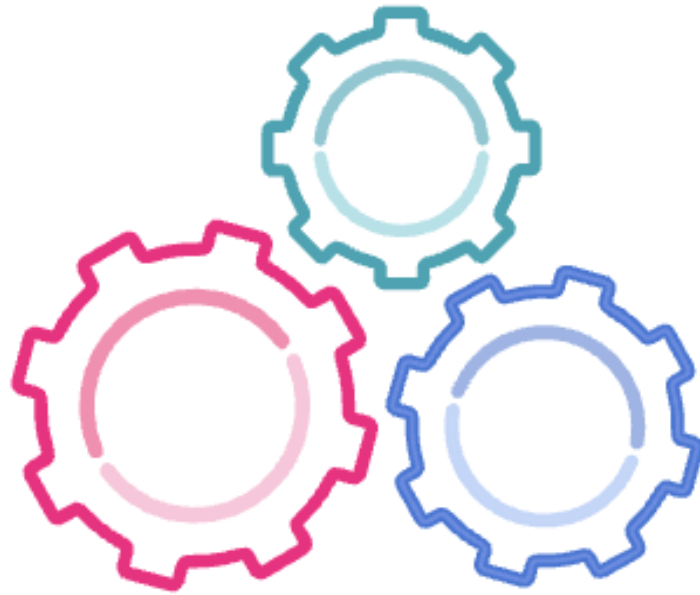
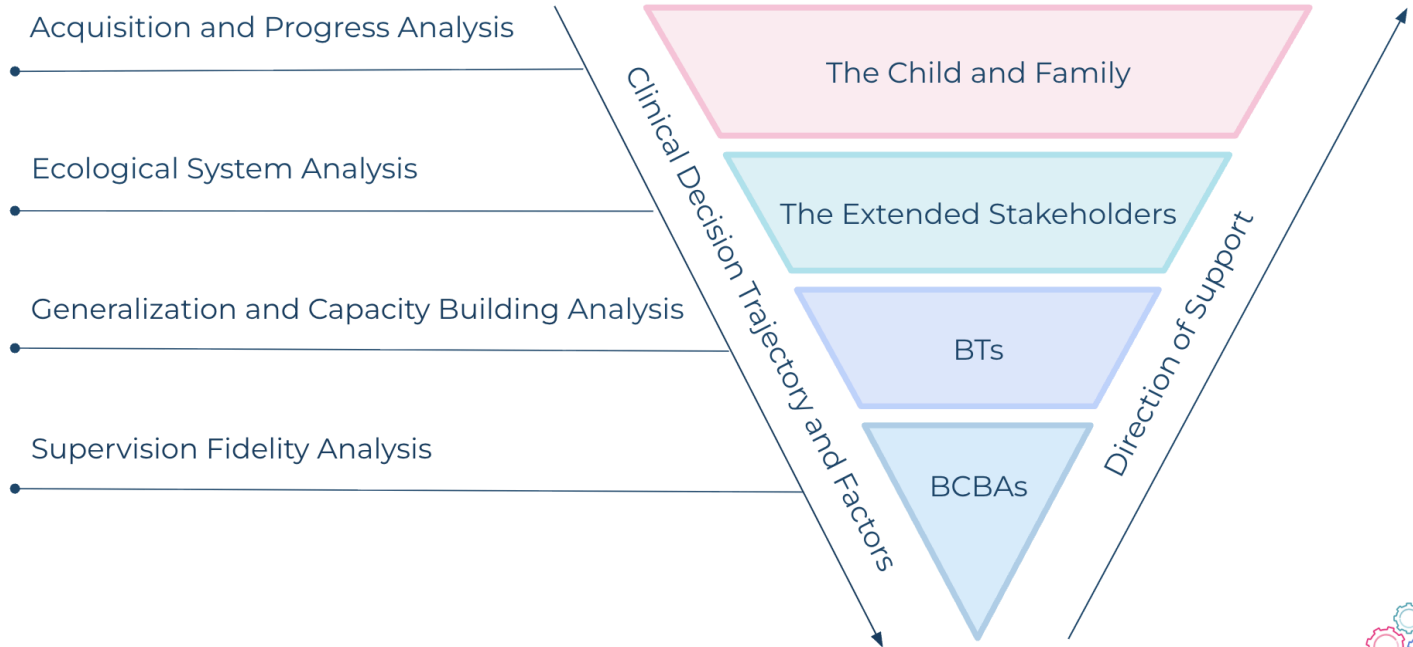




