Appendix F

This section contains forms, instruments, and procedures that relate to the process of functional behavioral assessment. They are included simply to illustrate the range of available forms; inclusion in this monograph should not be construed as an official endorsement of these forms by either the Virginia Department of Education or the Center for Effective Collaboration and Practice.
Functional Behavioral Assessment Checklist

I. Describe and verify the seriousness of the problem.
   _____ Possible behavior(s) of concern is identified.
   _____ Possible behavior(s) of concern is the result of a deficit (skill/motivational).
   _____ Possible behavior(s) of concern is the result of an excess (activity).
   _____ Other_________________________________________________________________

II. Refine the definition of the problem behavior.
   _____ Possible behavior(s) of concern is defined in measurable terms.
   _____ Possible behavior(s) of concern is defined in specific terms.
   _____ Possible behavior(s) of concern is defined in observable terms.

III. Collect information on the possible functions of the problem behavior.
   _____ Pertinent records have been reviewed (e.g., academic records, discipline referrals, child
       study notes, anecdotal records, evaluations, interventions).
   _____ Functional assessment interviews have been conducted with more than one person (e.g.,
       student, parent, teacher, related service provider) who interacts with the student in
       different settings and activities.
   _____ Direct observations have been conducted across relevant circumstances (e.g., multiple
       settings, over time) and by more than one observer.
   _____ Other assessments (curricular, ecological, etc.) are conducted, as needed, to determine
       broader variables affecting student behavior.
   _____ Tools used produce objective information regarding events preceding and following
       behavior, as well as ecological and motivational variables that may be affecting the
       student’s behavior.
   _____ Information is collected until patterns are evident.

IV. Analyze information using triangulation and/or problem pathways analysis.
   _____ The team has produced an acceptable database.
   _____ Data triangulation is used to review information obtained from multiple sources and
       multiple instruments that reflect agreement regarding occurrence/nonoccurrence of
       behavior.
   _____ Problem pathways analysis is used to determine the difference between the existing
       behavior and the desired outcome.
   _____ Other_________________________________________________________________

V. Generate a hypothesis statement (“best guess”) (i.e., under x conditions, the student does y, in
   order to z) regarding the possible function of the problem behavior.
   _____ Patterns are identified from the information collected that include:
       - circumstances in which the behavior(s) of concern is most likely and least likely
         (e.g., where, when, with whom); and,
       - specific functions the behavior appears to serve for the student (i.e., what they
         get or avoid).
   _____ Broader variables (e.g., curriculum, activity patterns) that may be affecting the student’s
       behavior are identified.
   _____ Patterns are summarized into written statements; these statements are clear, concise,
       and accurate (i.e., based on data).
   _____ Team consensus is achieved regarding patterns addressed in the summary statements.

VI. Test the hypothesis statement regarding the possible function of the problem behavior.
   _____ Assessed under analog (or controlled) conditions (e.g., series of probes conducted
       1:1).
   _____ Assessed under natural conditions (e.g., manipulating actual classroom
       instructional variables).
   _____ Other_________________________________________________________________
VII. Develop and implement behavior intervention plan and supports.
   _____ Intervention strategies are clearly linked to the functional assessment information (hypothesis/summary statements).
   _____ IEP/intervention team designs a behavioral intervention plan/support that includes:
       - description of the behavior of concern;
       - goals of the intervention;
       - patterns identified through functional assessment;
       - modifications to the social and physical environment that may prevent problem behavior and/or increase the likelihood of alternative appropriate behaviors;
       - specific behaviors (skills) to be taught and/or reinforced that will achieve the same function as the problem behavior and allow the student to cope more effectively with circumstances; and,
       - strategies for managing consequences so that reinforcement is maximized for positive behavior and minimized for problem behavior.
   _____ Goals of intervention and specific replacement skills are incorporated into the student's overall educational plan (e.g., IEP).
   _____ If necessary to ensure the safety and rapid deescalation of the student's behavior, crisis management procedures and criteria for their use are determined.
   _____ Behavioral intervention plan/supports facilitates achievement of broad goals identified by the team and promotes the durability of behavior change.
   _____ Everyone working with the student on a regular basis is familiar with the behavioral intervention plan/supports and agrees to implement.

VIII. Monitor faithfulness of the implementation of the plan/supports.
   _____ Training and resources needed to ensure implementation of the behavioral intervention plan/supports are made available to the team.
   _____ An action plan for implementation is developed including specific objectives/activities, person responsible, and timelines.
   _____ Plan implementation is monitored (e.g., through reports and observations) to ensure that strategies are accurately and consistently used within and across intervention settings.

IX. Evaluate effectiveness of behavioral intervention plan/supports.
   _____ Objective information is collected to evaluate the effectiveness of the behavioral intervention plan/supports. This information includes:
       - decreases in problem behavior;
       - increases in replacement skills and/or alternative behaviors;
       - achievement of broader goals; and/or,
       - durability of behavior change.

X. Modify behavioral intervention plan/supports.
   _____ Team communicates consistently (based on timelines determined by the team) to review progress and make necessary adjustments to the behavioral intervention plan/supports.
   _____ Team conducts ongoing program review.