



### 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 <i>(Narrative: educational, medical, discipline (CA-60, SWIS, ODRs, Power school logs))</i>	
	c. Collect informal direct observation data <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 <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 <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.