COMPREHENSIVE ABA

The Inverted Pyramid Capacity Building Framework™

Inverted Pyramid for ABA/NDBI



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Oversight, Competency, and Capacity

Type	Oversight-Based Supervision	Competency-Based Supervision	Capacity-Building Coaching
Primary Goal	Ensure compliance and accountability	Develop specific skills and competencies	Build independence, problem-solving, and leadership
Supervisor Role	Evaluator and monitor	Teacher and coach	Collaborative partner and facilitator
Focus	Policies, procedures, treatment integrity	Observable competencies and performance	Strengths, self-reflection, systems, and sustainability
Feedback Style	Corrective and directive	Performance-based and instructional	Reflective, collaborative, and empowering
Success Looks Like	Staff follow procedures correctly	Staff demonstrate mastery	Staff can adapt, self-monitor, and support others
Questions Asked	"Are they doing it correctly?"	"Can they perform the skill?"	"Can they continue improving without me?"
Reinforcement	Often external	Skill acquisition and mastery	Autonomy, confidence, and self-efficacy
Relationship	Hierarchical	Developmental	Partnership-oriented

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ABA/NDBI Generalization Checklist Questionnaire (GCQ Sheet)

Child: _____

Goal: _____

Definition: _____

Completed by: _____ Date: _____

1	Across People	Does the child use the skill with parents, caregiver, siblings, peers, teachers, and therapists?	☐
		Does the skill occur without prompts from a specific person?	☐
2	Across Settings and Activities	Does the skill emerge in different environments and routines?	☐
		Is it seen during naturally occurring opportunities?	☐
3	Across Materials	Does the child similarly respond or communicate with novel stimuli?	☐
		Is the skill not tied to a limited set of teaching materials?	☐
4	Across Time (Maintenance)	Does the skill continue after teaching intensity decreases?	☐
		Has the skill been retained weeks or months later?	☐
5	Spontaneity and Initiation	Does the child initiate the behavior independently?	☐
		Does the skill occur because it is meaningful and integrated into the child's day or routine, not because someone asked?	☐
6	Flexibility and Functional Use	Does the child use the skill in different ways and for different purposes, rather than only responding in the exact manner it was taught?	☐
		Can the child apply the skill with novel materials, activities, or situations without requiring direct teaching or prompts?	☐
7	Social Validity and Meaningfulness	Does it enhance engagement, relationships, and independence?	☐
		Is the skill improving participation in everyday life?	☐

GCQ Score: _____/14 **CCQ Score %:** _____



ABA/NDBI Generalization Checklist Questionnaire (GCQ Sheet) Companion

Child: _____

Goal: _____

Definition: _____

Date				
Completed By				
GCQ Score	/14	/14	/14	/14
GCQ Score %				

GCQ Criteria % for Generalization	
Average GCQ % Across Scores	

Clinical Decision	Circle One	Rationale
	Continue	
	Modify	
	Discontinue	
	On Hold	

Signed Off By: _____

Signature: _____

Title: _____

Date: _____



Child and Family Ecological Systems Questionnaire (CFES-Q)

The purpose of this interview questionnaire is to better understand the people, routines, relationships, strengths, and support needs that influence the child's participation, learning, and development. Responses will help guide collaborative intervention, support meaningful goals, and promote generalization across natural environments and everyday interactions.

Completed By: _____ Child: _____

Date Completed: _____ Supervisor: _____

SECTION I: Relationship and Role

1. My relationship to the child is: _____

Ex: Parent/Caregiver, Grandparent, Sibling, Teacher, Paraprofessional, Speech-Language Pathologist, Occupational Therapist, Physical Therapist, Family Friend, Neighbor, Coach, etc.

