

# Using FBA for Diagnostic Assessment in Behavior

## Handout 1: FBA and Behavior Support Plan Self-Assessment

Use this checklist to assess the presence of key features of an existing Functional Behavior Assessment (FBA) and Behavior Support Plan processes in your school or district.

### Functional Assessment includes

1. An operational definition of the problem behavior that is observable and measurable.  Yes  No  Not sure
  
2. A four-part summary statement (hypothesis) that includes:
  - a. Setting events (slow triggers)  Yes  No  Not sure
  - b. Antecedents (fast triggers)
  - c. Problem behavior
  - d. Maintaining consequences (perceived function)
  
3. A team rather than an individual person to complete.  Yes  No  Not sure

### Behavior Support Plan includes

1. An operational definition of the problem behavior that is observable and measurable.  Yes  No  Not sure
  
2. A four-part summary statement (hypothesis) that includes:
  - a. Setting events (slow triggers)  Yes  No  Not sure
  - b. Antecedents (fast triggers)
  - c. Problem behavior
  - d. Maintaining consequences (perceived function)

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| 3. A statement about the results of the FBA (e.g. summary statement) and the behavior support plan (e.g. how the FBA results are linked to the BSP). | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not<br>sure |
| 4. A statement about at least one antecedent strategy to prevent the problem behavior.   | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not<br>sure |
| 5. A statement about at least one strategy to minimize or prevent reinforcement of the problem behavior.   | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not<br>sure |
| 6. A statement about at least one strategy to reinforce the replacement/alternative behavior(s).   | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not<br>sure |
| 7. A statement about the data to be collected for progress monitoring and schedule for progress monitoring.  | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not<br>sure |
| 8. A formal and regular (at least twice a month) system for assessing the fidelity with which the plan of support is being implemented.              | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not<br>sure |
| 9. A formal and regular (at least twice a month) system for assessing the impact of the plan on student outcomes.                                    | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not<br>sure |

\* adapted from the *Individual Student System Evaluation Tool, Oregon*