a behavior happens, we can teach a more positive, functional way for the person to get their needs met.

“Behavior is communication.” Every behavior serves a purpose—it tells us something about what a person wants, needs, or is trying to avoid.

The ABCs of Behavior

ABA uses the **ABC model** to understand behavior patterns:

A	B	C
<i>Antecedent</i>	<i>Behavior</i>	<i>Consequence</i>
What happens right before the behavior	What the person does	What happens right after the behavior

Example:

- **Antecedent:** Mom says, “Time to turn off the tablet.”
- **Behavior:** Child screams and throws the tablet.
- **Consequence:** Mom gives extra 5 minutes of screen time to calm child down.

The result? The behavior (screaming) worked—it got more tablet time. This means it’s more likely to happen again next time.

The Four Functions of Behavior

All behaviors serve one (or more) of these four functions:

1. **Attention:** To get someone’s attention.
Example: A child shouts or grabs an adult when the adult is talking to someone else.
2. **Escape/Avoidance:** To get out of doing something.
Example: When asked to clean up toys, the child throws them and is sent to “cool off” instead.

3. **Access to Tangible Items:** To get something they want.
Example: The child cries at the store to get candy and receives it.
4. **Automatic (Sensory):** To feel good or relieve discomfort.
Example: A child hums or rocks because it feels calming or fun, not because they want attention.

Key Reference: Cooper, Heron, & Heward (2020) describe behavior as any observable and measurable act influenced by environmental factors and its consequences.

Operational Definitions: Clarity is Power

An **operational definition** means describing behavior so clearly that anyone can observe it and know exactly what to count.

It avoids opinions (“he’s being bad”) and focuses on observable facts.

Not objective: “She’s being rude.”

Objective: “She turned her back and rolled her eyes when asked to start her homework.”

Operational definitions allow consistency across caregivers and therapists—and that’s what drives meaningful change.

Real-World Example 1: The Grocery Store

Scenario:

Jasmine’s son, Mateo, often cries and lies on the floor when they reach the candy aisle.

Analysis:

- **Antecedent:** Passing the candy aisle.
- **Behavior:** Crying, lying down, refusing to move.
- **Consequence:** Jasmine gives Mateo candy to stop the crying.
Function: Access to tangibles (candy).

Plan: Jasmine starts giving Mateo a small treat *before* the trip and teaches him to ask for one piece politely at checkout.

Real-World Example 2: Homework Frustration

Scenario:

Carlos starts yelling and hiding under the table when his dad brings out the homework folder.

Analysis:

- **Antecedent:** Dad presents homework.
- **Behavior:** Yelling and avoidance.
- **Consequence:** Homework is delayed, dad helps more, or it's postponed.
Function: Escape.

Plan: Start with shorter assignments, reinforce effort, and use clear breaks to teach tolerance for tasks.

Parent Tip: Observe Before You React

When challenging behavior occurs, pause and ask yourself:

- What happened right before? (Antecedent)
- What exactly did my child do? (Behavior)
- What happened immediately after? (Consequence)

You'll start to notice patterns that reveal *why* the behavior happens—and that's the key to change.

Comprehension Check

- 1 Write one example of an **attention-seeking behavior** your child might use:
- 2 What's the difference between **escape** and **access** functions?
- 3 How would you rewrite this statement to be objective?
"Sam was being difficult at dinner."

Key Takeaway

All behavior has meaning. When you can identify the function—the *why*—you can replace problem behaviors with healthy, effective communication.

Citations: Cooper, Heron, & Heward (2020); Bailey & Burch (2017); Hanley, Iwata, & McCord (2003)

Module 3 | Collecting & Understanding Data

“If you don’t track it, you can’t change it.”

Why Data Matters

Data collection is the backbone of ABA. It helps parents and professionals know whether an intervention is actually working.

Rather than relying on memory or guesswork, data gives you *proof* of progress—or signals that strategies need to change.

ABA professionals use data to make informed decisions that guide treatment. Parents who collect and share data become true partners in the process.

Think of data as your child’s growth map. It tells you where they started, how far they’ve come, and which direction to go next.

Key Reference: Cooper, Heron, & Heward (2020) describe data as “the lifeblood of ABA” because it provides objective information about behavior change.

