

Functional Behavioral Assessment Self-Assessment Checklist

Purpose: This checklist is designed to help LEAs assess the quality of their Functional Behavioral Assessment (FBA) processes. Each section includes specific *Look-Fors* to guide self-evaluation. The FBA self-assessment checklist is designed explicitly for FBAs conducted with students with disabilities with an Individualized Education Program (IEP).

Instructions: The FBA Self-Assessment Checklist can be used in two ways: reviewing an individual student's FBA or assessing a sample of FBAs across a school or LEA. For an individual review, gather all relevant FBA documentation, complete the checklist by evaluating whether each criterion is "Fully Implemented," "Partially Implemented," or "Not Implemented," and document findings with suggestions for improvement. For a sample review, select 3-10 representative FBAs, complete the checklist for each, and compile the results to identify trends in strengths and weaknesses. Based on your findings, create an action plan to address gaps and improve FBA quality across the district.

☐ Individual Student FBA Self-Assessment for Quality

OR

☐ District-wide Self-Assessment of FBAs for Quality

General Information

FBA Self-Assessment Reviewer:			
Date(s) of Review:			
If Self-Assessment for Student		If Self-Assessment for District-Wide Processes	
Case Manager:		Number of FBAs being reviewed:	
FBA Team Leader:		Number of Schools being Sampled:	
Date of Most Recent BIP, if applicable:		Other information:	

FBA Self-Assessment Score

Part I. Pre-FBA Procedures _____/2
Part II. FBA Team Development _____/2
Part III. Target Behaviors _____/2
Part IV. FBA Data Collection Process _____/2
Part V. FBA Process Additional Considerations _____/2
Part VI. Data Analysis and Hypothesis Statement _____/2

TOTAL SCORE: _____/12

Areas identified as needing improvement/Other Comments:

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	Fully Implemented (2 points)	Partially Implemented (1 point)	Not Implemented (0 points)
Part I. Pre-FBA Procedures <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div> Score	<p>✓ Student Identification & Referral Process</p> <p>Clear criteria exist and are regularly applied, for when an FBA is required.</p> <p>The referral process is documented and easily accessible to all relevant staff members.</p> <p>Data, including ABC data, attendance records, and teacher reports, are consistently collected prior to referral.</p> <p>Evidence exists of systematic decision-making in identifying students for an FBA.</p>	<p>⚠ Student Identification & Referral Process</p> <ul style="list-style-type: none"> <input type="checkbox"/> Referral criteria are somewhat clear but not always consistently applied. <input type="checkbox"/> The referral process is documented but not easily accessible to all staff. <input type="checkbox"/> Data is occasionally collected prior to referral but may be incomplete or inconsistent. <input type="checkbox"/> Some evidence exists of decision-making, but not fully systematic or formalized. 	<p>✗ Student Identification & Referral Process</p> <ul style="list-style-type: none"> <input type="checkbox"/> No clear criteria exist for when an FBA is required. <input type="checkbox"/> The referral process is not documented or is not accessible to staff. <input type="checkbox"/> No data was collected prior to referral, or the data was minimal and not comprehensive. <input type="checkbox"/> No evidence exists of systematic decision-making in identifying students for an FBA.
	<p>🔍 Look-Fors: Evidence of systematic decision-making and pre-intervention documentation.</p> <p>AND</p>		
	<p>✓ Consent & Family Involvement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Informed consent is always obtained before conducting an FBA, with proper documentation maintained. <input type="checkbox"/> Families are actively involved in discussions about the behavioral concerns and the FBA process. <input type="checkbox"/> Family input is consistently included in the assessment, and their perspective is considered in the analysis. 	<p>⚠ Consent & Family Involvement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Informed consent is obtained but not always documented correctly or consistently. <input type="checkbox"/> Families are sometimes involved, but not consistently, in the discussions. <input type="checkbox"/> Family input is occasionally included but not always considered in the final assessment. 	<p>✗ Consent & Family Involvement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Informed consent is not obtained or is not documented. <input type="checkbox"/> Families are not involved in the FBA process. <input type="checkbox"/> Family input is not included or considered in the assessment.
	<p>🔍 Look-Fors: Signed consent forms and records of family communications.</p>		

