

Case Manager: \_\_\_\_\_ Date of Most Recent FBA: \_\_\_\_\_

Student Name: \_\_\_\_\_ Reviewer: \_\_\_\_\_



### Functional Behavior Assessment (FBA) Self-Assessment Rubric

"Functional Behavior Assessment" or "FBA" means a process rooted in applied behavior analysis that focuses on determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment.

	<b>Meets compliance <u>and</u> quality indicators (4)</b>	<b>Meets compliance indicators (2)</b>	<b>May not meet compliance indicators (0)</b>
<p><b>Assessment Team</b></p> <p>_____</p> <p>Score</p>	<p>Assessment team meeting compliance indicator 2</p> <p><b>AND</b></p> <p>Leadership by school psychologist, licensed behavior analyst, or school personnel trained to conduct FBAs</p>	<p>Assessment team included <b>at least three</b> team members knowledgeable about the student:</p> <ul style="list-style-type: none"> <li>• Parent of the child</li> <li>• Special education teacher</li> <li>• General education teacher</li> <li>• Related Service provider(s)</li> <li>• School psychologist</li> <li>• Other school personnel</li> <li>• The student</li> </ul>	<p>Assessment team not identified</p> <p><b>OR</b></p> <p>Two or fewer people participated in the FBA process</p>
<p><b>Conditions to Conduct FBA</b></p> <p>_____</p> <p>Score</p>	<p>All conditions met for compliance indicator 2</p> <p><b>AND</b></p> <p>Clear documentation for the following is provided as an attachment to the FBA and/or statements in the prior written notice for an IEP meeting in which the FBA was agreed to by the IEP team (if applicable):</p> <ul style="list-style-type: none"> <li>• Family consent</li> <li>• Clear statement of rationale for conduction FBA that includes relation to student safety, engagement, inclusion, and/or independence</li> </ul>	<p>Parent consent for FBA was granted</p> <p><b>AND</b></p> <p>FBA was conducted to develop or revise the BIP in any of the following situations:</p> <ul style="list-style-type: none"> <li>• A change of placement to a more restrictive setting is considered due to student's behavior</li> <li>• The IEP provides for the use of restraint or isolation</li> <li>• Student behavior impedes learning for self or peers</li> <li>• Student behavior threatens safety of self or others</li> <li>• As determined appropriate by the IEP team</li> <li>• Student with an IEP is removed from current placement for more than 10 school days for behavior not determined to be a manifestation of their disability</li> <li>• Student with IEP is removed to an interim alternative education setting for up to 45 school days for a zero-tolerance offense</li> <li>• A BIP is considered ineffective by virtue of incomplete or flawed understanding of the student's behavior</li> <li>• Student behavior limits student engagement, inclusion, and/or independence</li> </ul>	<p>Written consent for FBA from parent not obtained</p> <p><b>OR</b></p> <p>No clear rationale is articulated for the FBA process for this student at this time</p> <p><b>OR</b></p> <p>Rationale for assessing target behavior is irrelevant for student engagement, safety, inclusion and independence</p>

