

FBA Report Checklist

Use of this report checklist as a guide throughout the entire FBA process. After the assessment has concluded ALL boxes below must be checked in order for the FBA assessment to be complete.

I. Identifying Information

- | | |
|---|---|
| <input type="checkbox"/> Name | <input type="checkbox"/> Special Education Eligibility |
| <input type="checkbox"/> Date of Birth | <input type="checkbox"/> Current Placement |
| <input type="checkbox"/> LAUSD Student ID # | <input type="checkbox"/> Previous Placement (N/A if not applicable) |
| <input type="checkbox"/> Age | <input type="checkbox"/> Language Classification |
| <input type="checkbox"/> Grade | <input type="checkbox"/> ELD Level |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Designated Instructional Services (DIS) |
| <input type="checkbox"/> Home School | <input type="checkbox"/> Name of Assessor(s) |
| <input type="checkbox"/> School of Attendance | <input type="checkbox"/> Date of Report |

II. Reason for Referral

- Origin of referral
- Target problem behavior (definition of target problem behavior must be specific, observable, and measurable).
- Impact on child's school performance
- Information about how long the behavior has been occurring (e.g. since the beginning of the school year, after winter break, etc.)

III. Interviews

Relevant discussion and summary of interviews:

- Completed FACTS- staff and/or teacher
- Completed Family-Directed Interview
- Summary statement of antecedent, behavior, consequence, and possible function

IV. Observations

Ecological analysis:

- Summary of Learning Environment Checklist (LEC)
- Description of tiered supports in place
- Class-wide motivation systems

Frequency and/or Duration Data:

- Rate of the target problem behavior after three separate days of frequency data collection **only** during the specified prioritized routine, and an average amount of time the target problem behavior lasts during the specified prioritized routine. **(*Duration data only needs to be reported if the target problem behavior lasts more than three full minutes*)**

ABC Observation:

- At least 10 occurrences of the target problem behavior have been recorded **OR** at least three 30-minute ABC data collection sessions have taken place
- Each observation period took place for 30 consecutive minutes
- Observations took place in locations and at times based on the routine analysis from FACTS
- Brief summary of common antecedents and consequences observed

V. Summary Statement

- Statement of the hypothesized function based on ABC observation data (from ABC Observation Summary)

VI. Behavior Intervention Recommendations

Ecological/Antecedent Strategies

- Information on students' ability to communicate, pertinent skill deficits that may need accommodations
- Information on environment (i.e. access to objects and activities that can compete with problem behaviors), structure of the classroom, routines in the classroom, and visual schedules
- All ecological/antecedent strategies match the function of the target problem behavior

Teaching Strategies

- Brief discussion of replacement behaviors, successive approximations, and desired behaviors
- Information on how the student will learn replacement and desired behavior(s)
- Information on when the student will demonstrate replacement and desired behavior(s)
- All teaching strategies match the function of the target problem behavior

Consequence-Based Strategies

- Information on how replacement and desired behaviors will be reinforced based on identified student preferences
- Information on how staff will respond to the target problem behavior when it occurs
- All consequence-based strategies match the function of the target problem behavior

VII. Overall Summary

- Reason for referral statement, target problem behavior definition and description
- Summary of FACTS and Family-Directed Interview
- Summary of ABC Observation and Learning Environment Checklist (LEC)
- Statement about the hypothesized function of the behavior
- Function-based intervention strategies

VIII. Follow-up data collection

- Information on type of data collection procedure to be used to determine efficacy of interventions