Appendix F

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.