

Functional Behavioral Assessment Implementation Checklist¹

STEP	ACTIVITY	STATUS	ACTION PLAN
1. Collect Information	1. Include key individuals in the initial assessment meetings (Gen Ed, Special Ed).	Y N	
	2. Review relevant records.	Y N	Narrative: educational, medical, discipline.
	3. Collect informal direct observation data.	Y N	Teacher & principal notes. Parent phone calls. Observation in variety of settings.
	4. Interview individuals who have (+/-) direct experience with the student.	Y N	(staff, parents, students) (+/-)
2. Develop Summary Statement	1. Identify 1-3 key behaviors (Adams 14).	Y N	
	2. Define problem behaviors in observable terms.	Y N	
	3. Identify daily routines that are and are not associated with problem behaviors or environmental settings.	Y N	
	4. Identify triggering antecedents (set off) events.	Y N	
	5. Identify maintaining consequence / function events. Select the ONE most effective, reinforcer.	Y N	
	6. Identify possible setting events (set up)	Y N	
	7. Develop summary statements based on 1-5 (hypothesis).	Y N	
	8. Determine level of agreement / confidence team members have in resulting summary statements.	Y N	If agreement / confidence high (4-6), got to Step 3. If low (<4), go back to Step 1 and collect more direct observation data.
3. Confirm Summary Statement	1. Collect formal direct observation information on behavior, antecedents and consequences.	Y N	Narrative: facts, fast, facile. ABC, PBQ, FBAM, scatter plots.
	2. Determine if direct observation data confirm summary statement.	Y N	If summary statement confirmed, go to Step 4. If not confirmed, go back to Step 2. Consider need to conduct formal functional analysis.
4. Develop Competing Behavior Pathway Summary	1. Identify desired behavior.	Y N	
	2. Identify common reinforcing consequences for desired behavior.	Y N	
	3. Identified alternative behavior(s). (Steps toward goal).	Y N	
	4. Determine level of agreement / confidence of team members in competing pathway summary.	Y N	If agreement / confidence high, go to Step 5 If low, repeat Step 4.
	5. Identify other key team members to include in BIP.	Y N	5. Identify other key team members to include in BIP.
5. Schedule Behavior Intervention Plan Meeting	1. Identify key numbers to include in planning.	Y N	
	2. See BIP checklist.	Y N	

¹Adapted from Sugai & Horner 2003. "Overview of the functional behavioral assessment process." *Exceptionality*, 8. 149-160.