

Functional Behavior Assessment (FBA) Report Rubric				Page 1
	Score of 1- Needs Critical Improvement Any of the following apply:	Score of 2- Needs Some Improvement Any of the following apply:	Score of 3- Meets Requirements Includes all of the following:	Score of 4- Exceeds Requirements Includes all components of a "3" and at least one of the following for each part:
I. Reason for Referral and Target Problem Behavior(s)	<p>Origin of referral is missing.</p> <p>The target problem behavior is missing.</p> <p>The target problem behavior does not impede learning.</p> <p>The need for services is identified as the reason for referral.</p> <p>3 or more target problem behaviors are identified.</p>	<p>Origin of referral is unclear.</p> <p>Target problem behavior is unclear.</p> <p>The need for assessment is unclear.</p>	<p>Origin of referral (e.g. due process, parent request, IEP team)</p> <p>General description of the target problem behavior includes: -how long student has been exhibiting -how often the behavior occurs -how it impacts learning</p> <p>1-2 target problem behaviors</p>	<p>Information on trends, worsening or improvement in target problem behavior</p> <p>Previously gathered data</p> <p>Summary graph that illustrates baseline data collected across time and/or settings that supports the need for the assessment</p>
II. Operational Definition(s) of the Target Problem Behavior(s)	<p>Target problem behavior is not defined.</p> <p>Target problem behavior is not defined in terms that are specific, observable, and measurable.</p>	<p>Operational definitions have 1-2 required characteristics (specific, observable, or measurable).</p>	<p>Each target problem behavior is operationally defined (specific, observable, and measurable).</p>	<p>Example(s) and non-example(s) of target problem behavior</p> <p>Operational definitions of 1-2 appropriate behaviors currently in the student's repertoire that are related to the target problem behavior</p>
III. Indirect Assessment	<p>A. Background Information/Record Review Record review and interviews are missing.</p> <p>Does not address current or previous target behavior(s).</p> <p>Information from IEP(s) is not charted.</p> <p>B. Behavioral Interview Tools Target problem behavior is not addressed.</p> <p>Key individuals are not interviewed.</p> <p>C. Indirect Assessment Summary Summary is not included.</p> <p>Lengthy descriptions and/or discussions of irrelevant details (e.g., interventions that are more than 2 years old) are included.</p>	<p>A. Background Information/Record Review Record review or interviews are missing.</p> <p>Includes information irrelevant to the FBA (e.g. discussions of inappropriate behaviors other than the target behavior).</p> <p>Does not address previous target behavior(s).</p> <p>IEP information chart is incomplete.</p> <p>B. Behavioral Interview Tools Behaviors or topics irrelevant to the target behavior are discussed/reported.</p> <p>1 key individual is interviewed.</p> <p>C. Indirect Assessment Summary Incomplete summary of indirect assessments</p>	<p>A. Background Information/Record Review Explanation of how background information was obtained</p> <p>Relevant discussion of history: -family -medical/ health/ developmental -educational -previous target behaviors and interventions</p> <p>IEP information chart</p> <p>B. Behavioral Interview Tools Relevant discussion and summary of interviews</p> <p>Interviews of 2 key individuals (1 parent/guardian, 1 school staff member who works with the student on a daily basis) using the Comprehensive Interview Tool.</p> <p>C. Indirect Assessment Summary Summary of all indirect assessments</p> <p>Possible influencing factors, antecedents, consequences, and function of the behavior</p>	<p>A. Background Information/Record Review Potential outside factors (e.g., diet, sleep pattern, medication) (Motivating Operations)</p> <p>Instruction, Curriculum, Environment, Learner (ICEL) by Review, Interview, Observe, Test (RIOT) analysis (see Attachments B-1 and B-2)</p> <p>Interview with outside service providers</p> <p>Discussion of parent involvement with implementation of behavior services</p> <p>Graphs of relevant data</p> <p>B. Behavioral Interview Tools Interviews of 3 or more key individuals</p> <p>Use of additional, valid tools</p> <p>C. Indirect Assessment Summary Analysis and discussion of discrepancies in results</p>