2. I interact with this child:

- ☐ Multiple times daily
- ☐ Daily
- ☐ Several times per week
- ☐ Weekly
- ☐ Occasionally
- ☐ Other: _____

3. I spend the most time with the child during:

- ☐ Play
- ☐ Meals
- ☐ Classroom activities
- ☐ Therapy sessions
- ☐ Community outings
- ☐ Family routines
- ☐ Bedtime routines
- ☐ Sports or recreation
- ☐ Self-care routines
- ☐ Other: _____



Child and Family Ecological Systems Questionnaire (CFES-Q)

SECTION II: Understanding the Child

4. I feel I understand the child's:

Area	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Interests and Preferences	☐	☐	☐	☐	☐
Strengths	☐	☐	☐	☐	☐
Communication Style	☐	☐	☐	☐	☐
Frustrations and Challenges	☐	☐	☐	☐	☐
Motivations	☐	☐	☐	☐	☐
Social Interests	☐	☐	☐	☐	☐

4. What do you see as some of the child's greatest strengths? _____

5. What activities, toys, people, or experiences seem most meaningful or enjoyable for the child? _____

6. When do you typically see the child most engaged, happy, or successful?

Section III: Participation and Relationships

7. What routines, activities, or situations are most important for the child to participate in? _____

8. Who are the people that seem most important to the child? _____

9. Are there relationships or activities you would like to see strengthened? _____



Child and Family Ecological Systems Questionnaire (CFES-Q)

Section IV: Communication and Learning

10. In what situations do you naturally see the child communicating, interacting, or learning?_____

11. What strategies, interactions, or supports seem to work particularly well with the child?_____

12. What situations or challenges seem to make participation or communication more difficult? _____

Section V: Generalization Across Everyday Life

13. In what situations would you most like to see the child use new skills?

- ☐ Play
- ☐ Meals
- ☐ School
- ☐ Community activities
- ☐ Peer interactions
- ☐ Family routines
- ☐ Self-care
- ☐ Extracurricular activities or special interests
- ☐ Other: _____

14. With whom would you most like to see the child communicate, interact, or participate?_____

15. What does successful participation look like for this child?_____



Child and Family Ecological Systems Questionnaire (CFES-Q)

Section VI: Your Role and Experiences

16. What do you feel confident doing to support the child? _____

17. Are there situations that feel challenging or difficult for you when interacting with or supporting the child? _____

18. What information, strategies, or support would help you feel more confident?

- ☐ Communication strategies
- ☐ Play ideas
- ☐ Navigating challenging situations
- ☐ Supporting independence
- ☐ Building social interactions
- ☐ Understanding behavior
- ☐ Collaborating with others
- ☐ Other: _____

Section VII: Collaboration and Alignment

19. What do you wish other people supporting the child understood about them? _____

20. What strengths do you see in the people supporting this child? _____

21. How can the team better support you in your role? _____

22. What goals or priorities are most important to you for this child? _____

Child and Family Ecological Systems Questionnaire (CFES-Q)

23. From your perspective, how would you rate the importance of the following items for the child to learn/place more emphasis on:

Skill Area	Not Important	Slightly Important	Moderately Important	Very Important	Essential
Communication	☐	☐	☐	☐	☐
Friendships	☐	☐	☐	☐	☐
Independence	☐	☐	☐	☐	☐
Emotional Regulation	☐	☐	☐	☐	☐
Play Skills	☐	☐	☐	☐	☐
Flexibility	☐	☐	☐	☐	☐
Academic Skills	☐	☐	☐	☐	☐
Community Participation	☐	☐	☐	☐	☐
Family Participation	☐	☐	☐	☐	☐

Section VIII: Reflection

24. What is currently working well for this child? _____

25. If you could improve one thing that would make everyday life easier, more enjoyable, or more successful for this child, what would it be? _____

26.. Is there anything else you would like others to understand about this child, yourself, or your experiences? _____

Goals and Plan Setting: _____



Ecological Generalization and Capacity Building Quick Progress Evaluation Tool (Q-PET)

Evaluate a Behavior Technician's baseline and progress implementing NDBI practices that promote generalization across people, routines, and settings, as well as caregiver capacity, stakeholder capacity, and child participation.

