Functional Behavior Assessment Checklist for Reviewing FBAs
(McConkey & Light-Shriner, 2022 update)

Instructions: For each item on the checklist, put a check ✓ in the box left of the listed item if the information provided in the FBA is present and complete for ALL (each) identified problem behavior.

★ If the item information is unclear, vague, or incomplete, do not check the box. Instead, add notes to indicate why this item did not meet expectations.

Student Initials		Year/Month of Assessment		Evaluator/Developer's Name	

Student Strengths

	⇒ There is a summary of at least one strength related to *social behavior*, one *academic strength*, and one example of other *desirable behavior* they demonstrate. This section provides recognition of their successes, accomplishments, and positive relationships with others.	Notes

Target Behavior and Operational Definition (and data)

	⇒ A clear targeted problem behavior has been identified (named). If there are more than one targeted problem behaviors, each has been clearly identified and each is distinct. There is no overlap between the problem behaviors identified.	Notes
	⇒ If more than one behavior, each behavior is addressed and numbered throughout each section of the FBA document. (Example: 1. Hitting 2. Yelling)	

	⇒ The operational definition of each of the targeted "problem" behaviors is written.
	  a. using observable aspects/features of the behavior (it can be seen and/or heard by an observer). Each behavior is described in terms of behaviors that the student demonstrates and an observer could see,
	  b. measurable (can be counted, timed, documented in a specific way),
	  c. and possible for two or more independent observers/data collectors to have high interobserver agreement.
	[Emotional, bio-behavioral states, assumed intentions, thoughts, emotions, or descriptions of an absence of a behavior are concepts that are unobservable. Examples, "frustrated," "shuts down" would not be observable problem behaviors.]	

⇒ Current baseline of behavior is reported/summarized and indicates the type of data that was collected. In other words, this FBA document reflects direct observations of each of the identified targeted problem behaviors. [For example, frequency/rate of behavior, duration of behavior, latency, intensity levels, time sample, interval recording, etc.]		Notes
⇒ Completed Data Sheets for current levels of behavior are attached or embedded within this section.		

Functional Behavior Assessment Data - this section creates an inventory of the FBA data that was collected and analyzed, although it is not explicitly listed in the Illinois FBA document.

Circle: **S** = Summarized **A** = Attached

⇒ **Indirect FBA Data**												
S	**A**	Parent/School Interview	**S**	**A**	Student Interview	**S**	**A**	MAS and/or Rating Scale	**S**	**A**	Record Review	Other/Notes:
⇒ **Direct Observation FBA Data**												
S	**A**	A-B-C Data	**S**	**A**	Scatter Plot Data	**S**	**A**	FBA Observation (FAO)	**S**	**A**	Other/Notes:	
⇒ **Functional Analysis**												
S	**A**	Functional Analysis/Analog/Analogue/Manipulations/Structural Analysis (There are many terms that might be used.) ***This type of analysis is usually done by a highly skilled behavior specialist such as a BCBA.***						Other/Notes:				

Setting (Data sources: Interview, Scatter Plot information, A-B-C, FAO)
If more than one behavior, *each behavior is addressed* and numbered throughout each section of
the FBA document.
(Example: 1. Hitting - setting 2. Yelling - setting)

⇒ The locations where the behavior occurs most frequently are given.	Notes
⇒ The locations where the behavior occurs least frequently are given.	
⇒ The times of day when the behavior is demonstrated most frequently are given.	
⇒ The times of day when the behavior is demonstrated least frequently are given.	
⇒ The persons with whom the behavior occurs most frequently are given.	
⇒ The persons with whom the behavior occurs least frequently are given.	
⇒ The activities that are occurring when the behavior is demonstrated most frequently are given.	
⇒ The activities that are occurring when the behavior is demonstrated least frequently are given.	

