

OMNIA Skill and Behavior Assessment Report

Learner Identifier: Sample Learner

Report Date: 2026-03-05 **Age:** 8.3 years

Assessor: Dr. Sarah Mitchell, BCBA-D (Behavior Analyst)

The OMNIA assessment provides a comprehensive understanding of every facet of an individual's life as they navigate the world. It is designed to explore the full spectrum of skills, behaviors, and emotions that influence how a person interacts with their environment. By addressing a wide range of developmental, cognitive, social, and emotional domains, the assessment captures the essence of human functioning holistically.

This tool is organized into distinct subtests, each focusing on a critical area of development. These include foundational skills like communication, emotional regulation, and behavior management, as well as advanced abilities such as relational framing, executive functioning, and social integration. Additional elements include prosocial proclivity, identity awareness, and functional life skill readiness. The subtests delve into broad cognitive areas like problem-solving, self-awareness, and identity, ensuring that both practical abilities and more abstract cognitive processes are evaluated. By combining these domains, the assessment provides a comprehensive profile of an individual's strengths, challenges, and growth areas.

The OMNIA uses a binary scoring system where the respondent indicates whether each skill is demonstrated (1) or not yet demonstrated (0). The assessment is applicable across a variety of settings and caregivers, including parents, therapists, and teachers. It is ideal for individuals with autism, neurodevelopmental disabilities, behavioral challenges, or learning differences. It provides insights for diagnostic purposes, treatment planning, and progress monitoring. The table below summarizes the learner's performance across all areas evaluated by the OMNIA assessment.

OMNIA Skill and Behavior Assessment Summary

Subtest	Domain	Score	Domain	Score	Subtotal
Verbal Behavior	Mand	4/6 69% (-2)	Intraverbal	2/6 33% (-4)	20/36 56% (-16)
	Tact	4/6 67% (-2)	Listener Responding	3/6 50% (-3)	
	Echoic	5/6 86% (-1)	Textual/Transcription	2/6 33% (-4)	
Relational Framing	Coordination	5/7 72% (-2)	Distinction	4/8 50% (-4)	17/47 37% (-29)
	Comparison	1/8 13% (-7)	Hierarchy	2/8 26% (-6)	
	Opposition	3/8 38% (-5)	Deictic	2/8 25% (-6)	
Executive Functioning	Memory	4/6 67% (-2)	Organization	1/6 17% (-5)	9/36 26% (-25)
	Inhibitory Control	1/6 17% (-5)	Self-Monitoring	1/6 17% (-5)	
	Set Shifting	2/6 35% (-4)	Emotional Regulation	0/6 0% (-5)	
Prosocial	Relationships	4/18 23% (-14)	Community	8/18 45% (-10)	12/36 34% (-23)
LIFE Skill	—	—	—	—	5/12 42% (-7)

Total Score: 66 / 191 (Age Norm: 180, Deviation: -114, 37%)

Performance Consistency Score: 9 / 36

The OMNIA Skill and Behavior Assessment Summary table describes the learner's performance across five subtests, including Verbal Behavior, Relational Framing, Executive Functioning, Prosocial, and LIFE Skill. A higher score in a subtest or a domain indicates a higher level of performance in the areas assessed.

OMNIA Performance Consistency Summary

Subtest	Domain	Score	Domain	Score	Subtotal
Performance Consistency	Stimulus Control	3/6 50%	Response Patterns and Overselectivity	2/6 33%	9/36 25%
	Prompt Independence	1/6 17%	Attention and Competing Stimulation	2/6 33%	
	Generalization of Skills	0/6 0%	Reinforcer Dependence	1/6 17%	

The Performance Consistency subtest evaluates the degree to which skills previously identified as "demonstrates" throughout the OMNIA assessment occur independently and reliably across environments and situations. Higher scores indicate that the learner's skills are expressed consistently across varying environmental conditions, while lower scores suggest that performance may depend heavily on specific arrangements such as prompts, reinforcement schedules, familiar materials, or distraction-free environments.

