Student: Click here to enter text. School:

Date of Review: Click to enter date. Date FBA / BIP were completed: Click to enter date.

Overall Score: Click here to enter text.

**Section 1: FBA Systems: Representative school-based team established to conduct, develop, review, and monitor FBA/BIP development as part of an individual evaluation of a student whose behavior impedes his or her learning or that of others.**

*Note: The purpose of this section is to be sure that the FBA was developed as a team.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Essential Features/Step** | **Date(s)** | | |
| Parent |  |  |  |
| Student |  |  |  |
| Social Worker |  |  |  |
| School Psychologist |  |  |  |
| Special Educator |  |  |  |
| General Educator |  |  |  |
| Building Administrator |  |  |  |
| Guidance Counselor |  |  |  |
| Other staff involved with plan and/or with student |  |  |  |
| Behavior Specialist |  |  |  |
| **FBA/BIP Developed as a TEAM? (at least 3 staff members involved in process):**  *Team Meeting Dates:*Click here to enter text. | | No | Yes |
| **Signed consent was obtained for completion of an FBA (and uploaded to IEPdirect’s document repository).** | | No | Yes  Date Signed: |
| **TOTAL SCORE – Section 1 -** | | **/ 4** | |

**Section 2: FBA Process: Target Behavior is operationally defined and Indirect Data Collection is conducted and documented.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Essential Features/Step** | **Rating** | | |
|  |  | | |
| * 1. Student strengths identified.   *Comment:* Click here to enter text. | Not present | Incomplete | Complete |
| * 1. Contextual Factors that contribute to the behavior are identified (including cognitive and affective factors).   *Comment:* Click here to enter text. | Not present | Incomplete | Complete |
| * 1. Summary of interviews is provided (e.g., parent, teacher, student, providers).   *Comment:* Click here to enter text. | Not present | Incomplete | Complete |
| * 1. Summary of records review is included.   *Comment:* Click here to enter text | Not present | Incomplete | Complete |
| * 1. Target behavior is identified (i.e., named).   *Comment:* Click here to enter text. | Not present | Incomplete | Complete |
| * 1. Target behavior is operationally defined (in concrete, measurable, observable terms).   *Comment:* Click here to enter text | Not present | Incomplete | Complete |
| **Section 2 Sub-Scores -** |  |  |  |
| **TOTAL SCORE – Section 2** | **/11** | | |

**Section 3: FBA Process: Team members implement Direct Data Collection procedures**

|  |  |  |  |
| --- | --- | --- | --- |
| **Essential Features/Step** | **Rating** | | |
| * 1. Identify setting(s) in which targeted behavior(s) occur(s) most and least frequently.   *Comment:* Click here to enter text | Not present | Incomplete | Complete |
| * 1. **Multiple** direct observations conducted within problem and non-problem settings, summarized in written form.   *Comment:* Click here to enter text | Not present | Incomplete | Complete |
| * 1. Baseline data collection (collected through direct observation)   Circle applicable: Frequency Duration Latency Interval (partial, whole, momentary)  *Comment:* Click here to enter text | Not present | Incomplete | Complete |
| * 1. ABC (Antecedent, Behavior, Consequence) data collection (attached)   *Comment:* Click here to enter text | Not present | Incomplete | Complete |
| * 1. Functional Assessment Rating Scales (e.g., FAST, MAS, MAS II, Problem Behavior Questionnaire)/ Functional Assessment tools (e.g., ALSUP; summarized within contextual factors).   *Comment:* | Not present | Incomplete | Complete |
| Other data collection forms (attached)  Specify: Click here to enter text. | Not present | Incomplete | Complete |
| **Section 3 Sub-Scores** |  |  |  |
| **TOTAL SCORE – Section 3** | **/ 9** | | |

**Section 4: FBA Process: A Functional Hypothesis is determined and ideas for Behavior Intervention Plan are generated.**

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| --- | --- | --- | --- |
| **Essential Features/Step** | **Rating** | | |
| 4.1 Hypothesized function(s) of the behavior(s) are named (i.e., Sensory, Tangible, Escape, Attention).  *Comment:* Click here to enter text | Not present | Incomplete | Complete |
| 4.2 The probable consequences that serve to maintain target behavior are described (maintaining consequences section of FBA).  *Comment:* Click here to enter text | Not present | Incomplete | Complete |
| 4.3 FBA data is used to develop functional hypothesis regarding the general conditions under which a behavior usually occurs and the probable consequences that serve to maintain it are named.  *Comment:* Click here to enter text | Not present | Incomplete | Complete |
| 4.4 Recommendations are included that inform next steps.  *Comment:* Click here to enter text | Not present | Incomplete | Complete |
| **Section 4 Sub-Scores** |  |  |  |
| **TOTAL SCORE – Section 4** | **/8** | | |

