

FBA RUBRIC



	0 Unacceptable	1 Emerging/Progressing	2 Promising Practice
D = <u>Define</u> (Definition of Problem Behavior)	<p>Problem behavior is stated in terms that are not observable or measurable.</p> <p>AND/OR</p> <p>Inner attributes are hypothesized instead of describing what the behavior looks like.</p> <p>AND/OR</p> <p>Three or more problem behavior categories are listed without prioritizing or establishing a clear connection between those behaviors.</p>	<p>Some of the identified problem behaviors are stated in terms that are not observable or measurable. Behavioral categories are used but not defined.</p> <p>AND/OR</p> <p>Problem behaviors are listed in terms of what the student is not doing, as opposed to what the student is doing.</p> <p>AND/OR</p> <p>Two problem behavior categories are listed without prioritizing or establishing a clear connection between those behaviors.</p>	<p>All identified problem behaviors are observable and measurable and if a behavioral category is listed it is subsequently defined.</p> <p>AND</p> <p>Problem behaviors are clearly listed in terms of what the student is doing.</p> <p>AND</p> <p>No more than two problem behavior categories are included unless there is a clear connection between those categories.</p> <p>AND</p> <p>Problem behaviors consider findings of the student's universal trauma screener.</p>
A = <u>Ask</u> (Indirect Assessments)	<p>No teacher or parent interview completed.</p>	<p>Interviews completed but focused exclusively on either open-ended OR quantifiable.</p> <p>AND/OR</p> <p>Interviews focused exclusively on problem behavior and didn't address antecedents (what happens before problem behavior) or consequences (staff/peer response to problem behavior).</p>	<p>Two or more total teacher interviews completed (must include both open-ended and quantifiable). If the student has multiple teachers, interviews were completed with more than one teacher.</p> <p>AND</p> <p>Interviews included questions on antecedents and consequences.</p> <p>AND</p> <p>If a parent interview was completed, it was open-ended.</p> <p>AND</p> <p>Interviews consider student strengths and include questions about student exposure to potentially traumatic events.</p>

<p>S = <u>See</u> (Direct Assessments)</p>	<p>No ABC data collected/Only ABC descriptive information (no data)</p> <p>AND/OR</p> <p>One or less observations completed.</p> <p>AND/OR</p> <p>Less than three occurrences of problem behavior observed by FBA evaluation staff.</p>	<p>ABC data collected by some FBA evaluation team members and percentages are reported.</p> <p>AND/OR</p> <p>Behavior is not observed across all settings (ex: classroom, cafeteria, playground, etc.) in which the behavior has a history of occurring.</p> <p>AND/OR</p> <p>Three - five occurrences of problem behavior observed by FBA evaluation staff.</p>	<p>ABC data collected by all FBA evaluation team members. ABC data percentages are reported and/or data presented in a bar graph.</p> <p>AND</p> <p>Documented ABC observations occur across all settings (ex: classroom, cafeteria, playground, etc.) in which the behavior has a history of occurring.</p> <p>AND</p> <p>More than five occurrences of problem behavior observed by FBA evaluation staff.</p> <p>AND/OR</p> <p>Functional Analysis* of behavior completed with oversight by staff trained in these procedures.</p> <p><i>*Requires specific parent consent via the REED</i></p> <p>AND</p> <p>Antecedents consider school routines that could trigger a fight, fight, or freeze response by a student affected by trauma</p>
<p>H = <u>Hypothesize</u> (Analysis of Function)</p>	<p>No function identified OR function identified is not one of the following (Escape, Attention, Access to tangibles/activities, Sensory stimulation, or combined contingencies)</p>	<p>Function is identified as one of the following (Escape, Attention, Access to tangibles/activities, Sensory stimulation, or combined contingencies) but not supported by ABC Data collection.</p>	<p>Function is identified as one of the following (Escape, Attention, Access to tangibles/activities, Sensory stimulation, or combined contingencies)</p> <p>AND</p> <p>Function is supported by ABC Data or Functional Analysis data is graphed and supports identified function</p> <p>AND</p> <p>Consideration is given to trauma-related physiological responses (exhaustion, confusion, sadness, anxiety, agitation, numbness, dissociation, confusion, physical arousal) as possible functions of behavior versus more purposeful or obvious motivations such as seeking attention or avoiding difficult tasks)</p>

This content was based on materials created by the [Autism Helper](#) and [National Center on Safe Supportive Learning Environments](#)

