

## Functional Behavioral Assessment Implementation Checklist<sup>1</sup>

Step	Activity	Status	Action Plan
<b>1. Collect Information</b>	1. Include key individuals in the initial assessment meetings.	Y N	
	2. Review relevant records.	Y N	
	3. Collect informal direct observation data.	Y N	
	3. Interview individuals who have direct experience with the student.	Y N	
<b>2. Develop Summary Statement</b>	1. Define problem behavior in observable terms.	Y N	
	2. Identify daily routines that are and are not associated with problem behavior.		
	3. Identify triggering antecedents events.	Y N	
	4. Identify maintaining consequence events. Select the ONE, most effective, maintaining reinforcer.	Y N	
	5. Identify possible setting events/establishing operations.	Y N	
	6. Develop summary statements based on 1. – 5.	Y N	
	7. Determine level of agreement/confidence individuals have in resulting summary statement.	Y N	If agreement/confidence high (4-6), go to Step 3. If low (<4), go back to Step 1 and collect more direct observation data.
<b>3. Confirm Summary Statement</b>	1. Collect formal direct observation information on behavior, antecedents, & consequences.	Y N	
	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.
<b>4. Develop Competing Behavior Pathway Summary</b>	1. Identified desired replacement behavior (long term objective).	Y N	
	2. Identify common reinforcing consequences for desired replacement behavior.	Y N	

<sup>1</sup> Sugai & Horner 2003. Adapted from Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S. (1999-2000). Overview of the functional behavioral assessment process. *Exceptionality*, 8, 149-160.

	3. Identified alternative replacement behavior(s) based on function of problem behavior (short term objectives).	Y	N	
	4. Determine level of agreement/confidence in competing pathway summary.	Y	N	If agreement/confidence high, go to Step 5. If low, repeat Step 4.
<b>5. Identify Strategies for BIP</b>	1. Select strategies &/or environmental manipulations that neutralize impact of setting events.	Y	N	
	2. Select strategies &/or environmental manipulations that make triggering antecedents irrelevant.	Y	N	
	3. Select strategies &/or environmental manipulations that teach student skills that make problem behavior inefficient.	Y	N	
	4. Select strategies &/or environmental manipulations that make consequences for problem behavior ineffective.	Y	N	
	5. If necessary, develop additional (beyond current school-wide) crisis prevention & intervention procedures.	Y	N	
<b>6. Develop Implementation Scripts for BIP</b>	1. Develop scripts & routines for implementation of BIP.	Y	N	
	2. Identify who will implement BIP.	Y	N	
	3. Determine if resources & capacity to implement BIP available.	Y	N	If capacity adequate, implement. If resources/capacity inadequate, obtain resources, modify context, &/or adjust implementation requirements.
<b>7. Develop Evaluation &amp; Monitoring Procedures</b>	1. Identify measures to assess impact: (a) target behaviors, (b) social validation, (c) lifestyle, etc.	Y	N	
	2. Develop schedule for on-going evaluation of implementation impact.	Y	N	
	3. Develop procedures for assessing accuracy of implementation of BIP.	Y	N	
	4. Assess progress toward achieving long term objective.	Y	N	If adequate progress, continue. If criteria met, develop new objective. If inadequate progress, go back to Step 1.