The Purpose of Data

- To measure improvement (or regression)
- To identify what triggers success or struggle
- To show which strategies are working
- To promote collaboration between parents and professionals
- To celebrate progress in a visible way

Without data, we might *feel* that a strategy works—but feelings can be misleading. Data confirms the truth.

Types of Data Collection

ABA uses several ways to measure behavior, depending on the behavior's nature.

1. Frequency/Event Recording

Counts how often a behavior happens.

Example: Counting how many times your child says “please” during dinner.

2. Duration Recording

Measures how long a behavior lasts.

Example: Timing how long your child engages in homework before asking for help.

3. Latency Recording

Measures how long it takes to start a behavior after a prompt.

Example: Timing how many seconds it takes your child to begin cleaning up after you say, “Please pick up your toys.”

4. ABC (Antecedent-Behavior-Consequence) Data

Describes what happens before, during, and after a behavior.

Example:

- **Antecedent:** Dad asks child to do homework
- **Behavior:** Child throws pencil
- **Consequence:** Dad helps complete the task

5.

6. Interval Recording

Divides observation time into short intervals and marks whether the behavior occurred.

Example: Checking every 30 seconds to see if your child is on task.

7. Permanent Product Recording

Measures outcomes of behavior rather than the behavior itself.

Example: Counting how many math problems are completed or how many toys are put away.

How to Start Collecting Data at Home

You don't need fancy tools—just a notebook or phone note.

Step 1: Pick one behavior to track.

Start small—something like “using kind words” or “asking for help.”

Step 2: Decide what to measure.

Frequency? Duration? Latency? Your BCBA can help you choose.

Step 3: Write down only what you see or hear.

Avoid assumptions—focus on observable facts.

Step 4: Review your notes at the end of the week.

Look for patterns. When does the behavior happen most often? What’s happening around it?

Real-World Example 1: Morning Routine

Scenario:

Jordan refuses to get dressed in the morning.

Parent Data:

- **Monday:** 4 refusals (took 25 minutes)
- **Wednesday:** 2 refusals (took 18 minutes)
- **Friday:** 1 refusal (took 10 minutes)

Interpretation: Progress! The number and duration of refusals are decreasing. With consistent praise and structure, Jordan’s behavior is improving measurably.

Real-World Example 2: Hand Raising in Class

Scenario:

Maria’s teacher reports she calls out answers instead of raising her hand.

BCBA Strategy: Count how many times she raises her hand vs. calls out during circle time.

Data After Two Weeks:

- Week 1: 3 raised hands / 12 callouts
- Week 2: 10 raised hands / 5 callouts

Interpretation: The intervention is effective—hand-raising behavior is increasing while callouts decrease.

Interpreting Data

ABA professionals use three key visual tools when analyzing data:

1. **Level** – The general position of the data (high, medium, or low on the graph).
2. **Trend** – The direction the data is moving (upward = improvement).
3. **Variability** – How consistent the data is (less variation means more stability).

Example:

If your child’s tantrums decrease from 10 per week to 2 per week over a month, the **trend** is positive. If it fluctuates between 10 and 2 every other day, variability is high—indicating instability that needs further review.

Parent Tip: Make It Routine

Try to record data at the **same time each day** or during **specific routines** (like dinner or bedtime).

A few consistent notes are more useful than detailed but sporadic ones.

Comprehension Check

- 1 Why is data important in ABA?
- 2 Describe one type of data you could collect at home and how you’d measure it.
- 3 How can you tell whether a strategy is working?

Key Takeaway

Data tells your child’s story in numbers. It transforms assumptions into understanding and ensures decisions are made with accuracy and compassion.

Citations: Cooper, Heron, & Heward (2020); Johnston & Pennypacker (2009); Bailey & Burch (2017)

Module 4 | Reinforcement & Motivation

“What gets rewarded, gets repeated.”

****What Is Reinforcement?**

Reinforcement** is the foundation of behavior change in ABA.

It simply means **providing something after a behavior that makes that behavior more likely to happen again.**

When reinforcement is used correctly, it teaches new skills, increases motivation, and helps children understand what behaviors “work.”

Example: When a child says “help me,” and the parent immediately helps, that response teaches the child that communication works better than crying.

