

Functional Behavior Assessment/Behavior Intervention Plan Rubric

| Step | Activity | Status | | | Steps to Address Any Items "Partially in Place" or "Not in Place" |
|-------------------------------|--|--|---|---|---|
| | | In Place | Partially in Place | Not In Place | |
| 1. Collect Information | 1. Include key individuals in the initial assessment process | Team members include: <ul style="list-style-type: none"> • principal • person with behavioral expertise • classroom teacher • other staff involved with student • person making referral • family member • student (if appropriate) | Team includes a minimum of 3 members, one of which is the classroom teacher. | Team is not evident. | |
| | 2. Review relevant records | Records reviewed include: <ul style="list-style-type: none"> • discipline referrals • attendance • academic records • health information (if applicable) • IEP (if applicable) | Records reviewed included at least discipline referrals AND academic records. | A review of relevant records was not conducted. | |
| | 3. Interview individuals who have direct experience with the student | Persons interviewed include: <ul style="list-style-type: none"> • teacher • person making referral • other staff • family member • student (if appropriate) | Some interviews (2 or more) occurred but not all relevant individuals were interviewed. | Key individuals were not interviewed. | |



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| 2. Develop Summary Statement | 1. Describe problem behavior | Description includes all of the following characteristics: <ul style="list-style-type: none"> • observable – description of specific student actions; can be replicated by a stranger • measurable – frequency and/or duration can be counted; beginning & ending of behavior are clearly delineated | Description of the problem behavior includes one of the following characteristics: <ul style="list-style-type: none"> • observable • measurable | The summary statement does not include a description of the problem behavior OR the problem behavior is not described in observable or measurable terms. | |
| | 2. Identify daily routines that are and are not associated with problem behavior | Daily routines are identified that are associated with problem behavior AND daily routines are identified during which problem behavior is not present. | Daily routines are identified that are associated with problem behavior OR daily routines are identified during which problem behavior is not present, but not both. | No routines identified OR routines were not assessed for likelihood of problem behavior. | |
| | 3. Identify triggering antecedent events | One or more antecedent events are identified that trigger/predict problem behavior AND are described in sufficient detail to inform intervention planning. | Antecedent events are identified but not described in sufficient detail to inform intervention planning OR antecedent events are identified that are not derived from the FBA results. | No antecedent events identified. | |



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| 2. Develop Summary Statement (continued) | 4. Identify maintaining consequence events | One or more consequences are identified that occur immediately after the problem behavior AND are described in sufficient detail to inform intervention planning. | Consequences are identified but not described in sufficient detail to inform intervention planning OR the consequences identified were not derived from results of the FBA. | No consequences identified. | |
| | 5. Identify possible setting events | At least one setting event is identified AND described in sufficient detail to inform intervention planning OR data confirms no setting event exists. | Setting events are identified but not described in sufficient detail to inform intervention planning OR the setting events identified were not derived from results of the FBA. | No indication setting events were considered. | |
| | 6. Develop summary statement | Summary statement includes all of the following as identified by the FBA: <ul style="list-style-type: none"> • antecedent • problem behavior • consequence • setting event (if applicable) • function of the behavior | The summary statement includes information about why the problem behavior occurs but is not expressed in terms of function (get or avoid; attention, tasks/activities, sensory stimulation) OR the summary statement includes information about the function the problem behavior serves but it is not consistent with results from the FBA. | Summary statement does not exist OR one exists that was not based upon the FBA. | |



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| 3. Confirm Summary Statement | 1. Direct observations were conducted | At least one observation is conducted in setting/routine where problem behavior typically occurs AND one observation was conducted in setting/routine where problem behavior is less likely to occur. | One or more observations were conducted in setting/routine where problem behavior typically occurs OR where problem behavior is less likely to occur, but not both. | No observation conducted. | |
| | 2. Direct observation data confirmed summary statement | Summary statement was confirmed through observations. • <i>Note to team: If summary statement is not confirmed, go back to Step 2 (Develop Summary Statement)</i> | | Data from the direct observation(s) did not confirm the summary statement, but the team proceeded with BIP. | |



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| 4. Develop Competing Behavior Pathway Summary | 1. Identify desired long-term replacement behavior | The competing behavior pathway includes a long-term replacement behavior that: <ul style="list-style-type: none"> • serves the same function as the problem behavior • is observable and measurable • is incompatible with the problem behavior | The competing behavior pathway includes a long-term replacement behavior that serves the same function as the problem behavior. | The competing behavior pathway does not include a long-term replacement behavior. | |
| | 2. Identify alternative short-term behavior that is based on skill(s) necessary to achieve the desired behavior | The competing behavior pathway includes an alternative short-term behavior that: <ul style="list-style-type: none"> • serves the same function as the problem behavior • is observable and measurable • is incompatible with the problem behavior | The competing behavior pathway includes an alternative short-term behavior that serves the same function as the problem behavior. | The competing behavior pathway does not include an alternative short-term behavior. | |
| | 3. Identify common reinforcing consequences for desired replacement behavior | The competing behavior pathway includes a reinforcing consequence for desired behavior that: <ul style="list-style-type: none"> • results in same function as the problem behavior • is described in sufficient detail for implementation | The competing behavior pathway includes a reinforcing consequence for desired behavior that results in same function as the problem behavior but is not described in sufficient detail for implementation. | The competing behavior pathway does not include a reinforcing consequence for desired behavior OR reinforcing consequence does not result in the same function as the problem behavior. | |



