

Outcomes	Achieved 5 pts 9-10 pts	Developing 3-4 pts 6-8 pts	Limited 1-2 pts 1-5 pts	Not Met 0	Your Score
PART 1: Conduct FBA					
Step 1: Define Problem in Operational Terms 5 pts	Achieved Behavior is operationally defined (specific, observable, and measurable)	Developing Operational definition has 1-2 required characteristics (specific, observable, and measurable)	Limited Target behavior is not defined in terms that are specific, observable, and measurable		
Step 2: Indirect Assessments 10 pts	Achieved Interviewed teacher and student; gathered thorough information on antecedents and consequences for problem behavior	Developing Interviewed teacher and student; gathered some information on antecedents and consequences for problem behavior	Limited Failed to interview both teacher and student; gathered minimal information on antecedents and consequences for problem behavior		
Step 3: Direct Assessment 10 pts	Achieved At least 5 occurrences of the targeted behavior are represented in ABC data collection; data collected in setting(s) where behavior most often occurs; a recurring pattern of antecedents and consequences are clearly indicated	Developing At least 3-4 occurrences of the targeted behavior are represented in ABC data collection; data collected in setting(s) where behavior most often occurs; recurring pattern of antecedents and consequences are indicated	Limited Fewer than 3 occurrences of targeted behavior are recorded; data not always collected in setting(s) where behavior most often occurs; recurring pattern of antecedents and consequences not clearly indicated		
Step 4: Summary of Behavior and Hypothesis Statement 5 pts	Achieved Hypothesized function of behavior includes all information in template; is clearly aligned with and supported by collected data	Developing Hypothesized function of behavior includes all information in template, but is not clearly aligned with and supported by collected data	Limited Hypothesized function of behavior does not include all information in template; OR not clearly aligned with and supported by collected data		

***Grading Criteria**

Achieved= Grade A= Excellent response, exceeding criteria. All steps in the form have been completed and are clearly explained.

Developing = Grade B= Expectation met. All steps in the form have been completed with adequate explanation and detail.

Limited = Grade C/D = Minimal Response. Few details/explanations provided; much more needed

Not Met = Grade F or Zero= Very minimal or no response/understanding demonstrated. Significant detail/explanation needed.

Step 5: Competing Pathways Summary 10 pts	Achieved Three pathways have been completed (7 steps) accurately based on data collected from FBA; Identifies appropriate replacement behavior (FERB) based on hypothesized function of student behavior; Teaching strategies that make problem behaviors irrelevant, ineffective, and inefficient have been identified and are related to FERB	Developing Three pathways have been completed (7 steps) based on data collected from FBA; Identifies appropriate replacement behavior (FERB) based on hypothesized function of student behavior; Teaching strategies have been identified and are related to FERB	Limited Three pathways, FERB goal and/or teaching strategies are incomplete		
PART 2 Write Behavior Intervention Plan					
Step 6: Identify and Write Functional Equivalent Replacement Behavior (FERB) goal 5 pts	Achieved Writes complete FERB goal achieving same functional outcomes to the problem behavior under similar conditions	Developing FERB goal partially complete achieving same functional outcomes to the problem behavior under similar conditions	Limited FERB goal meets some but not all template components		
Step 7: Identify Teaching Strategies Related to Replacement Behavior 10 pts	Achieved Identifies instructional strategies; provides detailed plans to teach the replacement behavior	Developing Identifies instructional strategies; provides plans to teach the replacement behavior	Limited Some teaching strategies are identified; plan to teach FERB is partially developed or weak		

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Step 8: Identify Reinforcement Procedures and Reactive Strategies 10 pts	Achieved Reinforcement procedures are clearly outlined and relate to identified student interests; identifies all 4 components of reactive strategies; provides detailed plans to implement	Developing Reinforcement procedures are outlined but may not relate to identified student interests; identifies some components of reactive strategies; provides plans to implement	Limited Reinforcement procedures are minimally outlined and don't relate to identified student interests; identifies some reactive strategy components; plans to implement are partial or weak		
Step 9: Communication Tasks 5 pts	Achieved All implementers (those who will monitor and exchange information) are identified AND their responsibilities are clearly delineated.	Developing Some implementers (those who will monitor and exchange information) are identified AND their responsibilities are clearly delineated.	Limited Not all implementers are identified <u>or</u> not all responsibilities are discernable.		
PART 3: Implementation of Intervention; Results and Reflection					
Step 10: Collect Baseline Data for Problem Behavior 5 pts	Achieved Baseline data is recorded over four to five sessions	Developing Baseline data is recorded over three sessions;	Limited Baseline data is recorded over 1 to 2 sessions		
Step 11: Implement Intervention 10 pts	Achieved FERB goal is discussed as beneficial; modeled; and opportunities for practice provided with corrective feedback	Developing FERB goal is; modeled; and opportunities for practice provided with corrective feedback	Limited FERB goal is taught but with few details regarding procedures		
Step 12: Graph Baseline and Intervention Data on Problem Behavior 10 pts	Achieved All intervals count by the same number of units and a reasonable interval was used; numbers clearly correspond with	Developing All intervals count by the same number of units; numbers clearly correspond with graph lines; graph has a title and labels for	Limited Intervals may not count by the same number of units; may be unclear what the numbers correspond with (space or line);		

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	graph lines; graph has a clear title and clear labels for both axes, and the unit measured is clearly stated; graph starts at 0.0; dependent variable is on y-axis; independent variable is on the x-axis.	both axes, and the unit the variable is measured in is included; graph starts at 0.0; dependent variable is on y-axis; independent variable is on the x-axis.	graph has title or labels for both axes, or the unit the variable is measured in; graph may or may not start at 0.0; variables may not be on the correct axes		
Step 13: Summarize Results and Make Recommendations 10 pts	Achieved Summary is based on results of FBA, BSP, and implementation and evaluation of behavior goal. Recommendations are thoughtful and show an excellent understanding of the process.	Developing Summary is based on results of FBA, BSP, and implementation and evaluation of behavior goal. Recommendations are thoughtful and show an adequate understanding of the process.	Limited Summary is based on results of FBA, BSP, and implementation and evaluation of behavior goal. Recommendations show a limited understanding of the process.		
Step 14: In-class Group Reflection of Process 5 pts	Achieved In-class reflection summary is based on results of FBA, BIP and implementation and evaluation of behavior goal. Candidates discuss and work together thoughtfully to show an excellent understanding of the process, including recommendations for next steps.	Developing In-class reflection summary is based on results of FBA, BIP and implementation and evaluation of behavior goal. Candidates discuss and work together thoughtfully to show an adequate understanding of the process, including recommendations for next steps.	Limited In-class reflection summary is based on results of FBA, BIP and implementation and evaluation of behavior goal. Candidates discuss and work together, but show a limited understanding of the process, including recommendations for next steps.		
Structure (Deductions only)	Relatively error free (0-3 errors) for spelling, grammar, syntax, mechanics, and sentence structure. No errors in person-first and objective language.	Few (4-5) errors in spelling, grammar, syntax, mechanics, and sentence structure, not interfering with comprehensibility. Few (1-2) errors in people-first and objective language.	Abundant (6 or more) errors, many of which interfere with comprehensibility. Many (3 or more) errors in people-first and objective language.		

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