

**VALUES CHECK FOR GOAL SELECTION**

From the CEU "Traditional vs. New ABA: Neutral Science, Values-Driven Application, and Social Validity" ·
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RAD N BAD RULE

Weight the learner's voice. Pick targets that expand access, autonomy, and self-advocacy instead of compliance or normalization.

HOW TO USE THIS: The science is neutral; the goals we pick are not. Run each proposed target through this guide before you write it into a treatment plan.

1. WHOSE GOAL IS THIS?

- ☐ Did the learner (as able) help choose or agree to this goal?
- ☐ Did caregivers identify it as a priority?
- ☐ Is the goal driven by observer comfort ('looks typical') or learner benefit?

2. DOES IT EXPAND ACCESS?

- ☐ Access to communication and self-advocacy
- ☐ Access to instruction, environments, and relationships
- ☐ Access to reinforcement, choice, and autonomy
- ☐ Safety and health

3. RED FLAGS: COMPLIANCE OR NORMALIZATION TARGETS

- ☐ Eliminating harmless stimming
- ☐ Requiring eye contact
- ☐ 'Quiet hands' or general compliance as goals by themselves
- ☐ Goals that would require ongoing masking

4. SOCIAL VALIDITY: ASK EVERYONE, WEIGHT THE LEARNER

Stakeholder	Goal important?	Procedure acceptable?	Outcome meaningful?
Learner			
Caregiver(s)			
Teacher/peers			
Other providers			

5. TALKING WITH WORRIED CAREGIVERS

- ☐ Acknowledge their concern and any past negative experience
- ☐ State clearly what your organization does and doesn't do
- ☐ Describe how goals are chosen with them and the learner
- ☐ Invite them to observe and give feedback

THE RECEIPTS · REFERENCES

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