## Functional Behavior Assessment (FBA) Self-Assessment Rubric, *continued*

	<b>Meets compliance <u>and</u> quality indicators (4)</b>	<b>Meets compliance indicators (2)</b>	<b>May not meet compliance indicators (0)</b>
<b>Target Behavior(s)</b>  <hr style="width: 20%; margin: auto;"/> Score	Both conditions met for compliance indicator 2 <b>AND</b> A rationale for addressing the primary target behavior is included that clarifies: <ul style="list-style-type: none"> <li>• Student and family perspectives on the target behavior(s)</li> <li>• Performance relative to peers with or without disabilities</li> </ul>	Target behavior(s) are listed and defined in clear, objective, and measurable terms (including examples and non-examples)  <b>AND</b> Baseline levels of target behavior(s) are reported within the FBA. Baseline data reflects the frequency, duration, intensity, or other important aspects of the target behavior(s).	Target behaviors are not listed <b>OR</b> Behavioral definitions are not objective, clear and measurable  <b>OR</b> Baseline data is omitted for one or more of the target behaviors included in the FBA
<b>Assessment Process</b>  <hr style="width: 20%; margin: auto;"/> Score	All conditions met for compliance indicator 2 <b>AND</b> FBA includes <b>one or more</b> of the following components: <ul style="list-style-type: none"> <li>• Attached data, records, and summaries related to all FBA components</li> <li>• An analysis that tests one or more hypothesis about target behavior through manipulation of antecedents or consequences, such as:               <ul style="list-style-type: none"> <li>○ Functional analysis</li> <li>○ Practical functional assessment</li> <li>○ Concurrent operants analysis</li> <li>○ Structural/Antecedent analysis</li> <li>○ Structured descriptive assessment</li> </ul> </li> </ul>	The FBA includes each of the following components and summarizes their outcomes: <ul style="list-style-type: none"> <li>• Review of student's educational and disciplinary records</li> <li>• Structured interviews with or surveys (e.g. rating scales, checklists, questionnaires) completed by students' teachers, parents, or school personnel who regularly interact with the student</li> <li>• When applicable, a student interview</li> <li>• Review of history of the targeted behaviors to include the effectiveness of interventions previously used</li> <li>• Determination of whether student skill deficit(s) are contributing to behavioral difficulties (e.g., if student deficits in communication create situations that motivate target behavior)</li> <li>• Systematic observations and summaries of the antecedents and consequences associated with the target behavior(s) (e.g., Structured ABC data collection)</li> </ul>	The FBA summary does not reference one or more of the items listed as essential for compliance indicator 2

## Functional Behavior Assessment (FBA) Self-Assessment Rubric, *continued*

	<b>Meets compliance <u>and</u> quality indicators (4)</b>	<b>Meets compliance indicators (2)</b>	<b>May not meet compliance indicators (0)</b>
<p><b>Data Interpretation</b></p> <hr style="width: 20%; margin: auto;"/> <p>Score</p>	<p>All conditions met for compliance indicator 2 <b>AND</b> FBA includes <b>one or more</b> of the following components:</p> <ul style="list-style-type: none"> <li>• Strong evidence of the impact of antecedent and consequence events analyzed having functional control over the target behaviors as evidenced by the extent to which :                             <ul style="list-style-type: none"> <li>○ The systematic presentation of antecedents evokes target behavior</li> <li>○ The systematic withholding of antecedents in challenging contexts prevents target behavior occurrence</li> <li>○ The presentation of consequences leads to a rapid stop in target behavior</li> <li>○ The withholding of consequences leads to a continuation of target behavior</li> </ul> </li> </ul>	<p>The FBA includes data that provides the team with the following information:</p> <ul style="list-style-type: none"> <li>• A clear identification of student skill deficits impacting behavior substantiated by data</li> <li>• Data collection results in each of the following identified components that are clearly described to inform intervention planning:                             <ul style="list-style-type: none"> <li>• Daily routines associated with the target behavior</li> <li>• At least one setting event hypothesized to contribute to target behavior (OR confirmation of no relevant setting events)</li> <li>• One or more specific antecedent events hypothesized to trigger target behavior</li> <li>• One or more specific consequences hypothesized to reinforce target behavior</li> </ul> </li> </ul> <p><b>AND</b> A statement that summarizes a functional hypothesis that is supported by and aligned with the assessments completed</p> <p><b>AND</b> There is at least modest (descriptive) evidence that the antecedents and consequences observed influence the target behaviors</p> <p><b>AND</b> If a skill deficit was determined to contribute to the target behavior, the IEP must include measurable annual goal(s) to address the skill deficit</p>	<p>Any of the following analyses are omitted relative to the target behaviors:</p> <ul style="list-style-type: none"> <li>• Contexts/setting events</li> <li>• Antecedents/triggering events</li> <li>• Consequence/maintaining events</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>A statement that summarizes a functional hypothesis is omitted</p> <p style="text-align: center;"><b>OR</b></p> <p>The stated functional hypothesis contradicts or is unsupported by the analyses completed</p> <p style="text-align: center;"><b>OR</b></p> <p>No information is included that identifies skill deficits that may be influencing the occurrence of target behavior</p>

<b>Total Score</b>	<b>/20</b>
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Comments/Feedback:

Case Manager: \_\_\_\_\_ Date of Most Recent BIP: \_\_\_\_\_

Student Name: \_\_\_\_\_ Reviewer: \_\_\_\_\_

### Behavior Intervention Plan (BIP) Self-Assessment Rubric

"Behavior Intervention Plan" or "BIP" means an individualized plan based on the results of a Functional Behavior Assessment that is designed to assist a student to decrease inappropriate behavior and increase or teach an alternative appropriate behavior.