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| 5. Identify Strategies for BIP | 1. Select strategies &/or environmental manipulations that neutralize impact of setting events | The BIP includes strategies and/or environmental manipulations that are aligned with the competing behavior pathway, linked to FBA data, AND described in sufficient detail for implementation. OR Not applicable - data confirmed no setting event exists. | The BIP includes strategies and/or environmental manipulations that are aligned with the competing behavior pathway AND are linked to FBA data but lacks sufficient detail for implementation. | No strategies and/or environmental manipulations are identified OR they are not linked to FBA data. | |
| | 2. Select strategies &/or environmental manipulations that make triggering antecedents irrelevant (e.g. Eight Effective Classroom Practices) | The BIP includes strategies and/or environmental manipulations that are aligned with the competing behavior pathway, linked to FBA data, AND described in sufficient detail for implementation. | The BIP includes antecedent intervention strategies that are aligned with the competing behavior pathway but lacks sufficient detail for implementation. | The BIP does not include antecedent intervention strategies. | |
| | 3. Select strategies to teach student skills that will effectively replace problem behavior | The BIP includes skills to be taught that will effectively replace the problem behavior AND these skills are described in sufficient detail for developing instruction. | The BIP includes skills to be taught but lacks sufficient detail for developing instruction. | The BIP does not include skills to be taught. | |
| | 4. Select strategies for reinforcing desired behavior | The BIP includes reinforcement consequence strategies that align with the function AND are described in sufficient detail for implementation. | The BIP includes reinforcement consequence strategies that align with the function but lacks sufficient detail for implementation. | No reinforcement consequence strategies are identified OR strategies are not linked to identified function. | |



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| 5. Identify Strategies for BIP (continued) | 5. Select strategies for generalization and maintenance of desired behavior | The BIP includes generalization and maintenance strategies that are described in sufficient detail for implementation. | The BIP includes generalization and maintenance strategies but lacks sufficient detail for implementation. | No generalization and maintenance strategies are identified. | |
| | 6. Select response strategies that make problem behavior ineffective | The BIP includes strategies and/or environmental manipulations that are described in sufficient detail for implementation AND: <ul style="list-style-type: none"> • reduce reinforcement of the problem behavior • minimize the impact of the problem behavior on other students • minimize damage to the student's reputation | The BIP includes strategies and/or environmental manipulations that reduce reinforcement of the problem behavior but lacks sufficient detail for implementation. | No strategies and/or environmental manipulations are identified OR they focus on punishments and/or reinforce the problem behavior. | |
| | 7. If necessary, develop additional (beyond current school-wide) safety procedures | Safety plan is described in sufficient detail for implementation OR documentation exists that a safety plan is not needed. | Safety plan is indicated but is lacks sufficient detail for implementation. | Documentation exists that a need for a safety plan is indicated but one is not developed OR there is no evidence that the team considered the need for a safety plan. | |



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| 6. Develop Implementation Plan | 1. Develop and communicate implementation plan for each part of the BIP | BIP implementation plan is developed and communicated AND includes all of the following: <ul style="list-style-type: none"> • tasks to complete • resources needed • person responsible • timelines for completion | BIP implementation plan is developed and communicated AND includes tasks to complete AND two of the following: <ul style="list-style-type: none"> • resources needed • person responsible • timelines for completion | No implementation plan has been developed. | |
| | 2. Develop training plan to implement each part of the BIP | BIP training plan is developed AND includes all of the following: <ul style="list-style-type: none"> • training procedures • person responsible • timelines for completion | BIP training plan is developed AND includes person responsible AND one of the following: <ul style="list-style-type: none"> • training procedures • timelines for completion | No training plan has been developed. | |
| | 3. Identify timelines for completing tasks necessary to implement each part of the BIP | Task timelines are identified AND communicated to appropriate stakeholders. | Task timelines are identified but have not been communicated to appropriate stakeholders. | No timelines have been identified. | |



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| 7. Develop Evaluation & Monitoring Plan | 1. Identify data collection procedures for monitoring impact of BIP and staff who will be responsible for data collection | <p>A plan is developed that describes procedures for assessing and monitoring impact of the following:</p> <ul style="list-style-type: none"> • target behaviors • indicator of risk <p>AND is described in sufficient detail for implementation (e.g. who, what, when, how, and/or review dates).</p> | <p>A plan is developed that describes procedures for assessing and monitoring impact of the following:</p> <ul style="list-style-type: none"> • target behaviors • indicator of risk <p>but lacks sufficient detail for implementation (e.g. lacks who, what, when, how, and/ or review dates).</p> | No plan is developed that describes procedures for assessing and monitoring impact of BIP on the student. | |
| | 2. Identify measures and develop schedule to assess and monitor social validity of BIP | <p>A plan is in place to assess the social validity of both of the following:</p> <ul style="list-style-type: none"> • ease of implementation • positive impact on problem behavior(s) <p>AND is described in sufficient detail for implementation.</p> | <p>A plan is in place to assess the social validity of the following:</p> <ul style="list-style-type: none"> • ease of implementation • positive impact on problem behavior(s) <p>but lacks sufficient detail for implementation.</p> | No plan is developed to assess the social validity of the BIP. | |
| | 3. Develop procedures for assessing fidelity of implementation of BIP | <p>A plan is developed that describes procedures for collection of fidelity of implementation data (who, what, when, how, and review dates) AND is described in sufficient detail for implementation.</p> | <p>A plan is developed that describes procedures for collection of fidelity of implementation data but lacks sufficient detail for implementation (e.g. lacks who, what, when, how, and/ or review dates).</p> | No plan is developed to evaluate fidelity of BIP. | |