The tool can be collected repeatedly and graphed over time as a single-case measure.

Behavior Technician: _____ Date Completed: _____

Supervisor: _____ Child: _____

Rating Scale	0 = Not Observed	1 = Observed Inconsistently	2 = Observed Consistently
--------------	------------------	-----------------------------	---------------------------

During the observation period the Behavior Technician:

Domain 1: Child Participation

Domain Score: ____ /10

- _____ Used core NDBI strategies.
- _____ Supported engagement in naturally occurring activities.
- _____ Identified the child's interests and strengths.
- _____ Promoted active participation rather than passive responding.
- _____ Acknowledged child initiations.

Domain 2: Generalization Across People

Domain Score: ____ /10

- _____ Involved multiple people in interactions.
- _____ Created opportunities for child interaction with multiple people.
- _____ Promoted skill use with multiple people.
- _____ Transferred opportunities from behavior technician/child interactions to natural partners.
- _____ Reinforced interactions with multiple people.

Domain 3: Generalization Across Routines

Domain Score: ____ /10

- _____ Creatively incorporated goals into natural routines.
- _____ Identified naturally occurring learning opportunities.
- _____ Promoted skill use across multiple activities and items.
- _____ Linked goals to meaningful participation.
- _____ Faded supports to encourage independent skill use across routines.

Domain 4: Parent/Caregiver Capacity Building*

Domain Score: ____ /10

- _____ Modeled strategies naturally for parents/caregivers.
- _____ Acknowledged parent/caregiver strengths.
- _____ Shared observations respectfully.
- _____ Supported parent/caregiver confidence with positive reinforcement.
- _____ Facilitated parent/caregiver active involvement.

Domain 5: Stakeholder Capacity Building*

Domain Score: ____ /10

- _____ Connected with relevant stakeholders.
- _____ Shared useful observations.
- _____ Facilitated stakeholder active involvement.
- _____ Supported consistency across environments with stakeholders.
- _____ Acknowledged stakeholder strengths.

Domain 6: Ecological Systems Support

Domain Score: ____ /10

- _____ Considered family priorities.
- _____ Considered contextual factors (values, cultural backgrounds, organizational constraints, etc.)
- _____ Identified and problem solved participation barriers.
- _____ Followed the natural pace and changes within the child's environment.
- _____ Emphasized contexts and relationships that naturally support and sustain development.

*If parent/caregiver or stakeholder not present, reduce total score to amount applicable.

Total Score: ____ /60



Ecological Generalization and Capacity Building Quick Progress Evaluation Tool (Q-PET) Graphing Tool

Behavior Technician:: _____

Supervisor: _____

Single-Case Design Use

Collect weekly. Use to transfer data to graphing tools.

	BL	1	2	3	4	5	6	7	8	9	10	11	12
Date													
Score													



BT Assessment of Supervision Fidelity

Measure the quality of supervision from the Behavior Technician's perspective.

Completed By: _____ Date Completed: _____

Supervisor: _____

Rating Scale	1 = Never	2 = Rarely	3 = Sometimes	4 = Often	5 = Always
--------------	-----------	------------	---------------	-----------	------------

Skill Development - My Supervisor:

1	Explains expectations clearly.	
2	Models procedures when needed.	
3	Allows me to practice skills.	
4	Provides immediate feedback.	
5	Uses examples and role-play.	
6	Teaches the "why" behind procedures.	
Total		

Capacity Building - My Supervisor:

1	Asks for my thoughts before giving solutions.	
2	Encourages problem solving.	
3	Helps me think through barriers.	
4	Values my observations about clients.	
5	Supports independent decision-making within my scope.	
6	Encourages me to grow professionally.	
Total		

Supportive Feedback Environment - My Supervisor:

1	Is approachable.	
2	Treats mistakes as learning opportunities.	
3	Provides respectful feedback.	
4	Listens to concerns.	
5	Recognizes strengths.	
6	Makes supervision feel supportive rather than punitive.	
Total		



BT Assessment of Supervision Fidelity

Measure the quality of supervision from the Behavior Technician's perspective.