**Section 5: Behavior Intervention Plan Elements: interventions developed to address functional hypothesis.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Essential Features/Step** | **Rating** | | |
| * 1. BIP names target behavior.   *Comment:* Click here to enter text. | Not present | Incomplete | Complete |
| * 1. BIP includes an operational definition of the target behavior.   *Comment:* Click here to enter text. | Not present | Incomplete | Complete |
| * 1. BIP includes corresponding baseline data from FBA.   *Comment:* Click here to enter text. | Not present | Incomplete | Complete |
| * 1. Replacement behaviors are compatible with the identified function of the target behaviors.   *Comment:* Click here to enter text. | Not present | Incomplete | Complete |
| * 1. BIP integrates modifications/ strategies to decrease the impact of contextual factors and setting events.   *Comment:* Click here to enter text. | Not present | Incomplete | Complete |
| * 1. BIP includes strategies/ supports to address antecedents and prevent problem behaviors.   *Comment:* Click here to enter text. | Not present | Incomplete | Complete |
| * 1. BIP describes a plan for teaching replacement behavior, addressing lagging skills, and using positive behavioral supports and services to increase replacement behaviors.   *Comment:* Click here to enter text.. | Not present | Incomplete | Complete |
| * 1. All suggested BIP strategies are based on / compatible with the identified function(s) of the target behavior.   *Comment:* Click here to enter text. | Not present | Incomplete | Complete |
| * 1. The BIP includes plans and strategies for de-escalation and response to the identified target behavior.   *Comment:* Click here to enter text. | Not present | Incomplete | Complete |
| * 1. The BIP identifies the individuals responsible for implementation of each plan component.   *Comment*: Click here to enter text. | Not present | Incomplete | Complete |
| * 1. The BIP includes a plan for ongoing home-school collaboration.   *Comment:* Click here to enter text. | Not present | Incomplete | Complete |
| **Section 5 Sub-Scores** |  |  |  |
| **TOTAL SCORE – Section 5** | **/ 22** | | |
|  | | |  |

**Section 6: Behavior Intervention Plan contains ongoing data collection and progress monitoring.**

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| --- | --- | --- | --- |
| **Essential Features/Step** | **Rating** | | |
| * 1. Progress monitoring schedule specifies the data to be collected, the person (s) collecting data, and intervals for data collection.   *Comment:* Click here to enter text. | Not present | Incomplete | Complete |
| * 1. Evidence of ongoing data collection is included in the student’s file.   *Comment:* Click here to enter text. | Not present | Incomplete | Complete |
| * 1. Staff developed a graph reflecting changes in the occurrence of behaviors (attached to BIP).   *Comment:* A graph template was not included in the 2014-2015 FBA / BIP templates. While this is a part of the current QA rubric, no points on this rubric will be deducted if teams did not include it in their 2014-2015 documents. | Not present | Incomplete | Complete |
| * 1. At least one review date has been scheduled to assess plan effectiveness. Completed reviews have been documented and reflect changes to the original plan, if warranted.   *Comment:* Click here to enter text. | Not present | Incomplete | Complete |
| **Section 6 Sub-Scores**Click here to enter text. |  |  |  |
| **TOTAL SCORE – Section 6**Click here to enter text. | **/ 6** | | |

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| --- | --- | --- | --- |
| **TOTAL SCORE – Section 1** | /4 | **FBA Subtotal** | /32 (%) |
| **TOTAL SCORE – Section 2** | /11 | **BIP Subtotal** | /28 (%) |
| **TOTAL SCORE – Section 3** | /9 | **Document Total Score** | /58 (%) |
| **TOTAL SCORE – Section 4** | /8 |  |  |
| **TOTAL SCORE – Section 5** | /22 |  |  |
| **TOTAL SCORE – Section 6** | /6 |  |  |

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| --- |
| **Reviewers** |
| Laura Bertini-Colón, LCSW; Jacquelyn O’Connor, Psy.D., N.C.S.P; Kelli Schuhl, LCSW |
| **Additional Comments** |
|  |