

Functional Behavior Assessment/Behavior Intervention Plan Rubric

Step	Activity	Status		
		Proficient 2	Developing 1	Not In Place / No Evidence 0
Collect Information (FBA Steps 1-4)	1. Student identified by Core Team.	Core Team responds to data indicating one of the following: <ul style="list-style-type: none"> • 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.	Action 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) 	Action Team includes a minimum of 3 members: administrator, person with behavioral expertise, and the classroom teacher.	Action Team not identified.
	3. Designated Core Team member gathers relevant records following established system.	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 records was not conducted, or the record review information is incomplete.
	4. Action Team member(s) interview individuals who have direct experience with the student.	Persons interviewed include: <ul style="list-style-type: none"> • homeroom/main teacher • person making referral • other staff • family member • student (if appropriate) 	Some interviews (2 or more) occurred, but not all relevant individuals were interviewed.	Interviews were not conducted, or interviews records are incomplete.



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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.)	A single problem behavior is identified and described with 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 	A single problem behavior is not described in either observable or measurable terms, or is otherwise unclear, but is identified.	The summary statement does not include a description of a single problem behavior.
	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 during which problem behavior is not present, but not both. OR Context analysis is incomplete or unclear.	No evidence of a context analysis is included.
	5.3. Identify antecedent(s)/ triggering events.	One or more antecedent events are identified, derived from the FBA results, that trigger/predict problem behavior AND are described in sufficient detail to inform intervention planning.	Antecedent events are identified, derived from the FBA results, 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 are identified, or antecedent events unclear.



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Develop a Summary Statement (FBA Step 5)	5.4. Identify maintaining consequence events.	One or more consequences are identified, derived from results of the FBA, that occur immediately after the problem behavior AND are described in sufficient detail to inform intervention planning.	Consequences are identified, derived from results of the FBA, but not described in sufficient detail to inform intervention planning OR Consequences identified were not derived from results of the FBA.	No consequences identified, or consequence unclear.
	5.5. Identify possible setting events.	At least one setting event is identified, derived from results of the FBA, AND described in sufficient detail to inform intervention planning OR data confirms no setting event need to be considered.	Setting events are identified, derived from results of the FBA, but not described in sufficient detail to inform intervention planning. OR 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, or not reflective of FBA data.
	5.7. 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 antecedent, behavior, and consequence, but is not expressed in terms of function. OR 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 is unclear.



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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 correctly in setting or routine where problem behavior typically occurs AND one observation was conducted in setting or routine where problem behavior is less likely to occur.	One or more observations were conducted correctly in setting/ routine where problem behavior typically occurs or where problem behavior is less likely to occur, but not both. OR Observations were incorrectly performed and/or incomplete.	No observation conducted.
	6.2. 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 5 (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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Competing Behavior Pathway (BIP Step 1)	1.1. Record summary statement from the FBA.	Complete and verified summary statement has been recorded from FBA process	Some, but not all, elements of the summary statement were recorded from FBA process. OR Summary statement elements are present, but not connected to the FBA process.	Summary statement was not recorded.
	1.2. 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 <ul style="list-style-type: none"> • serves the same function as the problem behavior AND one of the following: <ul style="list-style-type: none"> • is observable and measurable • is incompatible with the problem behavior 	The competing behavior pathway does not include a long-term replacement behavior, OR identified replacement behavior is unrelated to function.
	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: <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: <ul style="list-style-type: none"> • serves the same function as the problem behavior AND one of the following: <ul style="list-style-type: none"> • is observable and measurable • is incompatible with the problem behavior 	The competing behavior pathway does not include an alternative short-term behavior, OR the short-term replacement behavior is unrelated or incorrectly addresses function.
	1.4. 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. OR Reinforcing consequence is included, but is not a good match for function of the problem behavior.	The competing behavior pathway does not include a reinforcing consequence for desired 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. OR The BIP includes skills to be taught, but skills are inconsistent with replacing problem behavior.	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. OR The BIP includes strategies and/or environmental manipulations that are aligned with the competing behavior pathway, but not linked to FBA data.	No strategies and/or environmental manipulations are identified to address setting events.
	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 strategies and/or environmental manipulations aligned with the competing behavior pathway AND are linked to FBA data, but lacks sufficient detail for implementation. OR The BIP includes antecedent intervention strategies aligned with the competing behavior pathway, but not linked to FBA data.	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. OR The BIP includes reinforcement consequence strategies, but strategies are not linked to identified function.	No reinforcement consequence strategies are identified.