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<div>Part II.</div> <div>FBA Team Development</div> <div> <div></div> <div>Score</div> </div>	<div>✓ FBA Team Formation</div> <div> <input type="checkbox"/> An FBA team is established for each assessment with at least three members: <ul style="list-style-type: none"> • Team Lead: A school psychologist, BCBA, or other individual with specific training in FBAs. • Additional Team Members: At least one teacher or school staff member familiar with the student and behavior. • Additional Member: Another relevant professional, such as a speech-language pathologist, counselor, or other specialized staff. </div> <div> <input type="checkbox"/> Documentation clearly outlines the roles of each team member, and meeting notes show active collaboration between team members. </div> <div> <input type="checkbox"/> The team lead is experienced in conducting FBAs, and their experience is evident in team documentation. </div>	<div>⚠ FBA Team Formation</div> <div> <input type="checkbox"/> An FBA team is formed but may lack one required member or the team may not consistently include all necessary professionals. </div> <div> <input type="checkbox"/> Roles of team members are documented but may not always be clear or comprehensive. </div> <div> <input type="checkbox"/> Team collaboration is evident, but documentation may lack detail or consistency. </div> <div> <input type="checkbox"/> The team lead is somewhat experienced in FBAs, but this is not always reflected in the documentation. </div>	<div>✗ FBA Team Formation</div> <div> <input type="checkbox"/> An FBA team is not consistently formed for assessments or lacks key members such as a trained school psychologist or BCBA. </div> <div> <input type="checkbox"/> Documentation of team members' roles is missing, incomplete, or unclear. </div> <div> <input type="checkbox"/> There is no evidence of collaboration between team members. </div> <div> <input type="checkbox"/> The team lead lacks experience in FBAs or is not identified. </div>
	<div>🔍 Look-Fors: Documentation of team members' roles, meeting notes showing team collaboration, and evidence that the team lead is experienced in FBA processes.</div>		

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Part III. Target Behaviors <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div> Score	<p>✓ Clear, Objective, and Measurable Definitions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Target behaviors are consistently listed and defined in clear, objective, and measurable terms. <input type="checkbox"/> Definitions include specific Examples and Non-Examples to clarify expectations for all team members. <input type="checkbox"/> Behaviors are observable and focused on specific actions (e.g., "throwing objects" instead of "tantrum"). <input type="checkbox"/> The rationale for addressing the behavior includes a) student and family perspectives and b) performance comparison with peers. 	<p>⚠ Clear, Objective, and Measurable Definitions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Target behaviors are defined in somewhat clear and measurable terms, but some behaviors may be ambiguous or difficult to observe. <input type="checkbox"/> Examples and non-examples may be included for some behaviors but not consistently across all target behaviors. <input type="checkbox"/> Some behaviors are described with labels (e.g., "tantrum") rather than observable actions. <input type="checkbox"/> The rationale for addressing the behavior includes either the student's or the family's perspective but not both. <input type="checkbox"/> Performance comparison with peers is considered but may not be fully detailed or consistently included in the rationale. 	<p>✗ Clear, Objective, and Measurable Definitions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Target behaviors are not clearly defined or are defined in vague or subjective terms. <input type="checkbox"/> No examples or non-examples are provided to clarify expectations. <input type="checkbox"/> Behaviors are described with labels (e.g., "tantrum") without focusing on specific, observable actions. <input type="checkbox"/> The rationale for addressing the behavior does not include the student's or family's perspective. <input type="checkbox"/> There is no performance comparison with peers included in the rationale.
	<p> Look-Fors: Behavior definitions that are specific, measurable, and include both examples and non-examples in the FBA report.</p>		
	<p>Example of Clear Behavior Definition:</p> <ul style="list-style-type: none"> • Target Behavior: "Throws objects" <ul style="list-style-type: none"> ○ Example: Student throws with one or two hands a school tool (e.g., pencil, eraser, book, etc.) onto the floor or desktop area with more force than typical for this student. ○ Non-Example: Student places a school tool on the desk with no force. 		