Antecedents (Data sources: Interview, although strongest evidence would come from A-B-C, FAO)
If more than one behavior, *each behavior is addressed* and numbered throughout each section of the FBA document.
(Example: 1. Hitting - antecedent 2. Yelling - antecedent)

⇒ One or more *antecedents* that predictably occur immediately before *each of the defined targeted "problem" behaviors* have been provided. Note: **Predictable** is the most common antecedent (or two) that resulted from the data gathered.	Notes

Consequences (Data sources: Interview, although strongest evidence would come from A-B-C, FAO)
If more than one behavior, *each behavior is addressed* and numbered throughout each section of the FBA document.
(Example: 1. Hitting - consequence 2. Yelling - consequence)

Avoid/Delay (you haven't started and you are delaying the start, but you will eventually get to it)
Obtain (you don't have something and you want it)
Maintain (you already have something and you want to keep it)
Escape (something has started and you don't want to continue, so you stop)

Use this Function Categorizing Form to categorize and "translate" the consequence(s) into a function and descriptor. Use later in the hypothesis statement.

	Function Categories Put "Escape, Avoid, Delay, Obtain, or Maintain" in C1 in the hypothesis statement.			
	Escape (or Avoid/Delay)		Obtain (or Maintain)	
Consequence Descriptors Put "Attention, Task, Activity, Tangible, or Automatic/Sensory" in C2 in the hypothesis statement.	Attention		Attention	
	Tasks/Activities		Tasks/Activities	
	Tangible		Tangible	
	Automatic/Sensory		Automatic/Sensory	

		Notes
⇒	One or more *consequences* that predictably occur after *each of the defined targeted "problem" behaviors* have been provided. Note: **Predictable** is the most common consequence (or two) that resulted from the data gathered.	
⇒	The consequence(s) were "translated" into one of the four function categories and descriptors.	

Environmental Variables (This includes setting events and "slow triggers") (Data sources: Interview, Parent Communication)
If more than one behavior, *each behavior is addressed* and numbered throughout each section of the FBA document.
(Example: 1. Hitting - environmental variables 2. Yelling - environmental variables)

		Notes
⇒	One or more *environmental variables (setting events)* that occur prior to the instructional session and predictably have an impact on *each of the defined targeted "problem" behaviors* have been provided. (e.g, illness, fatigue, hunger, trauma, change in the schedule, unexpected event, conflict with a friend, etc.)	
⇒	There is a statement that environmental variables were investigated but none were identified or found.	

<u>Hypothesis of Behavioral Function Statement</u> (Data sources: A-B-C, FAO, Functional Analysis)
If more than one behavior, *each behavior is addressed* and numbered throughout each section of the FBA document.
(Example: 1. Hitting - hypothesis statement 2. Yelling - hypothesis statement)

Use this Hypothesis of Behavioral Function Statement Form to create and/or evaluate a high quality hypothesis statement for EACH of the targeted problem behaviors with the information from the previous sections (if the information was not provided, leave that section blank).

E –Environmental Variable (if information is available and predictable) A –Antecedent (immediately before) B –Behavior

C1 – Consequences (immediately after) (delay/escape/avoid) OR (obtain/maintain) C2 - Descriptor (attention, task demands/activities, tangibles/objects, sensory experience)

1. When [_____](E) and [_____](A), student engages in

   [_____](B) which results in [_____](C1) [_____](C2).

2. When [_____](E) and [_____](A), student engages in

   [_____](B) which results in [_____](C1) [_____](C2).

⇒ There is a hypothesis of behavioral function statement for EACH of the targeted behaviors that have been identified and operationally defined in the operational definition section of the FBA document.		Notes
⇒ The more distanced, environmental variables that are written within each of the hypothesis statement(s) match the variables listed in the environmental variable section of the FBA.		
⇒ The immediate antecedent(s) written within each of the hypothesis statement(s) match the antecedents listed in the antecedents section of the FBA.		
⇒ The behavior(s) written in the hypothesis statement is/are the same targeted problem behavior as in the operational definition section for each of the targeted problem behaviors identified. [The definition is not in the statement, just the identified target behavior.]		
⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a function category (C1) and were the same as listed in the consequence section of the FBA.		
⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a category descriptor (C2) and were the same as listed in the consequence section of the FBA.		