Rating Scale	1 = Never	2 = Rarely	3 = Sometimes	4 = Often	5 = Always
Responsiveness - My Supervisor:					
1	Responds to questions in a timely manner.				
2	Helps remove barriers to implementation.				
3	Ensures I have materials needed to succeed.				
4	Supports work and life balance when needed..				
5	Helps me prioritize tasks.				
6	Advocates for client and staff needs.				
Total					
Leadership Development - My Supervisor:					
1	Encourages self-monitoring.				
2	Helps me understand data.				
3	Teaches me to train others.				
4	Promotes initiative.				
5	Reinforces professional growth.				
6	Gradually gives me more responsibility.				
Total					
Overall Total					



BT Assessment of Supervision Fidelity Score Interpretation Sheet

Completed By: _____ Date Completed: _____

Supervisor: _____

Score Range	Fidelity	Interpretation	Check
126-150	High	Capacity-Building Supervisor	☐
101-125	High-Moderate	Competency-Oriented Supervisor	☐
76-100	Moderate	Mixed or Transitional Approach	☐
51-75	Moderate-Low	Primarily Oversight-Based Supervision	☐
30-50	Low	Low Fidelity Support/High Risk	☐

Capacity-Building Supervisor

Supervision is highly supportive, collaborative, and empowering. The Behavior Technician experiences psychological safety, opportunities for reflection, and increasing independence.

Competency-Oriented Supervisor

Supervision effectively develops clinical skills through teaching, feedback, and coaching. Opportunities for greater autonomy and leadership development may still exist.

Mixed or Transitional Approach

Supervision includes some competency-building practices but may rely heavily on directive or corrective feedback. Capacity-building elements are inconsistently present.

Primarily Oversight-Based Supervision

Supervision is largely compliance-focused and evaluative. Behavior Technicians may feel supported in maintaining fidelity but have fewer opportunities for reflection, problem-solving, and professional growth.

Low Fidelity Support/High Risk

Supervision may be inconsistent, overly corrective, or insufficiently supportive. This level may increase risk for dependency, burnout, reduced support in feedback environments, and staff turnover.



BCBA Self-Assessment of Supervisory Fidelity

Evaluate whether supervision promotes competence, autonomy, and sustainable growth. This can be individualized for each Behavior Technician supervised or as an overall supervision analysis.

Completed By: _____ Date Completed: _____

Rating Scale	1 = Rarely	2 = Sometimes	3 = Often	4 = Consistently
--------------	------------	---------------	-----------	------------------

Competency-Based Supervision - Teaching and Skill Development		
1	I define observable performance expectations.	
2	I use BST (instruction, modeling, rehearsal, feedback).	
3	I provide behavior-specific feedback.	
4	I collect data on Behavior Technician performance.	
5	I individualize training based on learner needs.	
6	I verify mastery before introducing new skills.	
Total		

Capacity-Building Coaching - Reflection and Problem Solving		
1	I ask Behavior Technicians what they noticed before giving my thoughts or opinion.	
2	I encourage self-evaluation.	
3	I focus on strengths before corrective feedback.	
4	I involve Behavior Technicians in clinical decisions.	
5	I reinforce initiative and independent thinking.	
6	I encourage adaptation rather than rigid rule following.	
Total		

Supportive Feedback Environment		
1	Behavior Technicians appear comfortable asking questions.	
2	Errors are responded to as learning opportunities.	
3	Feedback is bidirectional.	
4	I invite feedback regarding my supervision.	
5	Behavior Technicians are given respect during difficult conversations.	
6	I acknowledge successes frequently.	
Total		



BCBA Self-Assessment of Supervisory Fidelity

Evaluate whether supervision promotes competence, autonomy, and sustainable growth. This can be individualized for each Behavior Technician supervised or as an overall supervision analysis.

