Module: Functional Behavior Assessment

Implementation Checklist for Functional Behavior Assessment

Neitzel, J. (2008). *Implementation checklist for functional behavior assessment*. Chapel Hill, NC: The National Professional Development Center on Autism Spectrum Disorders, Frank Porter Graham Child Development Institute, The University of North Carolina.

***Instructions**:* The Implementation Checklist includes each phase in the FBA process. Please complete all of the requested information including the site and state, teacher being observed, and the learner's initials. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/ addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: _____ State: _____

Teacher/practitioner: _____ Learner's Initials: _____

	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Step 1. Establishing a Team		**Score****							
1. A multidisciplinary team is formed that includes:									
a. the learner's teacher(s).									
b. any related service personnel (e.g., speech-language therapist, occupational therapist).									
c. paraprofessional(s) that work directly with the learner with ASD.									
d. the learner's parents.									
e. the learner (if developmentally appropriate).									
2. Team members identify the FBA coordinator.									

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	Observation	1	2	3	4	5	6	7	8
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Step 2. Identifying the Interfering Behavior		**Score****							
1. Team members identify the interfering behavior that is most problematic for the learner that will be the focus of the FBA.									
2. After identifying the interfering behavior, the team members determine:									
a. how long the behavior has been interfering with the learner's development and/or learning.									
b. if the behavior involves aggression or damage to property.									
c. if the behavior is the result of environmental factors (e.g., lighting, noise level).									
d. if the interfering is occurring because the learner is being asked to demonstrate a skill that he/she cannot perform.									
e. when and where the behavior occurs.									
f. other behaviors the learner exhibits immediately before the behavior occurs.									
g. what happens immediately after the interfering behavior occurs.									
Step 3. Collecting Baseline Data									
1. Prior to designing and implementing an intervention, teachers/practitioners use indirect assessment methods that include:									
a. reviewing previous and current records.									

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Step 3. Collecting Data (cont.)		**Score****							
b. conducting formal and informal interviews with school staff, family members, and the learner with ASD.									
2. Team members clearly describe the interfering behavior and identify data collection measures that will be used to assess the interfering behavior prior to designing and implementing the intervention.									
3. Team members determine how long baseline data should be collected and who will collect it.									
4. Teachers/practitioners use direct observation methods that generally include:									
a. using A-B-C data charts.									
b. using scatterplots.									
c. using standardized behavior rating scales.									
d. conducting learner motivation assessments.									
e. conducting learner reinforcer preference assessments.									
5. Teachers/practitioners use indirect and direct assessment results to identify:									
a. where the behavior happens.									
b. with whom the behavior occurs.									
c. when the behavior happens.									
d. activities during which the behavior occurs.									

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	Date								
	Observer's Initials								
Step 3. Collecting Data (cont.)		**Score****							
e. what other students are doing when the behavior starts.									
f. what teachers/adults are doing when the behavior starts.									
g. proximity of other students, teachers, and/or adults.									
h. the noise level in the environment.									
i. the number of individuals in the area.									
j. other environmental conditions (e.g., lighting, door open/closed, noise in the hall).									
k. the function of the behavior (i.e., get/obtain, escape/avoid).									
6. Teachers/practitioners identify other variables that might be influencing the interfering behavior (e.g., medication, family/home variables, health status of learner).									
Step 4. Developing a Hypothesis Statement									
1. Teachers/practitioners develop a hypothesis statement for the interfering behavior that includes:									
a. the setting events, the immediate antecedents, and immediate consequences that surround the interfering behavior.									

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Step 4. Developing a Hypothesis Statement (cont.)		**Score****							
b. a restatement or refinement of the description of the interfering behavior that is occurring.									
c. the function the behavior serves (i.e., attention, escape, tangible/edibles, automatic/sensory).									
Step 5. Testing the Hypothesis									
1. Teachers/practitioners test the hypothesis by modifying the setting/activity to increase the probability that the behavior occurs.									
Step 6. Developing Interventions									
1. Teachers/practitioners identify appropriate evidence-based practices that address the function of a learner's interfering behavior.									
2. Teachers/practitioners develop a behavior intervention plan (BIP) that matches the function of the interfering behavior and is agreed upon by all members of the team.									
3. Teachers/practitioners include the following in the BIP:									
a. a definition of the interfering behavior.									
b. evidence-based practices used to decrease the interfering behavior									
c. objectives that can be used to indicate progress.									
d. additional materials that may be needed (e.g., data sheet, timer, quiet space, additional staff).									

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Step 6. Developing Interventions (cont.)		**Score****							
e. environmental modifications (i.e., changing class/activity setting, physical attributes of instructional location, change in instructional strategies/practices).									
f. response(s) from staff and others to the interfering behavior (i.e., consequences).									
g. strategies for improving skill deficit areas.									
h. strategies for enhancing learner motivation.									
i. the data collection plan.									
Step 7. Monitoring Intervention Effectiveness									
1. Teachers/practitioners develop a system to monitor the effectiveness of the intervention that outlines when, where, by whom, and how data are collected.									
2. Teachers/practitioners collect data that focus on:									
a. the frequency of the interfering behavior.									
b. the frequency of use of replacement behavior(s).									
c. how long the interfering behavior lasts when it occurs.									
3. Teachers/practitioners collect data in the setting where the behavior occurs and in other settings as well.									

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Step 7. Monitoring Intervention Effectiveness (cont.)		**Score****							
4. Teachers/practitioners collect data in the setting in which the behavior occurs at least once a week to monitor the frequency of the interfering behavior(s) and the replacement behavior(s).									
5. Teachers/practitioners compare intervention data to baseline data to determine the effectiveness of the intervention.									
6. Teachers/practitioners summarize the data to make decisions about program planning.									

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