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.  |  |