



EDS 240: Behavior Intervention Plan Evaluation

Student Psychologist: _____
 Date of Evaluation: _____

Student: _____
 Evaluator: _____

0 = Missing/Incorrect

2 or 3 = Needs work/revision

3 or 6 = Acceptable

Includes appropriate identifying information.	0	2	3
A target behavior (or behaviors) is (are) presented.	0	2	3
Target behavior (s) is(are) positively worded (what is present, not what is absent).	0	3	6
Target behavior(s) is(are) operationally defined (they are observable and measurable).	0	3	6
A functional assessment summary is provided.	0	2	3
Variables that motivate the target behavior are identified in the summary.	0	2	3
Variables that provide the opportunity for the target behavior are identified in the summary.	0	2	3
The function of the target behavior is clearly indicated (why the student engages in the target behavior is clearly communicated).	0	3	6
A replacement behavior is presented.	0	2	3
Replacement behavior(s) is(are) positively worded (what we want the student to do, not what we want them to stop doing).	0	3	6
Replacement behavior either serves the same function as the target behavior, or is be linked to such an outcome within the BIP.	0	3	6
A behavioral objective(s) is provided.	0	2	3
A behavioral objective(s) is specific, measureable, and specifies a time frame.	0	3	6
From the motivating operations identified in the functional assessment summary, environmental adjustments, accommodations, and/or modifications are proposed. These interventions should help to make the target behavior irrelevant.	0	3	6
Motivating operation strategies are consistent with behavior theory.	0	3	6
Motivating operation strategies are clearly defined.	0	3	6
Motivating operation strategies are practical.	0	3	6
From the immediate antecedents identified in the functional assessment summary, environmental adjustments, accommodations, and/or modifications are proposed. These interventions should help to make the target behavior irrelevant.	0	3	6
Immediate antecedent strategies are consistent with behavioral theory.	0	3	6
Immediate antecedent strategies are clearly defined (it is clear exactly what it is that is being recommended).	0	3	6
Immediate antecedent strategies are practical.	0	3	6
As indicated, specific teaching strategies are identified that provide instruction on how and/or when to display the replacement behavior.	0	3	6
Teaching strategies are clearly defined (it is clear exactly what it is that is being recommended).	0	3	6
Teaching strategies are consistent with behavioral theory.	0	3	6

A plan is offered to ensure that the student views the replacement behavior as valuable.	0	2	3
Contingency management plans clearly link the replacement behavior with the attainment of the student's behavioral goals (i.e., the function of the target behavior).	0	3	6
The plan to reinforce the replacement behavior appears to be practical.	0	3	6
A contingency plan is offered regarding recommended responses to displays of the target behavior.	0	2	3
Responses to the target behavior consider the least restrictive options.	0	2	3
Responses to the target behavior do not appear to be reinforcing.	0	3	6
Settings within which the behavior intervention plan will be implemented are provided.	0	2	3
As indicated, special situations, within which the target behavior are particularly problematic are discussed.	0	2	3
Criteria for determining that the behavior intervention plan is not working and needs to be revised are presented.	0	3	6
Criteria for determining that the behavior intervention plan is working and can begin to be faded are presented.	0	3	6
A procedure for modifying the behavior intervention plan is specified.	0	2	3
Behavior monitoring plans are practical.	0	2	3
As indicated, medical issues are considered.	0	2	3
As indicated, situational factors (e.g., traumas) are considered.	0	2	3
Template prompts to include specific FBA information are removed (Wording that is intended to guide the author, but should not be in the report are removed).	0	2	3
Free of formatting errors (the plan appears "professional").	0	2	3
Free of spelling errors (a few minor errors are acceptable).	0	2	3
Free of grammatical errors (a few minor errors are acceptable).	0	2	3
Total Points Possible			
Total Points Obtained (Percent and Grade)	/ ()		