BIP RUBRIC



	0 Unacceptable	1 Emerging/Progressing	2 Promising Practice
Identify desired long-term replacement behavior.	<p>The competing behavior pathway does not include a long-term replacement behavior,</p> <p>OR</p> <p>identified replacement behavior is unrelated to function.</p>	<p>The competing behavior pathway includes a long-term replacement behavior that</p> <ul style="list-style-type: none"> • serves the same function as the problem behavior <p>AND</p> <p>one of the following:</p> <ul style="list-style-type: none"> • is observable and measurable • is incompatible with the problem behavior 	<p>The competing behavior pathway includes a long-term replacement behavior that:</p> <ul style="list-style-type: none"> • serves the same function as the problem behavior • is observable and measurable • is incompatible with the problem behavior
Identify alternative short term behavior that is based on skill(s) necessary to achieve the desired behavior.	<p>The competing behavior pathway does not include an alternative short term behavior,</p> <p>OR</p> <p>the short-term replacement behavior is unrelated or incorrectly addresses the function.</p>	<p>The competing behavior pathway includes an alternative short-term behavior that:</p> <ul style="list-style-type: none"> • serves the same function as the problem behavior <p>AND</p> <p>one of the following:</p> <ul style="list-style-type: none"> • is observable and measurable • is incompatible with the problem behavior 	<p>The competing behavior pathway includes an alternative short-term behavior that:</p> <ul style="list-style-type: none"> • serves the same function as the problem behavior • is observable and measurable • is incompatible with the problem behavior
Select strategies to teach student skills that will effectively replace problem behavior.	<p>The BIP does not include skills to be taught.</p>	<p>The BIP includes skills to be taught, but lacks sufficient detail for developing instruction.</p> <p>OR</p> <p>The BIP includes skills to be taught, but skills are inconsistent with replacing problem behavior.</p>	<p>The BIP includes skills to be taught that will effectively replace the problem behavior AND these skills are described in sufficient detail for developing instruction.</p>

Select strategies &/ or environmental manipulations that make triggering antecedents irrelevant (e.g. Eight Effective Classroom Practices).	The BIP does not include antecedent intervention strategies.	<p>The BIP includes strategies and/or environmental manipulations aligned with the competing behavior pathway AND are linked to FBA data, but lacks sufficient detail for implementation.</p> <p style="text-align: center;">OR</p> <p>The BIP includes antecedent intervention strategies aligned with the competing behavior pathway, but not linked to FBA data.</p>	<p>The BIP includes strategies and/or environmental manipulations that are aligned with the competing behavior pathway, linked to FBA data,</p> <p style="text-align: center;">AND</p> <p>described in sufficient detail for implementation.</p>
Select consequence strategies for reinforcing desired replacement behavior.	No reinforcement consequence strategies are identified.	<p>The BIP includes reinforcement consequence strategies that align with the function but lacks sufficient detail for implementation.</p> <p style="text-align: center;">OR</p> <p>The BIP includes reinforcement consequence strategies, but strategies are not linked to identified function.</p>	<p>The BIP includes reinforcement consequence strategies that align with the function</p> <p style="text-align: center;">AND</p> <p>are described in sufficient detail for implementation.</p>
Develop and communicate implementation plan for each part of the BIP.	No implementation plan has been developed.	<p>BIP implementation plan is developed and communicated</p> <p style="text-align: center;">AND</p> <p>includes tasks to complete</p> <p style="text-align: center;">AND</p> <p>one or two of the following:</p> <ul style="list-style-type: none"> ● resources needed ● person responsible ● timelines for completion 	<p>BIP implementation plan is developed and communicated AND includes all of the following:</p> <ul style="list-style-type: none"> ● tasks to complete ● resources needed ● person responsible ● timelines for completion

Develop training plan to implement each part of the BIP.	No training plan has been developed, or plan is unclear and insufficient for carrying out.	<p>BIP training plan is developed</p> <p>AND</p> <p>includes person responsible</p> <p>AND</p> <p>one of the following:</p> <ul style="list-style-type: none"> • training procedures • timelines for completion 	<p>BIP training plan is developed</p> <p>AND</p> <p>includes all of the following:</p> <ul style="list-style-type: none"> • training procedures • person responsible • timelines for completion
Identify data collection procedures for monitoring impact of BIP and staff who will be responsible for data collection	No planning for assessing and monitoring impact of BIP on the student is evident.	<p>A plan is developed that describes procedures for assessing and monitoring impact of the following:</p> <ul style="list-style-type: none"> • target behaviors • indicator of risk <p>but lacks sufficient detail for implementation (e.g. lacks who, what, when, how, and/or review dates).</p>	<p>A plan is developed that describes procedures for assessing and monitoring impact of the following:</p> <ul style="list-style-type: none"> • target behaviors • indicator of risk <p>AND</p> <p>is described in sufficient detail for implementation (e.g. who, what, when, how, and/or review dates).</p>
Develop procedures for assessing fidelity of implementation of BIP	No planning for evaluation of fidelity of BIP is evident.	A plan is in progress for collection of fidelity of implementation data. but lacks sufficient detail for implementation (e.g. lacks who, what, when, how, and/or review dates).	<p>A plan is developed that describes procedures for collection of fidelity of implementation data (who, what, when, how, and review dates)</p> <p>AND</p> <p>is described in sufficient detail for implementation.</p>
Select strategies for generalization and maintenance of desired behavior	No generalization AND/OR maintenance strategies are Identified.	The BIP includes generalization AND/OR maintenance strategies, but lacks sufficient detail for implementation.	The BIP includes generalization AND maintenance strategies that are described in sufficient detail for implementation.