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IV. Direct Assessment	<p>Observation record (table) is missing.</p> <p>Observation periods are not determined by patterns of behavior, may be chosen arbitrarily.</p> <p>Includes 0-1 direct observation/data collecting periods.</p> <p>0-7 occurrences of the target problem behavior are captured.</p> <p>A. Ecological Analysis Settings/activities, number of students and staff are not identified.</p> <p>Tier 1 support is not analyzed.</p> <p>B. Current Data No direct observations conducted</p> <p>Data are not collected and/or reported.</p> <p>Antecedent-Behavior-Consequence (ABC) data are not included.</p> <p>Data unrelated to target problem behavior are reported.</p> <p>C. Direct Assessment Summary Summary analysis of data is missing or inaccurate.</p>	<p>Observation record (table) is incomplete.</p> <p>Observation periods are determined by indirect data.</p> <p>Includes 2 direct observation/data collection periods.</p> <p>8-14 occurrences of the target problem behavior are captured.</p> <p>A. Ecological Analysis Only settings/activities, number of students and adults are identified.</p> <p>B. Current Data Fewer than 5 days of scatter plot data are collected and reported.</p> <p>Antecedent-Behavior-Consequence (ABC) data collection may be used, but at least one other form of data collection is missing.</p> <p>ABC data reflects fewer than 15 occurrences of the target behavior.</p> <p>Recurring antecedents and consequences are not clearly identified or discussed.</p> <p>C. Direct Assessment Summary Summary analysis of data is included but does not include graph(s).</p>	<p>Observation record (table) is complete.</p> <p>Observation periods selected based on scatterplot.</p> <p>3 or more direct observation/ data collection periods, (different days), during which target problem behavior is observed.</p> <p>A. Ecological Analysis Settings/activities, number of students and adults, classroom motivation systems, physical structure, and interpersonal interactions are identified and described.</p> <p>Description and analysis of Tier I supports.</p> <p>Level of class-wide academic engagement is discussed.</p> <p>B. Current Data 5 days of scatter plot data are collected and reported at the outset of the assessment period (consecutive days, when possible).</p> <p>In addition to ABC data collection, at least 1 other type of data collection is included (i.e. frequency, duration, PLACheck/peer comparison).</p> <p>At least 15 occurrences of the target problem behavior are captured by ABC data collection.</p> <p>Data collection sessions conducted in settings where the behavior is and is not occurring.</p> <p>Recurring antecedents and consequences are clearly identified in graphs. Antecedent-Behavior and Behavior-Consequence patterns are summarized in a chart (see template).</p> <p>Data are graphed appropriately.</p> <p>C. Direct Assessment Summary Summary analysis is consistent with reported data.</p>	<p>4 or more observations/ data collection periods during which target problem behavior occurred</p> <p>A. Ecological Analysis Graphs summarizing results. Ratio of positive/supportive to negative/corrective interactions between adults and students.</p> <p>B. Current Data 6 or more days of scatter plot data are collected and reported. Additional data collection, relevant to the target behavior Addresses any precursor behaviors and response classes (if applicable)</p> <p>ICEL by RIOT is part of analysis (see Attachments B-1 and B-2) Inter-rater reliability Conditional probability (A:B, B:C)</p> <p>C. Direct Assessment Summary Data on appropriate behaviors (e.g., frequency, duration, etc.)</p>

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V. Function(s) of the Target Problem Behavior(s)	A hypothesized function of the problem target behavior is missing. Hypothesized function of the problem target behavior is not based on behavioral concepts and/or is not consistent with collected data. (SEAT: Sensory/Automatic, Escape, Attention, Tangible)	Hypothesized function is not reflected by data collected.	For each target problem behavior: hypothesized function (SEAT) is aligned with and supported by collected data.	Incorporates any precursor behaviors and/or setting events (Motivating Operations) into hypothesized function statement.
VI. Overall Summary	Summary of emerging patterns that may influence the target problem behavior is missing. Relevant antecedents are not discussed.	Summary is based on indirect data only . Summary is based on direct data only .	Pertinent background information -assessments (indirect & direct) -emerging patterns and influences (e.g., time, setting, individuals/interactions, environmental triggers, and responses) Findings from all areas Relevant antecedents Statement(s) of hypothesized function	Summarizes emerging patterns that may influence appropriate behaviors Effects of Motivating Operations (e.g., diet, sleep pattern, medication, etc.) Precursor behaviors Response classes Overall summary chart/table
VII. Recommendations	Lacks a functionally equivalent replacement behavior (FERB) Strategies are not based on the function of the behavior. Behavior Related Service (i.e., BII, BIC, BID) is named as a strategy. A. Antecedent Strategies (Prevention) Strategies are missing B. Behavior Strategies (Teaching) New, replacement behaviors are not identified. Replacement behaviors do not match the function of the target problem behavior. C. Consequence-Based Strategies Not identified Intended reinforcers are not identified and/or based on student's preferences D. Follow up Data Collection Methods for follow up data collection are missing	Functionally equivalent replacement behavior (FERB) is not described for each target behavior. Some strategies are based on the function of the behavior. A. Antecedent Strategies (Prevention) Do not address environmental changes. B. Behavior Strategies (Teaching) Incomplete discussion of: -Replacement behaviors -Prerequisite skills -Teaching strategies C. Consequence-Based Strategies A description of reinforcement is missing. Safety precautions are missing, if applicable. Includes only correction strategies. D. Follow up Data Collection Methods for follow up data collection are unclear	Functionally equivalent replacement behavior (FERB) described for each target problem behavior. All strategies are related to the hypothesized function. A. Antecedent Strategies (Prevention) Environmental changes (e.g., schedules, choice) B. Teaching Strategies for Skill Acquisition Replacement behaviors (FERB) Prerequisite skills needed and those already in student's repertoire Teaching strategies (e.g., modeling, role play, small group instruction, pre-teaching) Includes plan for generalization and fading, as appropriate. C. Consequence-Based (Response) Strategies Reinforcement of existing and new appropriate behaviors, based on student preferences Identification and description of correction strategies (e.g., prompts to use FERB, redirection,) D. Follow up Data Collection Type of data, frequency of data collection, and data analysis Methods for follow up data collection include response measure	A. Antecedent Strategies (Prevention) Indicates curricular accommodations B. Behavior Strategies (Teaching) General descriptions of teaching strategies Technologically written (step-by-step) generalization and fading plan, as appropriate. C. Consequence-Based Strategies Schedule(s) of reinforcement Preference assessment