OMNIA Additional Subtests

Subtest	Domain	Score	Domain	Score	Subtotal
Psychological Flexibility	Acceptance	1/4	Self-as-Context	0/4	3/24 14% (-19)
	Present Moment	1/4	Value	0/4	
	Defusion	1/4	Committed Action	0/4	
Identity	—	—	—	—	1/10

OMNIA includes optional subtests evaluating the learner's psychological flexibility and identity. A higher score in a subtest or a domain indicates a higher level of performance in the areas assessed.

OMNIA Maladaptive Behavior Summary

Setting Event					
Transition		Requesting		Care Tolerance	
10 / 18		8 / 18		9 / 18	

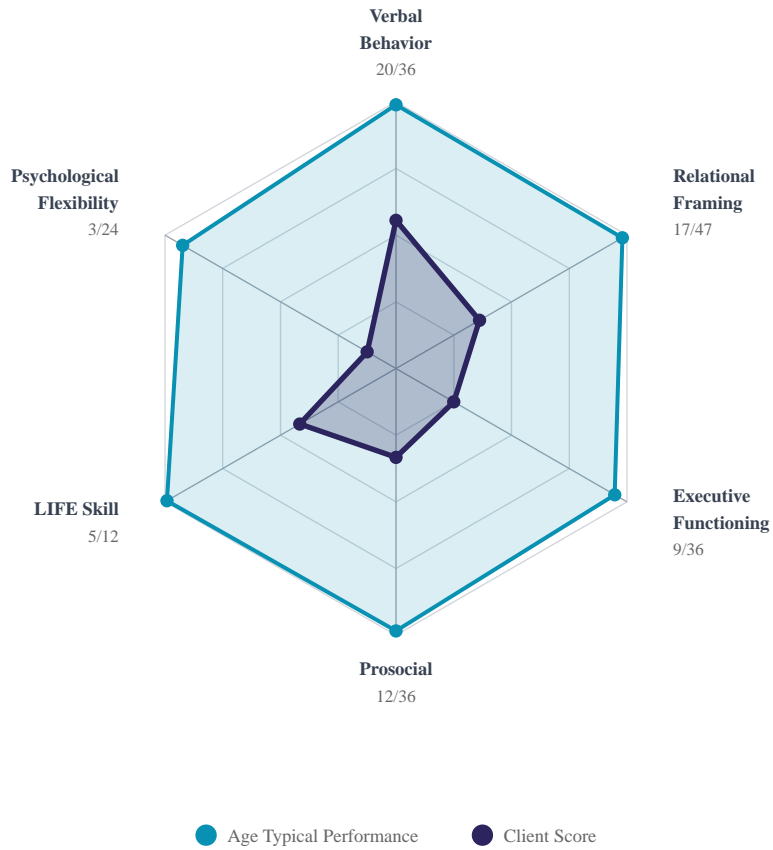
Function					
Attention	Escape	Access	Sensory	Soothing	Control
3 / 15	10 / 15	7 / 15	8 / 15	7 / 15	8 / 15

Impacting Factor	
Emotional Regulation	Language and Private Events
9 / 15	8 / 15

The OMNIA Maladaptive Behavior Summary table describes the setting event, function, and impacting factor of the target behavior identified. A higher score for a setting event indicates that the target behavior is more likely to occur under the specified setting. A higher score for a function indicates a greater likelihood that the target behavior is maintained by the specified function. A higher score for an impacting factor indicates that the identified factor is likely to have a higher degree of impact on the target behavior.