	<b>Meets compliance <u>and</u> quality indicators (4)</b>	<b>Meets compliance indicators (2)</b>	<b>May not meet compliance indicators (0)</b>
<b>Support Team</b>  _____ Score	Support team meeting compliance indicator 2 <b>AND</b> <ul style="list-style-type: none"><li>Was led by school psychologist, licensed behavior analyst, or school personnel trained to conduct FBAs</li></ul>	<ul style="list-style-type: none"><li><b>At least three</b> of the following team members:<ul style="list-style-type: none"><li>Parent of the child</li><li>Special education teacher</li><li>General education teacher</li><li>Related Service provider(s)</li><li>School psychologist</li><li>Other school personnel</li><li>The student</li></ul></li></ul>	Support team not identified <b>OR</b> Two or fewer people participated in the BIP development process

## Behavior Intervention Plan (BIP) Self-Assessment Rubric, *continued*

	<b>Meets compliance <u>and</u> quality indicators (4)</b>	<b>Meets compliance indicators (2)</b>	<b>May not meet compliance indicators (0)</b>
<p><b>Target and Replacement Behaviors</b></p> <hr style="width: 20%; margin: 10px auto;"/> <p>Score</p>	<p>All conditions met for compliance indicator 2</p> <p style="text-align: center;"><b>AND</b></p> <p>Target behavior reduction is justified based on a rationale statement that:</p> <ul style="list-style-type: none"> <li>• Clarifies the preferences of the student and their caregivers</li> <li>• Considers the threats to safety, engagement, inclusion, and/or independence that are anticipated without intervention to replace the target behavior(s)</li> </ul> <p style="text-align: center;"><b>AND</b></p> <p>Relevant skill deficits are described with clarity</p> <p style="text-align: center;"><b>AND</b></p> <p>Short- and long-term replacement behavior(s) aligned with the hypothesized function of each target behavior are identified and defined for each target behavior, accompanied by baseline data</p> <ul style="list-style-type: none"> <li>• Short-term replacement behaviors are selected with a focus on short terms goals and behaviors the team reasonably calculates that the student will be able to achieve within one year</li> </ul> <p>Long-term replacement behaviors are specified which would represent and optimal performance for the student (i.e. at the level for which intervention, support, or accommodation would no longer be necessary)</p>	<p>The BIP aligns with the FBA's description of target behavior(s) selected by the assessment team including:</p> <ul style="list-style-type: none"> <li>• Target behavior(s) are listed and defined in clear, objective, and measurable terms (including examples and non-examples)</li> <li>• Student baseline performance relative to each target behavior is reported within BIP</li> <li>• The hypothesized function for all target behaviors documented within the FBA are transcribed within the BIP</li> <li>• The statement from the FBA that labels the hypothesized function(s) of target behaviors is transcribed in the BIP that includes:                             <ul style="list-style-type: none"> <li>○ Daily routines associated with the target behavior</li> <li>○ One or more antecedent events that trigger/predict target behavior</li> <li>○ One or more consequences that occur immediately after the target behavior</li> <li>○ At least one setting event is identified if indicated by FBA data</li> </ul> </li> </ul> <p>The BIP identifies a replacement behavior that can meet the same function identified for each target behavior</p> <ul style="list-style-type: none"> <li>• Replacement behaviors must be clear, objective, and measurable</li> <li>• Selected with input from the support team</li> <li>• Specified as either a short-term or long-term goal for intervention and instruction</li> </ul>	<p>Target behaviors are not listed</p> <p style="text-align: center;"><b>OR</b></p> <p>Behavioral definitions are not objective, clear or measurable</p> <p style="text-align: center;"><b>OR</b></p> <p>Baseline data is omitted for one of more of the target behaviors included in the BIP</p> <p style="text-align: center;"><b>OR</b></p> <p>There is no functional hypothesis statement for each target behavior or at least one hypothesis is mismatched with the hypothesis for this behavior's function within the FBA</p> <p style="text-align: center;"><b>OR</b></p> <p>One or more target behaviors are not accompanied by an aligned replacement behavior</p>

