



## Treatment Planning

The purpose of OMNIA is to provide you with an initial starting point for making decisions regarding additional types of observations and evaluations that may add important information to directing treatment. Once such supplemental data are gathered, a range of treatment content might then be considered. Using OMNIA scores, and the potential deficits they reveal, treatment components might address any of the various subtest content areas. There are a range of commercially available treatment protocols that may address one or more of these domains, and additional custom programming may be developed to best meet the needs of a specific individual client.

It is advised that one of the top priorities of intervention remain the values and priorities of the parent or caregiver, both in terms of new skills to acquire as well as behavioral challenges that may need to be reduced. As such, careful attention should be given to these stakeholder responses as treatment protocols are developed. Furthermore, there is no reason to assume that the earlier sections of OMNIA must necessarily be addressed in treatment prior to subsequent sections. For example, it may be unwise to focus exclusively on verbal operants prior to addressing executive functioning or relational framing. There are varying levels of difficulty represented within each section, and thus a more balanced approach would involve selecting programming across a range of content areas rather than concentrating intervention strictly within a single domain.

The scoring of OMNIA addresses both ability-based skills and performance-related challenges. In fact, the percentages of both could be combined to provide a ratio of challenges that may be impeding further skill development. For example, if a client demonstrates an ability score of 44 along with 100% performance consistency, this would suggest that intervention efforts should primarily focus on building additional skills for that child. However, if that same client demonstrated only 50% performance consistency, this would indicate that the ability score of 44 may be relatively fragile. Although the abilities are present within the repertoire, the degree to which they are reliably emitted may be weak. In such cases, intervention may not be devoted solely to expanding the skill set but should also address the underlying factors contributing to inconsistent performance. Thus, a combination of teaching new skills while simultaneously addressing issues such as scrolling, fixation on non-relevant stimulus characteristics, or other performance limitations may provide a more effective direction for treatment.

# OMNIA

A similar treatment perspective should be taken with regard to the impact of challenging behaviors on new skill acquisition. When abilities are present but challenging behavior frequently leads to task avoidance or non-completion, there is little to be gained from interventions that emphasize skill-building alone. Instead, a broader contextual lens should be adopted in which treatment addresses challenging behaviors alongside the teaching of new skills, while also improving our understanding of what environmental or instructional changes may reduce the likelihood of those behaviors occurring. When a client possesses stronger verbal abilities, the complexity of this process increases further, as language itself may function both as a preventative variable and as a reactionary factor influencing behavior. As such, language-based processes must also be considered and addressed within treatment.

Effective intervention must therefore consider the whole child, rather than focusing narrowly on isolated targets or individual skill deficits. Memorizing responses or reproducing a taught behavior within a structured teaching format is not equivalent to genuine learning. While a learner may successfully emit a response under highly controlled teaching conditions, true learning is demonstrated when those same skills occur flexibly across settings, materials, instructors, and natural environments. In other words, the goal of intervention is not the accumulation of memorized responses, but the development of a functional repertoire that allows the learner to navigate everyday situations with increasing independence and adaptability.