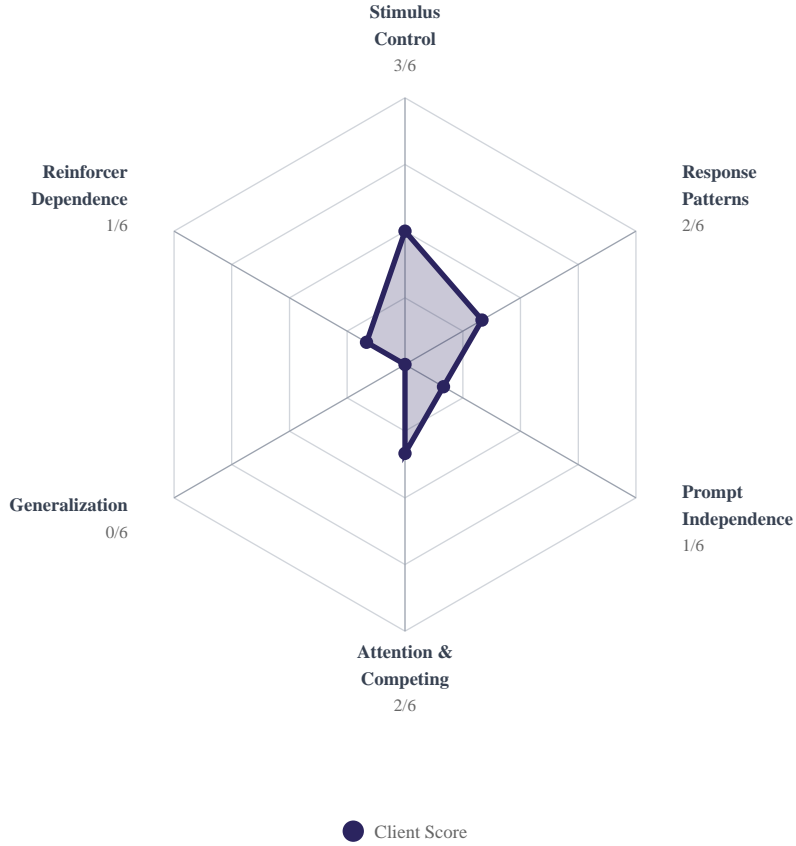
Appendix A: Domain Profile

The radar chart below illustrates the learner's obtained scores (purple) compared to age typical performance (teal) across the primary assessment domains. Each axis represents a domain scaled from 0 to its maximum possible score. A larger shaded area indicates stronger performance relative to the domain's scale.



Appendix B: Performance Consistency Profile

The radar chart below illustrates the learner's obtained scores across the six Performance Consistency domains. Each axis represents a domain scaled from 0 to 6 (maximum possible score). A larger shaded area indicates more consistent skill expression across varying environmental conditions.



Appendix C: Strengths, Challenges, and Priorities Identified by Assessor

The following section describes the strengths, challenges, and priorities identified by the assessor.

Learner's three greatest strengths:

1. Strong visual memory and can recall details of preferred activities
2. Responds well to structured routines and visual schedules
3. Demonstrates affection toward familiar adults and select peers

Learner's three greatest challenges that interfere with their ability to participate in a full and rich life:

1. Significant difficulty with transitions and unexpected changes to routine
2. Limited reciprocal conversation; relies heavily on scripted language
3. Frequent emotional dysregulation when demands increase or preferred items are unavailable

Three goals chosen that will make the greatest difference in the learner's life:

1. Increase functional communication to replace challenging behaviors across settings
2. Develop independent coping strategies for managing frustration and transitions
3. Expand reciprocal social interactions with peers during unstructured activities

Three target behaviors identified that will benefit from reduction in intensity or frequency:

1. Aggression toward peers and adults (hitting, kicking) during transitions
2. Elopement from instructional areas when task demands are presented
3. Property destruction (throwing materials, tearing worksheets) when denied access

Appendix D: Item-Level Response Data

The following table presents the raw coded responses for each assessment item.

Section A: Verbal Behavior

1.1: 1	1.2: 0	1.3: 1	1.4: 0	1.5: 1	1.6: 1	2.1: 0	2.2: 1
2.3: 1	2.4: 1	2.5: 1	2.6: 0	3.1: 1	3.2: 1	3.3: 1	3.4: 1
3.5: 1	3.6: 0	4.1: 1	4.2: 0	4.3: 1	4.4: 0	4.5: 0	4.6: 0
5.1: 1	5.2: 0	5.3: 1	5.4: 0	5.5: 1	5.6: 0	6.1: 0	6.2: 0
6.3: 0	6.4: 1	6.5: 0	6.6: 1				

Section B: Relational Framing

7.1: 1	7.2: 1	7.3: 1	7.4: 1	7.5: 0	7.6: 1	7.7: 0	8.1: 0
8.2: 0	8.3: 1	8.4: 0	8.5: 0	8.6: 0	8.7: 1	8.8: 1	9.1: 1
9.2: 1	9.3: 0	9.4: 0	9.5: 1	9.6: 1	9.7: 0	9.8: 0	10.1: 0
10.2: 0	10.3: 0	10.4: 0	10.5: 0	10.6: 1	10.7: 0	10.8: 0	11.1: 0
11.2: 1	11.3: 0	11.4: 1	11.5: 0	11.6: 0	11.7: 0	11.8: 0	12.1: 0
12.2: 1	12.3: 0	12.4: 1	12.5: 0	12.6: 0	12.7: 0	12.8: 0	