Source: The Missouri Schoolwide Positive Behavior Support

FBA RUBRIC - EXAMPLES/EVIDENCE

	0 Unacceptable	1 Emerging/Progressing	2 Promising Practice
D = Define (Definition of Problem Behavior)	<p>"Luke is defiant."</p> <p>"Luke has low self concept and he dislikes the subject."</p> <p>"Sometimes Luke hits peers on the playground, he lays on the floor in the hall, and he tears up homework papers in class."</p>	<p>"Luke swears at adults (observable/measurable) and becomes aggressive (behavioral category, not observable/measurable by itself)."</p> <p>"Luke does not follow teacher requests to independently complete a written assignment (what he's not doing)."</p> <p>"Sometimes Luke lays on the floor in the hallway outside the classroom and he tears up homework papers in the classroom."</p>	<p>"Luke will sigh heavily and put his head down on his desk and then swear at adults. Luke also becomes aggressive (hits, kicks, spits) at any adult who comes within 5 feet of him." (Observable/measurable & what the student IS doing)</p> <p>"Before entering the math classroom Luke will drop to the floor in the hallway. When prompted by an adult he will enter the classroom and immediately tear up homework papers."</p>
A = Ask (Indirect Assessments)	<p>FBA report includes no evidence of parent or teacher interviews.</p>	<p>FBA report includes evidence of only a quantifiable (ex: FAST, QABF, MAS, FAIR-T) OR only an open-ended interview. Both types are not included.</p> <p>FBA report is absent of interview information regarding antecedents and consequences.</p>	<p>FBA report includes evidence that two or more teacher interviews were completed including both quantifiable (ex: FAST, QABF, MAS, FAIR-T) AND open-ended interviews.</p> <p>FBA report includes interview information regarding antecedents and consequences.</p>

<p>S = See</p> <p>(Direct Assessments)</p>	<p>FBA report includes no evidence of ABC data collection, evidence of only 0-1 observations or notes less than 3 occurrences of problem behavior.</p>	<p>FBA report includes names of evaluators and dates that ABC data was collected by some but not all FBA evaluation team members listed on the REED. In addition, ABC data is reported in percentages.</p> <p>AND/OR</p> <p>FBA report lists the settings in which the observations took place but all settings in which the problem behavior is known to occur are not accounted for.</p> <p>AND/OR</p> <p>FBA report indicates that between 3 and 5 instances of the problem behavior were observed.</p>	<p>FBA report indicates that all FBA evaluation team members listed on the REED participated in ABC data collection. This evidence includes the names of all evaluation team members who observed and the dates the student was observed. In addition, ABC data is reported in percentages and bar graph.</p> <p>AND</p> <p>FBA report lists the settings in which the observations took place. All settings in which the problem behavior is known to occur are accounted for.</p> <p>AND</p> <p>FBA report indicates that more than 5 instances of the problem behavior were observed.</p> <p>AND/OR</p> <p>FBA report clearly states the conditions of the Functional Analysis (FA). FBA report also includes the names of the staff trained in these procedures that were overseeing the FA. In addition, results are displayed in a line graph.</p>
<p>H = Hypothesize</p> <p>(Analysis of Function)</p>	<p>FBA report does not clearly state the function of problem behavior.</p> <p>OR</p> <p>FBA report states a function that is not one of the following (Escape, Aenon, Access to tangibles/acvies, Sensory stimulation, or combined contingencies). “Luke’s problem behavior is maintained by poor emotional regulation”</p>	<p>FBA report states a function but not one that is connected to the ABC data. “Luke’s problem behavior is maintained by aenon” but the report indicates that 80% of the me problem behavior was followed by task removal.</p>	<p>FBA report clearly states function. “Luke’s problem behavior is maintained by escape from demand” and the report indicates that 80% of the me problem behavior was followed by task removal.</p> <p>OR</p> <p>If an FA was completed, the identified function is supported by the graphed FA data.</p>

This content was based on materials created by the [Autism Helper](https://theautismhelper.com/wp-content/uploads/2020/05/FBA-Rubric.pdf) and [National Center on Safe Supportive Learning Environments](https://theautismhelper.com/wp-content/uploads/2020/05/FBA-Rubric.pdf)

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