Key Reference: Cooper, Heron, & Heward (2020) define reinforcement as “a process in which a behavior is strengthened by the immediate consequence that reliably follows it.”

Types of Reinforcement

1. Positive Reinforcement (+R)

You *add* something pleasant after a behavior to increase it.

Example: Giving a sticker when your child completes their homework.

2. Negative Reinforcement (-R)

You *remove* something unpleasant after a behavior to increase it.

Example: Turning off a loud timer when your child finishes cleaning up.

Both increase the desired behavior—one by **adding** something the child wants, the other by **removing** something they don’t.

Reinforcement vs. Bribery

Parents often confuse reinforcement with bribery—but they’re very different.

Bribery	Reinforcement
Happens <i>after</i> the child misbehaves (“If you stop crying, I’ll buy you candy.”)	Happens <i>after</i> the desired behavior (“You asked nicely, here’s your treat.”)
Reinforces the wrong behavior.	Reinforces the right behavior.
Teaches manipulation.	Teaches communication and self-control.

Reinforcement builds habits; bribery buys silence.

Finding the Right Reinforcer

Reinforcers are *personal*. What motivates one child may not motivate another. Your goal is to discover what makes your child excited to learn or proud of themselves.

Ways to Identify Reinforcers:

- **Ask:** “What do you want to earn?” or “What do you like most?”
- **Observe:** What toys, foods, or activities do they choose often?
- **Test:** Offer small choices and see what they pick first.
- **Record:** Reinforcer preferences change—keep a list and rotate items.

Tip: The most effective reinforcer is the one your child is willing to work for in that moment.

Real-World Example 1: Clean-Up Time

Scenario:

Liam refuses to put away his toys.

Plan:

Mom creates a “clean-up chart.” Every time Liam cleans up without help, he earns one sticker. When he earns five stickers, he gets to play his favorite video game for 10 minutes.

Result:

Liam begins cleaning up independently because he understands that doing so earns something he values.

ABA Concept: Positive reinforcement (adding a preferred item after a desired behavior).

Real-World Example 2: Getting Dressed

Scenario:

Ava often whines when asked to get dressed in the morning.

Plan:

Her dad uses a visual schedule and gives praise (“I love how fast you’re getting dressed!”) and a choice of breakfast cereal once she’s ready.

Result:

Ava begins dressing with less whining because the routine is clear, praise is consistent, and reinforcement is meaningful.

ABA Concept: Positive reinforcement paired with clear expectations and natural rewards.

Schedules of Reinforcement

ABA uses different “schedules” to deliver reinforcement depending on the stage of learning.

1. Continuous Reinforcement:

The child is reinforced *every time* they do the behavior.
Best for teaching new skills.

2. Intermittent Reinforcement:

The child is reinforced *sometimes*, not every time.
Best for maintaining skills over time (like adults getting a paycheck every 2 weeks).

Example:

Early in toilet training, praise every successful attempt (continuous).
Later, praise every few successful attempts (intermittent) to encourage independence.

Natural Reinforcement: The Ultimate Goal

In the beginning, reinforcement might be stickers, snacks, or toys.
Over time, the goal is for your child to be motivated by **natural rewards**—like pride, success, social praise, or fun.

Example: At first, your child might earn candy for brushing teeth.
Eventually, they brush because it feels good and earns praise—no candy needed.

This process is called **fading reinforcement**, and it helps behaviors last for life.

Parent Tip: Reinforce the Positive You See

Notice when your child is doing well—especially small improvements.

“I love how you asked nicely!”

“You waited so patiently.”

“You used your words instead of yelling.”

Every bit of positive feedback teaches your child what’s expected and strengthens confidence.

Comprehension Check

- 1 What is the difference between **positive** and **negative** reinforcement?
- 2 Give one example of a **natural reinforcer** for your child.
- 3 Why is reinforcement *not* the same as bribery?

Key Takeaway

Reinforcement is not about rewards—it's about **teaching motivation**.

When you consistently reinforce desired behaviors, you teach your child *what works* in a positive, lasting way.

Citations: Cooper, Heron, & Heward (2020); Bailey & Burch (2017); Sulzer-Azaroff & Mayer (1991); Lovaas (1987)

Module 5 | Managing Behavior & Promoting Growth

“Behind every behavior is a need waiting to be understood.”