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Part IV. FBA Data Collection Process <div style="border: 1px solid black; width: 100px; height: 40px; margin: 10px auto;"></div> Score	✓ Multiple Data Collection Methods <ul style="list-style-type: none"> <input type="checkbox"/> Data collection includes multiple sources: <ul style="list-style-type: none"> <input type="checkbox"/> Record Review: Attendance records, prior behavioral records, IEPs, and previous assessments are reviewed. <input type="checkbox"/> Interviews: Staff, family members, and the students (if applicable) are interviewed to gather input. <input type="checkbox"/> Direct Observation: At least three direct observations of the target behaviors in the natural environment are conducted. <input type="checkbox"/> Documentation of all data collection methods (completed forms, interview notes, records) is clear and thorough. 	⚠ Multiple Data Collection Methods <ul style="list-style-type: none"> <input type="checkbox"/> Data collection methods include some of the required sources (e.g., record review and/or interviews) but may be incomplete or inconsistent. <input type="checkbox"/> Direct observation may be limited to one instance or may not fully capture the target behavior in the natural environment. 	✗ Multiple Data Collection Methods <ul style="list-style-type: none"> <input type="checkbox"/> Data collection does not include all necessary sources (e.g., no record review, no interviews, or no direct observation). <input type="checkbox"/> Documentation of data collection is minimal or missing.
	🔍 Look-Fors: Completed data collection forms, interview notes, and records reviewed prior to the FBA.	AND	✗ Data Collection Consistency <ul style="list-style-type: none"> <input type="checkbox"/> Data collection methods are inconsistent or poorly documented. <input type="checkbox"/> Data is not collected systematically or over a range of times, leading to an unrepresentative sample.
	✓ Data Collection Consistency <ul style="list-style-type: none"> <input type="checkbox"/> Observations and data collection are systematic and consistent across settings (e.g., frequency, duration, ABC data). <input type="checkbox"/> Data is gathered over multiple days or times to ensure a representative sample of behavior. <input type="checkbox"/> Well-documented data sheets show consistent methods and multiple data points. 	⚠ Data Collection Consistency <ul style="list-style-type: none"> <input type="checkbox"/> Data collection is somewhat consistent, but methods may vary slightly across settings or over time. <input type="checkbox"/> Data may be collected on some days but not over multiple days or times, resulting in a less representative sample. 	
	🔍 Look-Fors: Well-documented data collection sheets showing consistent methods and multiple data points over time.		

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Part V. FBA Assessment Process – Additional Considerations <div style="border: 1px solid black; width: 100px; height: 40px; margin: 10px auto;"></div> Score	✓ FBA Assessment Process <ul style="list-style-type: none"> <input type="checkbox"/> Review of educational and disciplinary records is comprehensive and includes all relevant academic, behavioral, and disciplinary data. <input type="checkbox"/> Structured interviews or surveys are conducted with teachers, parents, and school personnel, ensuring input from all key stakeholders. <input type="checkbox"/> Analysis of historical interventions is included, with clear documentation of prior strategies, their outcomes, and lessons learned. <input type="checkbox"/> Assessment of student skill deficits is thoroughly completed, identifying any gaps in academic or social skills that may contribute to the behavior. 	⚠ FBA Assessment Process <ul style="list-style-type: none"> <input type="checkbox"/> Review of educational and disciplinary records includes some but not all relevant data (e.g., attendance, academic, or behavioral records may be missing). <input type="checkbox"/> Structured interviews or surveys are conducted but may not include input from all relevant stakeholders, such as parents or specific school personnel. <input type="checkbox"/> Analysis of historical interventions is partially completed but may lack detail or may not cover all relevant interventions. <input type="checkbox"/> Assessment of student skill deficits is performed but may not be comprehensive or may only address academic skills without considering social skills. 	✗ FBA Assessment Process <ul style="list-style-type: none"> <input type="checkbox"/> Review of educational and disciplinary records is not conducted, or missing key data from records such as attendance, academic history, or behavioral concerns. <input type="checkbox"/> Structured interviews or surveys are not conducted with teachers, parents, or school personnel, or are done informally and without a structured approach. <input type="checkbox"/> Analysis of historical interventions is not performed, or there is no documentation of previous interventions and their outcomes. <input type="checkbox"/> Assessment of student skill deficits is not done or is incomplete.
	🔍 Look-Fors: Comprehensive review of all relevant academic, behavioral, and disciplinary records, documentation or structured interviews or surveys with teachers, parents, and school personnel, clear analysis of historical interventions with outcomes and lessons learned, and thorough assessment of student skill deficits, including academic, social, and emotional areas that may contribute to the behavior.		