Rating Scale	1 = Rarely	2 = Sometimes	3 = Often	4 = Consistently
Leadership Development				
1	I teach Behavior Technicians to analyze barriers independently.			
2	I promote self-monitoring.			
3	I delegate meaningful responsibilities.			
4	I teach Behavior Technicians how to train others.			
5	I reinforce leadership behaviors.			
6	I gradually fade my support.			
Total				
Systems Support				
1	I remove barriers to implementation.			
2	I ensure Behavior Technicians have adequate resources.			
3	I provide timely responses.			
4	I advocate for Behavior Technician needs.			
5	I balance accountability with support.			
6	I monitor burnout and workload.			
Total				
Overall Total				



BCBA Self-Assessment of Supervisory Fidelity Score Interpretation Sheet

Completed By: _____ Date Completed: _____

Score Range	Fidelity	Interpretation	Check
96–120	High	Capacity-Building Supervisor	☐
72–95	High-Moderate	Competency-Oriented Supervisor	☐
48–71	Moderate	Primarily Oversight-Based Supervisor	☐
Below 48	Low	Low-Fidelity Support / High Risk	☐

Capacity-Building Supervisor

Supervision consistently emphasizes reflective practice, psychological safety, and increasing independence. The supervisor acts as a coach and systems supporter, helping Behavior Technicians develop adaptive expertise and leadership capacity.

Competency-Oriented Supervisor

Supervision effectively develops professional competencies through clear expectations, behavioral skills training, performance feedback, and individualized support. Opportunities exist to further promote autonomy, reflection, and shared problem-solving.

Primarily Oversight-Based

Supervision focuses primarily on monitoring performance, ensuring treatment integrity, and correcting errors. While accountability and quality assurance are present, opportunities for collaboration, self-reflection, and leadership development may be limited.

High Risk for Dependency and Burnout

Supervisory practices may be inconsistent, highly directive, or insufficiently supportive. Behavior Technicians may become dependent on external guidance, experience a minimal supportive feedback environment, and have fewer opportunities for professional growth and independent clinical decision-making.

Supervision Fidelity Alignment Matrix

Alignment between the BCBA's perception of their supervision and the Behavior Technician's experience of their supervision based on the BCBA Self-Assessment of Supervisory Fidelity score and the BT Assessment of Supervision Fidelity score.

Check	BCBA Fidelity	BT Fidelity	Interpretation	Implications	Suggested Action
☐	High	High	Strong Alignment	Shared perception of supportive, capacity-building supervision.	Continue current practices and maintain feedback loops.
☐	High	Moderate	Slight Perception Gap	BCBA perceives stronger support than BT experiences.	Increase reflective supervision, solicit more feedback, and examine the coaching partnership.
☐	High	Low	Significant Misalignment	Intentions are not translating into Behavior Technician experience.	Conduct collaborative discussions and evaluate supervision practices.
☐	Moderate	High	Underestimated Effectiveness	BCBA may underestimate their impact. BT experiences strong support.	Reinforce strengths and build supervisor confidence.
☐	Moderate	Moderate	Development Opportunity	Competency-building practices are present but inconsistent.	Establish goals for moving toward capacity-building coaching.
☐	Moderate	Low	Inconsistent Alignment	Support may vary across contexts or individuals.	Increase consistency and address barriers to implementation.
☐	Low	High	Relationship Alliance	Strong supervisory alliance despite BCBA perceiving limitations.	Celebrate strengths while targeting areas for development.
☐	Low	Moderate	Emerging Fidelity	Supervision may emphasize oversight more than development.	Increase coaching, reflection, and bidirectional feedback.
☐	Low	Low	Systems level Misalignment	Both parties perceive limited support. High risk for burnout, dependence, and turnover.	Prioritize supervisory training and organizational supports.