What Is Behavior Management?

Behavior management isn't about controlling children—it's about **understanding why behaviors occur** and **teaching new, appropriate ways** to meet the same needs.

In ABA, we always ask:

“What is this behavior trying to communicate?”

Once we identify the *function* of a behavior, we can replace it with something positive that serves the same purpose.

Example: Instead of screaming for attention, a child can be taught to tap a parent's shoulder or say “Look at me!”

Key Reference: Hanley, Iwata, & McCord (2003) explain that identifying behavioral function is essential for choosing effective interventions.

Step 1: Identify the Function

Every challenging behavior has a function—one of the four we discussed in Module 2:

1. **Attention** (to gain interaction)
2. **Escape/Avoidance** (to get out of something)
3. **Access** (to get a desired item or activity)
4. **Automatic/Sensory** (to feel or avoid a sensation)

Knowing the “why” determines the “how” of your response.

Function	Better Alternative Behavior
Attention	Teach the child to ask for attention or wait appropriately.
Escape	Use visual schedules, shorter tasks, or breaks.
Access	Teach to request items using words, pictures, or gestures.
Automatic	Offer safe sensory alternatives (fidgets, music, movement).

Step 2: Develop a Plan

A **Behavior Intervention Plan (BIP)** outlines the strategies for reducing problem behaviors and teaching new ones.

It includes:

- A clear **operational definition** of the behavior
- The identified **function** of the behavior
- **Antecedent strategies** to prevent behavior
- **Teaching strategies** to build new skills
- **Consequence strategies** to reduce reinforcement for the problem behavior

The goal of a BIP is not punishment—it’s *teaching replacement skills* that meet the same need more appropriately.

Step 3: Use Evidence-Based Strategies

1 Antecedent (Proactive) Strategies

These prevent the behavior from happening by changing the environment or triggers.

- Provide structure and predictable routines.
- Offer choices to increase control (“Do you want to start with math or reading?”).
- Give clear, calm directions—one at a time.
- Use visual supports or timers to set expectations.
- Give reinforcement freely throughout the day to reduce frustration.

Example:

A child yells when asked to do chores. Parent sets a timer, offers two simple tasks, and gives praise after completion. The yelling decreases because the environment now supports success.

2 Reinforcement (Teaching) Strategies

Use reinforcement to increase desired replacement behaviors.

- Reward small successes consistently.
- Teach communication skills to replace problem behaviors.
- Use **Differential Reinforcement (DR)** techniques:
 - **DRA (Alternative):** Reinforce a more appropriate alternative (asking for help instead of crying).
 - **DRI (Incompatible):** Reinforce a behavior that can’t happen at the same time as the problem (hands in pockets instead of hitting).
 - **DRO (Other):** Reinforce when the problem behavior does *not* occur during a set time.

Example:

When your child uses words instead of throwing toys to request something, you immediately praise or give the requested item.

3 Consequence (Reactive) Strategies

These are used *after* a behavior happens to avoid reinforcing the problem.

- Stay calm and consistent.
- Do not give attention to problem behavior (if attention-seeking).

- Follow through on directions.
- Reinforce the replacement behavior next opportunity.

Example:

If your child throws a toy to get attention, calmly remove the toy and ignore the outburst. When they ask appropriately later, give attention and the toy back.

Important: Extinction bursts (temporary increase in behavior) can occur—stay consistent!

Real-World Example 1: Homework Battles

Scenario:

Maya screams and refuses to do homework every evening.

Analysis:

- **Function:** Escape.
- **Antecedent:** Homework presented after dinner when tired.
- **Intervention:** Move homework earlier, break into smaller chunks, use visual breaks, and praise effort.

Result:

Maya begins completing homework with fewer refusals because the task feels manageable and reinforcement is predictable.

Real-World Example 2: Grocery Store Tantrums

Scenario:

Noah cries and hits when denied candy at checkout.

Analysis:

- **Function:** Access to tangibles.
- **Antecedent Strategy:** Bring a preferred snack or small toy from home.
- **Reinforcement:** Praise for calm behavior in the store.
- **Consequence:** Do not purchase candy after hitting; instead, reward calm requests.

