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 |
| 1. **Collect Information** | 1. Include key individuals in the initial assessment process | Team members include:   * principal * person with behavioral expertise * classroom teacher * other staff involved with student * person making referral * parent/family member * student (if appropriate) | Team includes a minimum of 3 members, one of which is the classroom teacher. | Team is not evident. |  |
| 1. Review relevant records | 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. |  |
| 1. Interview individuals who have direct experience with the student | Persons interviewed include:   * teacher * person making referral * other staff * parent/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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| 1. **Develop Summary Statement** | 1. Describe problem behavior | Description 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 the problem behavior  **OR**  the problem behavior is not described in observable or measurable terms. |  |
| 1. 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. |  |
| 1. 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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| 1. **Develop Summary Statement (cont.)** | 1. 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. |  |
| 1. 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. |  |
| 1. 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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| 1. **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. |  |
| 1. 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 2 (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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| 1. **Develop Competing Behavior Pathway Summary** | 1. 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. 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. 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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| 1. **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. |  |
| 1. 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. |  |
| 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. |  |
| 1. 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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| 1. **Identify Strategies for BIP (cont.)** | 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. |  |
| 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. |  |
| 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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| 1. **Develop Implementation Plan** | 1. Develop and communicateimplementation 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. |  |
| 1. 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. |  |
| 1. 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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| 1. **Develop Evaluation & Monitoring Plan** | 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 risk   but 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. |  |
| 1. 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 on problem 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. |  |
| 1. 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. |  |