Date Reviewed:_____

BCBA: _____ Signature: _____

BT: _____ Signature: _____

Plan:_____

—



BT Assessment of Supervision Fidelity

Supplemental Open-Ended Reflection Questionnaire

The purpose of this questionnaire is to better understand Behavior Technician experiences, preferences, and support needs. Responses are intended to promote collaborative discussions, improve supervisory practices, and support professional growth.

Completed By: _____ Date Completed: _____

Supervisor: _____

Section I. Learning Preferences

1. How do you learn best when developing new skills? *(Select all that apply and elaborate/add if desired.)*

- ☐ Watching demonstrations
- ☐ Role-play and practice opportunities
- ☐ Written instructions or examples
- ☐ Immediate feedback during sessions
- ☐ Reviewing data together
- ☐ Talking through examples and problem-solving
- ☐ Other: _____

Comments: _____

2. What supervision practices help you feel most successful when learning something new? _____

3. What types of feedback are most helpful to you? *(Select all that apply and elaborate/add if desired.)*

- ☐ Immediate feedback
- ☐ Written feedback
- ☐ Positive feedback
- ☐ Corrective feedback with examples
- ☐ Directness
- ☐ Collaborative discussions
- ☐ Other: _____

Comments: _____

4. Is there anything your supervisor could do differently to better support your learning?



BT Assessment of Supervision Fidelity

Supplemental Open-Ended Reflection Questionnaire

Section II. Coaching and Problem Solving

5. When challenges arise, how do you prefer your supervisor to support you? *(Select all that apply and elaborate/add if desired.)*

- ☐ Give direct guidance
- ☐ Ask questions that help me think through solutions
- ☐ Model strategies
- ☐ Collaborate with me to solve problems
- ☐ Allow me to try first and provide feedback afterward
- ☐ Other: _____

Comments: _____

6. Do you feel comfortable sharing ideas and observations about clients with your supervisor?

- ☐ Always
- ☐ Usually
- ☐ Sometimes
- ☐ Rarely

Why? Please explain: _____

7. Describe a time when supervision helped you solve a difficult situation: _____

Section III. Supportive Performance Environment

8. What does a supportive supervisor look like to you? _____

9. What helps you feel comfortable asking questions or discussing mistakes? _____



BT Assessment of Supervision Fidelity

Supplemental Open-Ended Reflection Questionnaire

10. Are there times when you hesitate to ask for help or feedback? Please explain. If yes, what factors contribute to this?

11. What does your supervisor do that helps you feel valued and supported? _____

Section IV. Leadership Development

12. In what ways would you like to continue growing professionally? *(Select all that apply and elaborate/add if desired.)*

☐
☐
☐
☐
☐
☐
☐

Clinical skills
Communication
Data collection
Parent/Caregiver training
Mentoring others
Leadership opportunities
Other: _____

Comments: _____

13. What responsibilities would you like more opportunities to develop? _____

14. How comfortable do you feel taking initiative and solving problems independently?

☐
☐
☐
☐
☐

Very comfortable
Somewhat comfortable
Neutral
Somewhat uncomfortable
Very uncomfortable

Please explain: _____



BT Assessment of Supervision Fidelity

Supplemental Open-Ended Reflection Questionnaire

Section V. Systems Support

15. What barriers make your work more challenging? *(Select all that apply and elaborate/add if desired.)*

☐
☐
☐
☐
☐
☐
☐

- Materials
- Communication
- Scheduling
- Time constraints
- Training
- Competing demands
- Other: _____

Comments: _____

16. What resources or supports would help you be more successful? _____

17. What is one thing your supervisor currently does that you hope never changes? _____

18. What is one thing that would make supervision even more helpful for you? _____

Section VI. Overall Reflection

19. What has been the most valuable aspect of supervision for you? _____

20. If you could design your ideal supervision experience, what would it look like? _____

21. Is there anything else you would like your supervisor to understand about how you learn, communicate, or prefer to be supported? _____



BT Assessment of Supervision Fidelity

Supplemental Open-Ended Reflection Questionnaire

Date Reviewed: _____

Reviewed By:

Name, Title: _____

Name, Title: _____

Name, Title: _____