



INTERDISCIPLINARY COLLABORATION CHECKLIST

From the CEU "Collaboration or Collision: Interdisciplinary Coordination of Care and Generalization in ABA" · Instructors: Sean Yocum, MA, BCBA, LBA; Michael Carrero, BCBA, LBA

NO FLUFF. NO SUGAR-COATING. JUST RESULTS. · PRESENTED BY **HICKORY LEARNING GROUP**

RAD N BAD RULE

Coordination of care is clinical work, not a courtesy. Consistency across providers is how skills generalize.

HOW TO USE THIS: Use this when you open a case, and revisit it quarterly with the client's team.

BEFORE THE FIRST TEAM CONTACT

- ☐ Get a signed release for each provider (OT, SLP, school, medical, counseling)
- ☐ Review each provider's current goals and reports
- ☐ Note shared targets and where goals overlap
- ☐ Identify the family's priorities so every provider works from them

DURING TEAM CONTACT

- ☐ Lead with curiosity: ask about their rationale before sharing yours
- ☐ Translate behavior-analytic terms into plain language
- ☐ Agree on 1–2 shared targets and a common definition for each
- ☐ Agree on how and when you'll share data and updates

DESIGN FOR GENERALIZATION

- ☐ Write behavior-analytic targets that supplement other disciplines' goals; don't duplicate them
- ☐ Teach in the settings and with the materials other providers use
- ☐ Plan probes across people and settings
- ☐ Program for functional, spontaneous communication, not just responding to prompts

SUPERVISION WITH YOUR TEAM

- ☐ Give RBTs the 'why' behind every intervention
- ☐ Invite questions; if you don't have an answer, revisit the procedure
- ☐ Role-play hard conversations with other providers

BARRIERS LOG

- ☐ Funding or authorization limits on shared goals
- ☐ Provider unavailability or pushback
- ☐ Conflicting recommendations (see Brodhead, 2015, for a decision framework)
- ☐ Action taken, and the date

THE RECEIPTS · REFERENCES

- Brodhead, M. T. (2015). Maintaining professional relationships in an interdisciplinary setting: Strategies for navigating nonbehavioral treatment recommendations for individuals with autism. *Behavior Analysis in Practice*, 8(1), 70–78. <https://doi.org/10.1007/s40617-015-0042-7>
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis* (3rd ed.). Pearson.
- LaFrance, D. L., Weiss, M. J., Kazemi, E., Gerenser, J., & Dobres, J. (2019). Multidisciplinary teaming: Enhancing collaboration through increased understanding. *Behavior Analysis in Practice*, 12(3), 709–726. <https://doi.org/10.1007/s40617-019-00331-y>
- Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. *Journal of Applied Behavior Analysis*, 10(2), 349–367. <https://doi.org/10.1901/jaba.1977.10-349>

This handout supports the asynchronous CE event and does not replace clinical judgment, the BACB Ethics Code for Behavior Analysts, or applicable laws and funder requirements. It contains no client-identifying information.