



### Functional Behavior Assessment Checklist

Student:

Date:

Team Members:

School:

Grade:

| Step:   | Activity:   | Notes: |
|---|---|--------|
| <b>1. Collect Information</b>   | a. Include key individuals in the initial problem solving meetings (Gen Ed, Special Ed)   |        |
|   | b. Review relevant records<br><i>(Narrative: educational, medical, discipline (CA-60, SWIS, ODRs, Power school logs))</i>   |        |
|   | c. Collect informal direct observation data<br><i>(Teacher and principal notes, parent phone calls, observation in variety of settings)</i>                             |        |
|   | d. Interview individuals to who have direct experience (+/-) with the student<br><i>(Staff, parents, students)</i>  |        |
| <b>2. Analyze Information to Develop a Summary Statement/Hypothesis</b> | a. Define problem behaviors in observable terms   |        |
|   | b. Identify 1 key behavior to target  |        |
|   | c. Identify daily routines that are and are not associated with problem behaviors or environmental settings   |        |
|   | d. Identify triggering antecedents for target behavior  |        |
|   | e. Identify maintaining consequence/function events based on target behavior. Select the ONE most effective reinforce.  |        |
|   | f. Identify possible setting events for target behavior.  |        |
|   | g. Develop summary statements based on above information (hypothesis)   |        |
|   | h. Determine level of agreement/confidence team members have in resulting summary statements  |        |
| <b>3. Confirm Summary Statement</b>                                     | a. Review formal direct observation information on behavior, antecedents and consequences   |        |
|   | b. Determine if direct observation data confirm summary statement/hypothesis<br><i>(If summary statement not confirmed, go back to Step 2-revise as data indicates)</i> |        |
| <b>4. Summarize data in Functional Behavior Assessment Report</b>       | a. Behavior of Concern, including frequency, intensity and/or duration and impact of behavior on learning   |        |
|   | b. Proactive strategies and/or interventions that have been tried and effectiveness of interventions (data)   |        |
|   | c. Environmental factors: antecedents, what reinforces the maintenance of behavior, what can be changed (eliminated, reduced, added)                                    |        |
|   | d. Identify alternate behavior and proactive strategies/interventions toward goal   |        |
|   | e. Identify other key team members to include in BIP  |        |
| <b>5. Schedule Behavior Intervention Plan Meeting</b>                   | a. Identify key individuals to include in planning  |        |
|   | b. See BIP checklist  |        |

Summary Statement/Hypothesis:

\*Adapted from Sugai & Homer 2003. "Overview of the functional behavioral assessment process." *Exceptionality*. 8. 149-160.