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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.	<p>The BIP includes strategies and/or environmental manipulations that are described in sufficient detail for implementation AND:</p> <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 	<p>The BIP includes strategies and/or environmental manipulations that are described in sufficient detail for implementation and reduce reinforcement of the problem behavior AND one of the following:</p> <ul style="list-style-type: none"> • minimize the impact of the problem behavior on other students • minimize damage to the student's reputation <p style="text-align: center;">OR</p> <p>The BIP includes strategies and/or environmental manipulations that reduce reinforcement of the problem behavior but lacks sufficient detail for implementation.</p>	<p>No strategies and/or environmental manipulations are identified</p> <p style="text-align: center;">OR</p> <p>strategies focus on punishments and/or reinforce the problem behavior.</p>
	4.1. If necessary, develop additional (beyond current school-wide) safety procedures.	<p>Safety plan is described in sufficient detail for implementation</p> <p style="text-align: center;">OR</p> <p>documentation exists that a safety plan is not needed.</p>	<p>Safety plan is indicated but is lacks sufficient detail for implementation.</p> <p style="text-align: center;">OR</p> <p>Documentation exists that a need for a safety plan is indicated but one is not developed.</p>	<p>There is no evidence that the team considered the need for a safety plan.</p>



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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: <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 one or two of the following: <ul style="list-style-type: none"> • 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: <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, or plan is unclear and insufficient for carrying out.
	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, though a communication plan exists. OR Task timelines are identified but have not been communicated to appropriate stakeholders, and no evidence of a communication plan exists.	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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • target behaviors • indicator of risk but lacks sufficient detail for implementation (e.g. lacks who, what, when, how, and/ or review dates).	No planning for assessing and monitoring impact of BIP on the student is evident.
	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 in progress 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 planning for evaluation of fidelity of BIP is evident.
	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 the following: <ul style="list-style-type: none"> • ease of implementation • positive impact on problem behavior(s) • value of plan to the student AND is described in sufficient detail for implementation.	A plan is in place to assess the social validity of one of the following: <ul style="list-style-type: none"> • ease of implementation • positive impact on problem behavior(s) • value of plan to the student though the plan may lack 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/OR maintenance strategies, but lacks sufficient detail for implementation.	No generalization AND/OR maintenance strategies are identified.

School Name:

Date:

FBA Rubric Scores		BIP Rubric Scores	
Collect Information (FBA Steps 1-4)	__ / 8 ____%	Competing Behavior Pathway (BIP Step 1)	__ / 8 ____%
Develop a Summary Statement (FBA Step 5)	__ / 14 ____%	Intervention Strategies (BIP Step 2)	__ / 8 ____%
Observation (FBA Process Step 6)	__ / 4 ____%	Strategies to Make Problem Behavior Ineffective & Safety Plan (BIP Steps 3 - 4)	__ / 4 ____%
		Implementation Plan (BIP Step 5)	__ / 6 ____%
		Monitoring & Evaluation (BIP Step 6)	__ / 6 ____%
FBA Rubric Total	__ / 26 ____%	Generalization & Maintenance of Desired Behavior (BIP Step 7)	__ / 2 ____%
BIP Rubric Total	__ / 34 ____%	Notes:	
Overall Total	__ / 60 ____%		



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