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<p style="text-align: center;">Part VI.</p> <p style="text-align: center;">Data Analysis & Hypothesis Development</p> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 10px auto;"></div> <p style="text-align: center;">Score</p>	<p>✓ Data Analysis & Hypothesis Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Data is systematically analyzed across multiple sources (observations, interviews, records) to identify clear patterns and inform the hypothesis. <ul style="list-style-type: none"> <input type="checkbox"/> Data consistently identifies skill deficits that contribute to the behavior, providing clear links between academic, social, or emotional gaps and the target behavior. <input type="checkbox"/> Data identifies daily routines or specific environmental contexts that are clearly linked to the behavior. <input type="checkbox"/> Setting events (or confirmation of none) are identified and clearly connected to the behavior, helping to contextualize triggers or influences. <input type="checkbox"/> Specific antecedents and consequences maintaining the behavior are thoroughly identified and clearly documented, allowing the team to understand the behavior's function. <input type="checkbox"/> A well-developed hypothesis about the function of the behavior is created based on thorough data 	<p>⚠ Data Analysis & Hypothesis Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Data analysis is conducted, but it may not include all relevant sources, or patterns in the data may not be fully clear or explored. <ul style="list-style-type: none"> <input type="checkbox"/> Some skill deficits are identified, but the connection to the behavior may be partially unclear or not fully explored. <input type="checkbox"/> Data partially links daily routines or environmental factors to the behavior, but the connections may not be fully clear or consistent. <input type="checkbox"/> Some setting events are identified, but the relevance or impact on the behavior is not fully explained. Alternatively, setting events are not systematically explored or documented. <input type="checkbox"/> Antecedents and consequences are identified, but they may not be specific or consistently documented across data sources. <input type="checkbox"/> A hypothesis is developed, but it may be based on incomplete or limited data (e.g., only observational data without sufficient interviews or record review). <input type="checkbox"/> The connection between antecedents, target behavior, and consequences is partially established but may not be fully explained or may lack clarity. 	<p>✗ Data Analysis and Hypothesis Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Data analysis is incomplete or not conducted systematically, and the hypothesis is not based on data patterns. <ul style="list-style-type: none"> <input type="checkbox"/> Skill deficits are not identified or not linked to the behavior in any meaningful way. <input type="checkbox"/> No clear link between daily routines or environmental contexts and the behavior is established, or this data is not collected. <input type="checkbox"/> Setting events are not identified, or the influence of setting events is not explored. <input type="checkbox"/> Antecedents and consequences maintaining the behavior are not identified or are only vaguely referenced. <input type="checkbox"/> No clear hypothesis is developed, or the hypothesis is not based on collected data (e.g., the hypothesis is made without reviewing relevant data or based solely on assumptions).

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	<p>collection (e.g., escape, attention, tangible, sensory).</p> <p><input type="checkbox"/> The hypothesis clearly connects antecedents, the target behavior, and consequences, providing a comprehensive understanding of the behavior's function.</p> <p><input type="checkbox"/> The FBA team collaboratively discusses and agrees upon the hypothesis, ensuring that it is consistent with data gathered from observations, interviews, and record reviews.</p>	<p><input type="checkbox"/> The FBA team discusses the hypothesis, but there may be limited consensus or discrepancies in how the data informs the hypothesis.</p>	<p><input type="checkbox"/> The connection between antecedents, target behavior, and consequences is not made, and the behavior's function is unclear or unsupported by the data.</p> <p><input type="checkbox"/> The FBA team does not discuss the hypothesis, or the team does not come to a consensus.</p>
<p> Look-Fors: A detailed written hypothesis statement that includes antecedents, the target behavior, consequences, and the hypothesized function of the behavior. The hypothesis aligns with data from multiple sources (e.g., observations, interviews, records) and is supported by clear, consistent patterns.</p>			

Next Steps/Action Planning:

If the self-assessment identifies an FBA that does not meet quality standards, the next step is to develop an action plan that targets the areas of need. The team should review the data in each section, examining gaps or inconsistencies, such as incomplete or unclear definitions of target behaviors, missing data sources (e.g., insufficient interviews or observations), or lack of alignment between the data and the developed hypothesis. Once these deficiencies are pinpointed, the action plan should outline specific steps for improving the FBA process. This may include refining the behavior referral process, enhancing data collection methods, involving more relevant stakeholders, or ensuring that the team works collaboratively to develop a more accurate and data-driven hypothesis. The plan should also establish timelines for implementing changes and regular check-ins to assess progress, ensuring that the FBA becomes more comprehensive and aligned with best practices.