Functional Behavior Assessment/Behavior Intervention Plan Rubric

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| 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.  *Can note on Student File Checklist or Adapted Facts* | Core Team responds to data indicating one of the following:   * Non-response to Tier 2 * Existing school data - 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.  *Can note on Student File Checklist or Adapted Facts* | Action Team members include:   * principal * person with behavioral expertise * classroom teacher * other staff (as appropriate) * person making referral (as appropriate) * family member * student (as 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:   * 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:   * 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. |

*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. 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, or set of behaviors, is identified and described with 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 | A single problem behavior, or set of behaviors, 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, or set of behaviors. |
| 5. 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 in included. |
| 5. 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. 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. 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. 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. 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 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 Step 6) | 6. Direct observations were conducted to collect more information. | At least one ABC observation is conducted in setting or routine where problem behavior typically occurs  **AND**  one ABC observation was conducted in setting or routine where problem behavior is less likely to occur. | One or more ABC 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**  ABC observations were incorrectly performed and/or incomplete. | No ABC observations conducted. |
| 6. 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. Record summary statement from the FBA in the **Behavior Pathway**. | 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. 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   **AND** one of the following:   * 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. Identify **Alternative Short-term Replacement 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   **AND** one of the following:   * 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. 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.  **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. Select **Setting Event 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. Select **Antecedent 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. Select **Teaching 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. 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 con- sequence strategies that align with the function but lacks sufficient detail for implementation.  **OR**  The BIP includes reinforcement con- sequence 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. Select **Consequence / 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 are described in sufficient detail for implementation and reduce reinforcement of the problem behavior  **AND** one of the following:   * minimize the impact of the problem behavior on other students * minimize damage to the student’s reputation   **OR**  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**  strategies focus on punishments and/ or reinforce the problem behavior. |
| 4. If necessary, develop **Safety Plan** (beyond current school-wide) for individualized 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.  **OR**  Documentation exists that a need for a safety plan is indicated but one is not developed. | There is no evidence that the team considered the need for a safety plan. |

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| Implementation Plan (BIP Step 5) | 5. 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** one or two of the following:   * resources needed * person responsible * timelines for completion | No implementation plan has been developed. |
| 5. Develop **Training Plan** to teach staff 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, or plan in unclear and insufficient for carrying out. |
| 5. Identify **Timelines for Completing Tasks** necessary to implement each part of the BIP. | Task timelines are identified **AND** communicated to appropriate stake- holders. | 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. 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 planning for assessing and monitoring impact of BIP on the student is evident. |
| 6. 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. 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:   * 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:   * 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. 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:

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| 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 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 % | |