Section C: Executive Functioning

13.1: 1	13.2: 1	13.3: 0	13.4: 1	13.5: 1	13.6: 0	14.1: 0	14.2: 0
14.3: 0	14.4: 0	14.5: 0	14.6: 1	15.1: 0	15.2: 0	15.3: 0	15.4: 1
15.5: 0	15.6: 1	16.1: 0	16.2: 0	16.3: 0	16.4: 0	16.5: 1	16.6: 0
17.1: 0	17.2: 1	17.3: 0	17.4: 0	17.5: 0	17.6: 0	18.1: 0	18.2: 0
18.3: 0	18.4: 0	18.5: 0	18.6: 0				

Section D: Social Skill

19.1: 0	19.2: 0	19.3: 0	19.4: 1	19.5: 0	19.6: 0	19.7: 0	19.8: 0
19.9: 0	19.10: 0	19.11: 1	19.12: 0	19.13: 0	19.14: 1	19.15: 0	19.16: 0
19.17: 1	19.18: 0	20.1: 1	20.2: 0	20.3: 1	20.4: 0	20.5: 1	20.6: 0
20.7: 0	20.8: 1	20.9: 0	20.10: 0	20.11: 1	20.12: 1	20.13: 0	20.14: 1
20.15: 0	20.16: 0	20.17: 1	20.18: 0	21.1: 0	21.2: 0	21.3: 0	21.4: 0
21.5: 0	21.6: 0	21.7: 0	21.8: 0	21.9: 0	21.10: 1		

Section E: LIFE Skill

22.1: 0	22.2: 1	22.3: 0	22.4: 0	22.5: 0	22.6: 1	22.7: 1	22.8: 1
22.9: 0	22.10: 1	22.11: 0	22.12: 0				

Section F: Psychological Flexibility

23.1: 0	23.2: 1	23.3: 0	23.4: 0	23.5: 0	23.6: 1	23.7: 0	23.8: 0
23.9: 0	23.10: 0	23.11: 0	23.12: 0	23.13: 0	23.14: 1	23.15: 0	23.16: 0
23.17: 0	23.18: 0	23.19: 0	23.20: 0	23.21: 0	23.22: 0	23.23: 0	23.24: 0

Section G: Performance Consistency

24.1: 1	24.2: 0	24.3: 1	24.4: 0	24.5: 0	24.6: 1	24.7: 0	24.8: 1
24.9: 0	24.10: 0	24.11: 1	24.12: 0	24.13: 0	24.14: 1	24.15: 0	24.16: 0
24.17: 0	24.18: 0	24.19: 0	24.20: 0	24.21: 0	24.22: 1	24.23: 1	24.24: 0
24.25: 0	24.26: 0	24.27: 0	24.28: 0	24.29: 0	24.30: 0	24.31: 0	24.32: 0
24.33: 1	24.34: 0	24.35: 0	24.36: 0				

Section H: Maladaptive Behavior

1.1: 2	1.2: 1	1.3: 1	1.4: 1	1.5: 0	1.6: 1	1.7: 0	1.8: 2
1.9: 1	1.10: 3	1.11: 2	1.12: 1	1.13: 3	1.14: 3	1.15: 2	1.16: 0
1.17: 2	1.18: 2	2.1: 1	2.2: 2	2.3: 3	2.4: 2	2.5: 0	2.6: 1
2.7: 0	2.8: 3	2.9: 3	2.10: 2	2.11: 1	2.12: 2	2.13: 0	2.14: 3
2.15: 0	2.16: 2	2.17: 1	2.18: 0	2.19: 2	2.20: 1	2.21: 0	2.22: 3
2.23: 1	2.24: 2	2.25: 1	2.26: 1	2.27: 2	2.28: 0	2.29: 2	2.30: 2
3.1: 1	3.2: 2	3.3: 2	3.4: 2	3.5: 2	3.6: 3	3.7: 1	3.8: 1
3.9: 1	3.10: 2						