**Functional Behavior Assessment/Behavior Intervention Plan Rubric**

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| Step | Activity | Status | Steps to Address Any Items “Partially in Place” or “Not in Place” |
| In Place | Partially in Place | Not In Place |
| Collect Information (FBA Steps 1-4) | 1. Student identified by Core Team. | Core Team responds data indicating one of the following:• Non-response to Tier 2• Chronic behaviors• Intense behavior• Teacher nomination• Universal screening |  | No data to indicate reason for consideration for Tier 3 support. |  |
| 2. Core Team identifies and notifies Action Team members. | Team members include:• 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. |  |
| 3. Designated Core Team member gathers relevant records following established system. | Records reviewed include:• 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. |  |
| 4. Action Team member(s) interview individuals who have direct experience with the student. | Persons interviewed include:• 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. |  |

*Adapted from: C. Borgmeier (2010) Portland State University; Sugai & Horner (2003); Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S. (1999-2000);
Iovannone, R. & Christiansen, K. (?); Maryland Coalition for Inclusive Education (2009)*

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| Develop a Summary Statement (FBA Step 5) | 5.1. Describe a single problem behavior.(If multiple problem behaviors exist, prioritize on intensity, frequency, chronic need, prerequisite for other skills, and duration.) | Description of problem behavior includes all of the following characteristics:• 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:• observable• measurable | The summary statement does not include a description of a single problem behavior**OR**the problem behavior is not described in observable or measurable terms. |  |
| 5.2. Using a context analysis (i.e, Adapted FACTS Part A, p.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. |  |
| 5.3. Identify antecedent(s)/ triggering 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 notderived from the FBA results. | No antecedent events identified. |  |

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| Develop a Summary Statement (FBA Step 5 ) | 5.4. 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. |  |
| 5.5. 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. |  |
| 5.6. Identify function of problem behavior. | Function of behavior is consistent with identified maintaining consequence. Antecedent and function make sense when considered together. | Connection between function and maintaining consequence is unclear. | Function of behavior is not identified. |  |
| 5.7. Develop summary statement | Summary statement includes all of the following as identified by the FBA:• 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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| Observation (FBA Process Step 6) | 6.1. Direct observations were conducted to collect more information. | 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. |  |
| 6.2. Direct observation data confirmed summary statement. | Summary statement was confirmed through observations.• *Note to team: If summary statement is not confirmed, go back to Step 5 (Develop Summary Statement)* |  | Data from the direct observation(s) did not confirm the summary statement, but the team proceeded with BIP. |  |

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| Competing Behavior Pathway (BIP Step 1) | 1.1. Record summary statement from the FBA. | Summary statement has been recorded from FBA process | Some, but not all, elements of the summary statement were recorded from FBA process. | Summary statement was not recorded from FBA process. |  |
| 1.2. Identify desired long- term replacement behavior. | The competing behavior pathway includes a long-term replacement behavior that:• 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. |  |
| 1.3. 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:• 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. |  |
| 1.4. Identify common reinforcing consequences for desired replacement behavior. | The competing behavior pathway includes a reinforcing consequence for desired behavior that:• 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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| Intervention Strategies (BIP Step 2) | 2.1. 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. |  |
| 2.2. 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 | 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 FBAdata. |  |
| 2.3. 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 strategiesthat are aligned with the competing behavior pathway but lacks sufficient detail for implementation. | The BIP does not include antecedent intervention strategies. |  |
| 2.4. Select consequence strategies for reinforcing desired replacement 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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| Strategies to Make Problem Behavior Ineffective & Safety Plan (BIP Steps 3 - 4) | 3.1. 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:• 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. |  |
| 4.1. 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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| Implementation Plan (BIP Step 5) | 5.1. Develop and communicate implementation plan for each part of the BIP. | BIP implementation plan is developed and communicated **AND** includes all of the following:• 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:• resources needed• person responsible• timelines for completion | No implementation plan has been developed. |  |
| 5.2. Develop training plan to implement each part of the BIP. | BIP training plan is developed **AND** includes all of the following:• training procedures• person responsible• timelines for completion | BIP training plan is developed **AND** includes person responsible **AND** one of the following:• training procedures• timelines for completion | No training plan has been developed. |  |
| 5.3. 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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| Monitoring & Evaluation (BIP Step 6) | 6.1. Identify data collection procedures for monitoring impact of BIP and staff who will be responsible for data collection | A plan is developed that describes procedures for assessing and monitoring impact of the following:• target behaviors• indicator of risk**AND**is described in sufficient detail for implementation (e.g. who, what, when, how, and/or review dates). | A plan is developed that describes procedures for assessing and monitoring impact of the following:• target behaviors• indicator of riskbut lacks sufficient detail for implementation (e.g. lacks who, what, when, how, and/ or review dates). | No plan is developed that describes procedures for assessing and monitoring impact of BIP on the student. |  |
| 6.2. Develop procedures for assessing fidelity of implementation of BIP | 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. | 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). | No plan is developed to evaluate fidelity of BIP. |  |
| 6.3. Identify measures and develop schedule to assess and monitor social validity of BIP | A plan is in place to assess the social validity of both of the following:• ease of implementation• positive impact onproblem behavior(s)**AND** is described in sufficient detail for implementation. | A plan is in place to assess the social validity of the following:• ease of implementation• positive impact on problem behavior(s)but lacks sufficient detail for implementation. | No plan is developed to assess the social validity of the BIP. |  |

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| Generalization & Maintenance of Desired Behavior (BIP Step 7) | 7.1. 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. |  |