Result:

Tantrums reduce as Noah learns that calm requests—not aggression—lead to rewards.

Parent Tip: Be Consistent Across Settings

Consistency is key! Children learn fastest when everyone—parents, teachers, caregivers—responds the same way.

Share strategies with everyone who interacts with your child. Small differences in reactions can undo progress.

Think of consistency like a team sport: everyone must follow the same playbook for success.

Comprehension Check

- 1 Why is identifying the *function* of a behavior important before trying to change it?
- 2 Give one **antecedent strategy** you could use at home.
- 3 Describe one **replacement behavior** you could teach for a common challenge.

Key Takeaway

Behavior management isn't about stopping behaviors—it's about *understanding* them. When you know what a behavior means, you can respond with empathy and teach lasting, positive skills.

Citations: Hanley, Iwata, & McCord (2003); Bailey & Burch (2017); Cooper, Heron, & Heward (2020)

Closing Section | Empowering Growth Beyond the Program

“Small steps become big victories when you stay consistent.”

You Are the Key to Lasting Change

The success of ABA isn't just about therapy sessions—it's about what happens in everyday life. As a parent or caregiver, you are your child's most powerful teacher. Your involvement, consistency, and compassion make progress possible.

Every time you:

- Recognize and reinforce positive behavior,
- Stay calm and consistent during challenges, and
- Work hand-in-hand with your therapy team,

—you are shaping your child’s growth and helping them reach their full potential.

Encouragement: Progress doesn’t always happen in straight lines. Some days will feel hard—but each small step forward counts.

How to Use This Guide Moving Forward

- ✓ Review the modules regularly—especially during times of regression.
- ✓ Share insights with your BCBA, RBT, teachers, and other caregivers.
- ✓ Celebrate progress, no matter how small.
- ✓ Update goals as your child grows—ABA evolves with your family.
- ✓ Keep learning—ABA is a lifelong skill, not just a therapy.

You are not alone. The ASAP ABA team is here to guide, educate, and empower you every step of the way.

Additional Resources & References



Recommended Reading

- Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied Behavior Analysis* (3rd ed.). Pearson.
- Bailey, J. S., & Burch, M. R. (2017). *Ethics for Behavior Analysts* (3rd ed.). Routledge.
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- Hanley, G. P., Iwata, B. A., & McCord, B. E. (2003). “Functional analysis of problem behavior: A review.” *Journal of Applied Behavior Analysis*, 36(2), 147–185.
- Lovaas, O. I. (1987). “Behavioral treatment and normal educational and intellectual functioning in young autistic children.” *Journal of Consulting and Clinical Psychology*, 55(1), 3–9.



Trusted ABA Resources

- Behavior Analyst Certification Board (BACB)
- Association for Behavior Analysis International (ABAI)
- Autism Speaks: ABA Overview
- ASAP ABA Website

Quick Reference: ABA Terms

Term	Meaning
ABA	Applied Behavior Analysis
BCBA	Board Certified Behavior Analyst
RBT	Registered Behavior Technician
Antecedent	What happens right before a behavior
Consequence	What happens right after a behavior
Reinforcement	Anything that increases the likelihood of a behavior recurring
Prompt	A cue or assistance given to help the learner succeed
Generalization	The ability to use learned skills in new settings
Extinction Burst	A short-term increase in problem behavior before it decreases
Differential Reinforcement	Reinforcing one behavior while withholding reinforcement for another

ASAP ABA Promise

At **ASAP ABA (Assuring Support for Autism Pathways)**, we believe that every child has potential waiting to be unlocked.

Our mission is to *nurture that potential and advance excellence*—for those on the spectrum, their families, and ABA professionals worldwide.

Tagline: *Empowering growth through ABA, virtually anywhere.*

If you need continued support, additional training, or telehealth consultation, reach out to your ASAP ABA team anytime:



(951) 409-3426



www.asapaba.com

Notes Section

(Use this space to jot down questions, ideas, or reflections as you continue your ABA journey.)

Final Words

You are doing important work.

Every moment you spend observing, teaching, and connecting with your child is a step toward independence, communication, and confidence.

“ABA is not just therapy—it’s a lifestyle of understanding, patience, and growth.”

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