Functional Behavior Assessment/Behavior Intervention Plan Rubric

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| **Step** | **Activity** | **Status** | | | **Steps to Address 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 meetings:   Core Team  Classroom Teacher(s) | 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 lacks one essential member | Team lacks two or more essential members. |  |
| 1. Review relevant records | Records reviewed include:   * Discipline referrals * Academic records * IEP (if applicable) * Attendance * Medical/Medication History (if applicable) | Some records were reviewed but not all relevant records were included. | No records were reviewed. |  |
| 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 occurred but not all relevant individuals were interviewed. | No individuals were interviewed. |  |

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| 1. **Develop Summary Statement** | 1. Describe problem behavior | Description includes ***all*** of the following characteristics:   * Clear– Description of specific student actions; Observable, 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:   * Clear * Measurable | Description of the problem behavior includes ***none*** of the following characteristics:   * Clear * Measurable |  |
| 1. Identify daily routines that are and are not associated with problem behavior. | Identified daily routines that are associated with problem behavior & identified daily routines during which problem behaviors are not present | Identified daily routines that are associated with problem behavior or identified daily routines during which problem behaviors are not present but not both. | No routines identified |  |
| 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. | No antecedent events identified . |  |
| 1. Identify maintaining consequence events | One or more consequences 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. | No consequences identified |  |

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| **Develop Summary Statement (cont.)** | 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 | 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 | Summary statement includes some of the following as identified by the FBA:   * Antecedent * Problem behavior * Consequence * Setting event (if applicable) * Function of the behavior | Summary statement does not exist or one exists that was not based upon the FBA |  |
| 1. Determine level of agreement/confidence individuals have in resulting summary statement | If agreement/confidence is high, go to Step 3.1 (collect formal direct observation information)  If agreement/confidence is low, go back to *Step* 1 (Collect Information) , collect more direct observation data and proceed to develop new summary statement. |  | Degree of agreement/confidence in summary statement was not taken into consideration. |  |
| 1. **Confirm Summary Statement** | 1. Collect formal direct observation information on behavior, antecedents & consequences. | At least one observation is conducted in setting/routine where problem behavior typically occurs | Observation conducted but in setting/routine where problem behavior does not occur | No observation conducted |  |
| 1. Determine if direct observation data confirm summary statement | If summary statement is confirmed, go to *Step* 4.1 (Develop Competing Behavior Pathway Summary).  If summary statement is not confirmed, so back to *Step* 2 (Develop Summary Statement) |  | Confirmation of summary statement not taken into consideration. |  |
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| 1. **Develop Competing Behavior Pathway Summary** | 1. Identify desired replacement behavior (long term objective) | Replacement behavior identified that is specific, objective, and measurable and serves the same function as the problem behavior or is incompatible with the problem behavior | Replacement behavior is not specific, objective, and measurable, or replacement behavior does not serve the same function as the problem behavior or is not incompatible with the problem behavior | No replacement behavior is identified |  |
| 1. Identify alternative replacement behavior based on function of problem behavior (short term objective) | Replacement behavior identified that is specific, objective, and measurable and serves the same function as the problem behavior or is incompatible with the problem behavior  OR  Not applicable if alternative replacement is not appropriate | Replacement behavior is not specific, objective, and measurable, or replacement behavior does not serve the same function as the problem behavior or is not incompatible with the problem behavior | No replacement behavior is identified |  |
| 1. Identify common reinforcing consequences for desired replacement behavior | Reinforcing consequence for desired replacement behavior is identified, results in same function as the problem behavior, and is described in sufficient detail for implementation | Reinforcing consequence is identified and results in same function as problem behavior but is not described in sufficient detail for implementation | No reinforcing consequence is identified or reinforcing consequence does not result in same function as problem behavior |  |

