

Functional Behavioral Assessment Implementation Checklist¹

Step	Activity	Status	Action Plan
1. Collect Information	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	
2. Develop Summary Statement	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.
3. Confirm Summary Statement	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.
4. Develop Competing Behavior Pathway Summary	1. Identified desired replacement behavior (long term objective).	Y N	
	2. Identify common reinforcing consequences for desired replacement behavior.	Y N	

¹ 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.
5. Identify Strategies for BIP	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	
6. Develop Implementation Scripts for BIP	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.
7. Develop Evaluation & Monitoring Procedures	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.