## Behavior Intervention Plan (BIP) Self-Assessment Rubric, *continued*

	<b>Meets compliance <u>and</u> quality indicators (4)</b>	<b>Meets compliance indicators (2)</b>	<b>May not meet compliance indicators (0)</b>
<p><b>Intervention Strategies</b></p> <hr style="width: 20%; margin: auto;"/> <p>Score</p>	<p>All conditions met for compliance indicator 2 <b>AND</b> Attached documents that provide greater detail for at least one of the components listed under compliance level 2 (e.g., lesson plans for teaching replacement behavior, safety/crisis plan for responding to dangerous target behaviors, sample materials for antecedent or consequence supports)</p>	<p>Intervention strategies aligned with the results of the FBA shall be included in the BIP for each target behavior that address <b>each of the following</b> :</p> <ul style="list-style-type: none"> <li>• Methods for teaching replacement behaviors</li> <li>• Methods for reinforcing identified replacement behaviors</li> <li>• Antecedent strategies for preventing target behavior that involve modifying the context or providing supports or prompts to the student before target behaviors occur</li> <li>• Specific preferred activities or experiences that can be used as reinforcers. These should be nominated based on data from observations, interviews, or assessments</li> <li>• Responses (i.e., consequences) or strategies required when the target behaviors occur</li> </ul> <p style="text-align: center;"><b>AND</b></p> <p>Clarify which personnel will execute each part of the BIP</p>	<p>Omission of any of the following components for any target behaviors included in the BIP:</p> <ul style="list-style-type: none"> <li>• Methods for teaching replacement behaviors</li> <li>• Antecedent tactics for preventing target behavior that involve modifying the context or providing supports or prompts to the student before target behaviors occur</li> <li>• Methods for reinforcing identified replacement behaviors</li> <li>• Specific preferred activities or experiences that can be used as reinforcers</li> <li>• Responses (i.e., consequences) or strategies required when the target behaviors occur</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>Failure to specify which team members will carry out any of the above BIP components</p>
<p><b>Goals and Training</b></p> <hr style="width: 20%; margin: auto;"/> <p>Score</p>	<p>All conditions met for compliance indicator 2 <b>AND</b> <b>SMART</b> replacement behavior goals that align to hypothesized functions of target behaviors. <b>If a the student has an IEP</b>, these goals are transcribed into the student's IEP <b>AND</b> Clear documentation is attached to the BIP that clarifies the dates that various team members were trained on the plan.</p>	<p>BIPs shall include all of the following:</p> <ul style="list-style-type: none"> <li>• Measurable replacement behavior goals that align to hypothesized functions of target behaviors</li> <li>• A plan to train school personnel (e.g., teachers, related service providers, administrators, school nurses, cafeteria workers, bus drivers, paraprofessionals) who interact regularly with the student on the intervention strategies identified in the BIP</li> </ul>	<p>Omission of any of the following components in the BIP:</p> <ul style="list-style-type: none"> <li>• Replacement behavior goals</li> <li>• Training plans</li> </ul>

## Behavior Intervention Plan (BIP) Self-Assessment Rubric, *continued*

	<b>Meets compliance <u>and</u> quality indicators (4)</b>	<b>Meets compliance indicators (2)</b>	<b>May not meet compliance indicators (0)</b>
<b>Monitoring</b>  <hr style="width: 10%; margin: auto;"/> Score	All conditions met for compliance indicator 2 <b>AND</b> BIP includes <b>one or more of the following</b> : <ul style="list-style-type: none"> <li>• Student performance of both target behaviors and replacement behaviors is directly observation by support team members via data collection, and is analyzed and reviewed with the IEP team</li> <li>• Data on the fidelity and dosage of interventions included within the BIP are collected, summarized, and reviewed with the IEP team</li> <li>• Data-decision rules related to how the support team will respond to patterns in student and/or support team performance are established, documented, and applied</li> </ul>	BIPs shall include a progress monitoring plan that includes: <ul style="list-style-type: none"> <li>• Regularly collected data that allows for analysis of the student's response to the strategies within the BIP is collected and added to the BIP</li> <li>• Documentation indicating that the BIP's components are being implemented regularly</li> </ul> <b>AND</b> If BIP is more than one year old, evidence the BIP has been reviewed <b>at least annually</b> .	Omission of any of the following components in the BIP: <ul style="list-style-type: none"> <li>• Plan for monitoring student progress</li> <li>• Plan for monitoring team/staff implementation of BIP</li> <li>• Annual reviews of the BIP</li> </ul>

<b>Total Score</b>	<b>/20</b>
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Comments/Feedback: