

# Functional Behavioral Assessment Checklist

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Team Leader: \_\_\_\_\_ Grade: \_\_\_\_\_

Behavior(s) of concern: \_\_\_\_\_

Yes	No	Checklist
		1. Is the behavior of concern clearly and <u>objectively</u> defined?
		2. Have replacement behaviors that serve the same function (or result in the same outcome) been identified, along with the circumstances under which they should occur (e.g., when threatened by peer in hallway)?
		3. Have multiple sources of information about the behavior been collected from various individuals (e.g., teachers, parents, classmates, student)? Do at least two separate indirect measures and multiple direct measures agree?
		4. Is the hypothesis statement written in the form of "Under X conditions, the student does Y, in order to achieve Z" so that an intervention plan can easily be produced?
		5. Has the hypothesis been tested by manipulating one variable at a time to determine its impact on the target behavior?
		6. Is the plan aligned with student needs and assessment results?
		7. Does the plan address all aspects of the social/environmental contexts in which the behavior of concern has occurred?
		8. Does the plan address both short-term and long-term aspects of student behavior (and its social/environmental context), including procedures to eliminate reliance on unacceptable behavior?
		9. Does the plan include practical ways to monitor both its implementation and its effectiveness as a behavioral intervention plan?
		10. Does the plan include ways to promote the maintenance and generalization of positive behavior changes in student behavior?
		11. Is the plan consistent with building-wide systems of student behavior change and support?
		12. Can the person(s) responsible for implementing the plan realistically do so? If not, are adequate supports for personnel in place?