

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

**FUNCTIONAL BEHAVIOR ASSESSMENT CHECKLIST**

- \_\_\_ Review of school records **AND**  
 \_\_\_ available outside agency professional records
- \_\_\_ Systematic, direct observations of student across school settings
- \_\_\_ Interviews with the  
 \_\_\_ student **AND**  
 \_\_\_ parent/caregiver **AND**  
 \_\_\_ teachers **AND**  
 \_\_\_ other appropriate school personnel **AND**  
 \_\_\_ appropriate community service providers
- \_\_\_ Completion and review of behavior rating scales and/or other assessment tools
- \_\_\_ Target behavior is operationally defined in specific, observable, and measureable terms
- \_\_\_ Information is collected across respondents **AND**  
 \_\_\_ settings
- \_\_\_ Collected information allows determination of patterns of  
 \_\_\_ frequency **AND**  
 \_\_\_ duration **AND**  
 \_\_\_ intensity
- \_\_\_ Antecedent events that serve as a stimulus for the target behavior are identified and described
- \_\_\_ Consequences that follow and maintain the target behavior are identified and described
- \_\_\_ Function or purpose of the target behavior is identified
- \_\_\_ Reinforcers are identified
- \_\_\_ Hypothesis is generated about the relationship between the target behavior, antecedents and consequences, **AND**  
 \_\_\_ specific variables to be manipulated are identified
- \_\_\_ Intervention is developed based upon hypothesis
- \_\_\_ Acceptable replacement behaviors are identified
- \_\_\_ Alternative skills needed for replacement behavior are identified
- \_\_\_ Determination is made whether student has alternative skills in his/her behavior repertoire and if not, which skills must be taught

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**BEHAVIOR INTERVENTION PLAN CHECKLIST**

- \_\_\_ Functional behavior assessment was conducted prior to plan development
- \_\_\_ Target behavior is operationally defined **AND**
  - \_\_\_ Measureable **AND**
  - \_\_\_ Observable
- \_\_\_ Target behavior description includes measures of frequency **AND**
  - \_\_\_ duration **AND**
  - \_\_\_ intensity
- \_\_\_ Proactive strategies such as setting/antecedent changes are included
- \_\_\_ Proactive strategies outnumber reactive strategies by a ratio of at least 3 to 1
- \_\_\_ Reactive strategies specify consequences to be delivered following occurrence of target behavior
- \_\_\_ Plan includes alternative skills to be taught
- \_\_\_ Plan identifies who will teach alternative skills
- \_\_\_ Replacement behaviors are included in plan
- \_\_\_ Reactive strategies specify consequences for replacement behaviors/demonstration of alternative skills
- \_\_\_ Consequences include types and schedules of reinforcers for alternative/replacement behaviors
- \_\_\_ Crisis intervention plan is included, if appropriate
  - \_\_\_ Crisis plan identifies crisis team **AND**
    - \_\_\_ Communication system **AND**
    - \_\_\_ Specific de-escalation/reduction procedures to be used **AND**
    - \_\_\_ Sequence of emergency contacts **AND**
    - \_\_\_ Documentation of emergency contacts
- \_\_\_ Plan evaluation includes provisions for monitoring reduction of target behaviors **AND**
  - \_\_\_ Increases in alternative skills **AND**
  - \_\_\_ Criteria for successful reduction of target behaviors **AND**
  - \_\_\_ Criteria for meaningful increases in replacement behaviors