

FUNCTIONAL ASSESSMENT/BEHAVIORAL INTERVENTION CHECKLIST

IEP teams can use this checklist to guide them through the process of conducting a functional behavioral assessment and writing and implementing a positive behavioral intervention plan.

Student: _____ Date: _____

Team leader: _____ Grade: _____

Behavior(s) of concern:

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	1. Is the student behavior of concern clearly defined?
<input type="checkbox"/>	<input type="checkbox"/>	2. Have replacement behaviors that serve the same function (or result in the same outcome) for the student been identified, along with the circumstances under which they should occur (e.g., when threatened by peer in hallway)?
<input type="checkbox"/>	<input type="checkbox"/>	3. Are multiple sources of information available that have been collected from various individuals (e.g., teachers, parents, classmates, student)? At least two separate indirect measures and multiple direct measures (e.g., ABC charts, scatterplots) that capture multiple occurrences/non-occurrences of the behavior (and its context) should be in agreement.
<input type="checkbox"/>	<input type="checkbox"/>	4. Has the team produced an acceptable convergent database?
<input type="checkbox"/>	<input type="checkbox"/>	5. Is the hypothesis statement written according to the three-term contingency (i.e., under x conditions, the student does y, in order to achieve z) so that an intervention plan can easily be produced?
<input type="checkbox"/>	<input type="checkbox"/>	6. Is the plan aligned with student needs and assessment results?
<input type="checkbox"/>	<input type="checkbox"/>	7. Does the plan address all aspects of the social/environmental contexts in which the behavior of concern has occurred?
<input type="checkbox"/>	<input type="checkbox"/>	8. Is there a strategy to verify the accuracy of the hypothesis statement (e.g., analogue assessment)?
<input type="checkbox"/>	<input type="checkbox"/>	9. Does the plan address both short-term and long-term aspects of student behavior (and its social/environmental context), including procedures to eliminate reliance on unacceptable behavior?
<input type="checkbox"/>	<input type="checkbox"/>	10. Does the plan include practical ways to monitor both its implementation (e.g., checklist, treatment scripts) and its effectiveness as a behavioral intervention plan?
<input type="checkbox"/>	<input type="checkbox"/>	11. Does the plan include ways to promote the maintenance and generalization of positive behavior changes in student behavior (e.g., self-monitoring)?
<input type="checkbox"/>	<input type="checkbox"/>	12. Is the plan consistent with building-level systems of student behavior change and support?