

Meaningful Expectations Quality Assurance Checklist				
Check the column that corresponds to the level of progress made on each expectation for developing meaningful programming for a given learner.		not initiated (0)	in progress (.5)	completed (1)
What to Teach	Relevant Critical Skills are included.			
	Relevant adaptive domains are included.			
	Priorities identified by parent(s) via an interview with the MGG.			
	Educational standards have been made meaningful.			
	Medical necessity requirements have been made meaningful.			
	Futures planning completed with terminal goals determined.			
How to Teach	Procedures used are evidence-based, rooted in ABA.			
	Data collection methods are useful, efficient, meaningful.			
	Instructional consideration given to context.			
	Instructional consideration given to intensity.			
	Instructional consideration given to efficiency.			
	Community based instruction is incorporated, relevant to age.			
	Employment skills are incorporated, relevant to age.			
Goal Building	Goal quality considerations made (what, why, how, when, where, with whom).			
	20 Questions for Writing Meaningful Goals reviewed.			
	Goals reflect an appropriate balance between risk, value, and effort.			
	Goals are structured in a way that is clear and understood by all involved.			
Goal Quality	Progress toward outcome measures assessed and considered.			
	Social validity data collected on goals, procedures, and outcomes.			
	Social validity data incorporated into programming.			
Subtotals:				
Total score:				
Percent meaningful:		____ (total score) / 20 (i.e., total max score) = ____ x 100 = ____ % meaningful		