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| 1. **Identify Strategies for BIP** | 1. Select strategies &/or environmental manipulations that neutralize impact of setting events | Strategies and/or environmental manipulations are identified, linked to FBA data, and described in sufficient detail for implementation or not applicable due to no setting event documented. | Strategies and/or environmental manipulations are identified, linked to FBA data but lack 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 (Classroom 8) | Strategies and/or environmental manipulations are identified, linked to FBA data, and described in sufficient detail for implementation | Strategies and/or environmental manipulations are identified, linked to FBA data but lack sufficient detail for implementation | No strategies and/or environmental manipulations are identified or they are not linked to FBA data |  |
| 1. Select strategies that teach student skills that will effectively replace problem behavior | Teaching strategies are identified and described in sufficient detail for implementation | Teaching strategies are identified but lack sufficient detail for implementation | No teaching strategies are identified |  |
| 1. Select strategies for reinforcing appropriate behavior. | Reinforcement strategies are identified and described in sufficient detail for implementation | Reinforcement strategies are identified but lack sufficient detail for implementation | No reinforcement strategies are identified |  |
| 1. Select strategies for generalization and maintenance of appropriate behavior.   (Get evidence of effectiveness of plan before addressing generalization & maintenance.) | Generalization and maintenance strategies are identified and described in sufficient detail for implementation | Generalization and maintenance strategies are identified but lack sufficient detail for implementation | No generalization and maintenance strategies are identified |  |

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| **Identify strategies for BIP (cont.)** | 1. Select consequence strategies that make problem behavior ineffective | Consequence strategies are identified and described in sufficient detail that:   * Minimize the impact of the problem behavior on other students * Reduce the reinforcement of the problem behavior * Minimize damage to the student’s reputation | Consequence strategies are identified are identified that meet some of the following:   * Minimize the impact of the problem behavior on other students * Reduce the reinforcement of the problem behavior * Minimize damage to the student’s reputation   ***Or*** all of the above are met but not described in sufficient detail | No consequence strategies are identified are identified or they focus on punishments and/or reinforce the problem behavior |  |
| 1. If necessary, develop additional (beyond current school-wide) crisis prevention & intervention procedures | Crisis plan is described in sufficient detail for implementation or documentation exists that a crisis plan is not needed | Crisis plan is indicated but is not described in sufficient detail for implementation | Documentation exists that a need for crisis plan is indicated but one is not developed or there is no evidence that the team considered the need for a crisis plan |  |

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| 1. **Develop Implementation Plan** | 1. Identify 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 some of the following:   * tasks to complete * resources needed * person responsible * timelines for completion | No implementation plan has been developed. |  |
| 1. Develop training plan implement each part of the BIP | BIP training plan includes all of the following:   * Training procedures * Person responsibleimeline(s) for completion | BIP training plan includes some of the following:   * Training procedures * Person responsible * Timeline(s) for completion | No training plan developed |  |

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| 1. **Develop Evaluation & Monitoring Plan** | 1. Develop a plan to assess and monitor impact of BIP | A detailed and specific plan (who, what, when, how and review dates) is developed that describes procedures for assessing and monitoring impact of ***all*** the following:   * Target Behaviors * Social Validation * Lifestyle of Individual | A detailed and specific plan (who, what, when, how) is developed that describes procedures for assessing and monitoring impact of ***one*** of the following:   * Target Behaviors * Social Validation * Lifestyle of Individual | No plan is developed that describes procedures for assessing and monitoring impact of BIP |  |
| 1. Develop procedures for assessing fidelity of implementation of BIP | A detailed and specific plan is developed that describes procedures for collection of fidelity of implementation data (who, what, when, how, and review dates) | Plan to evaluate fidelity of implementation lacks sufficient detail | No plan to evaluate fidelity of BIP developed |  |
| 1. Assess progress toward maintenance and generalization of long-term objective. | A maintenance and generalization plan is in place and described in sufficient detail for implementation (who, what, when, how, and review dates) | Maintenance and generalization plan lacks sufficient detail for implementation | No maintenance and generalization plan developed |  |