



### EDS 240: Functional Assessment of Behavior Report Evaluation

Student Psychologist: \_\_\_\_\_ Student: \_\_\_\_\_  
 Date of Evaluation: 11/ /13 Evaluator: S. Brock

0 = Missing/Incorrect      2 or 3 = Needs work/revision      3 or 6 = Acceptable

Includes appropriate identifying information.	0	2	3
Referral question clearly stated (may be in referring parties own words).	0	2	3
Assessment techniques are identified.	0	2	3
Assessment techniques include record review, observation, and interview.	0	2	3
Relevant background information is provided.	0	2	3
Relevant conditions, diagnoses, or disorders are described.	0	2	3
Relevant environmental changes, including traumas, are described.	0	2	3
Behavioral history is provided.	0	2	3
Results of interviews and record review are included in behavioral history	0	2	3
Behavioral history includes prior behavioral interventions (what has been tried in the past to address the target behavior).	0	2	3
<b>Behavioral history includes assessment of prior intervention effectiveness (what has worked/what has not worked, and why an intervention has/has not been effective).</b>	<b>0</b>	<b>3</b>	<b>6</b>
<b>From the behavioral history a hypothesized function of the problem behavior is suggested.</b>	<b>0</b>	<b>3</b>	<b>6</b>
<b>The behavior history's hypothesized behavior function is logically connected to (consistent with) the prior behavior.</b>	<b>0</b>	<b>3</b>	<b>6</b>
A target behavior (or behaviors) is(are) presented.	0	2	3
<b>Target behavior (s) is(are) positively worded (what is present, not what is absent).</b>	<b>0</b>	<b>3</b>	<b>6</b>
<b>Target behavior(s) is(are) operationally defined (they are observable and measurable).</b>	<b>0</b>	<b>3</b>	<b>6</b>
Consequences of the target behavior are provided.	0	2	3
<b>Target behavior consequences are clearly linked to the function of the behavior.</b>	<b>0</b>	<b>3</b>	<b>6</b>
Function of the target behavior is stated (why does the student display the behavior).	0	2	3
<b>The function is clearly linked to observed consequences and/or the behavior history (observed/reported consequences are consistent with hypothesized function).</b>	<b>0</b>	<b>3</b>	<b>6</b>
A replacement behavior is presented.	0	2	3
<b>Replacement behavior(s) is(are) positively worded (what we want the student to do, not what we want them to stop doing)</b>	<b>0</b>	<b>3</b>	<b>6</b>
<b>Replacement behavior either serves the same function as the target behavior, or will be linked to such an outcome within the BIP</b>	<b>0</b>	<b>3</b>	<b>6</b>
Consequences of the replacement behavior are provided.	0	2	3

<b>If behavior is not currently displayed, then need for teaching strategies is identified (Recommendations should include general discussion of such strategies).</b>	<b>0</b>	<b>3</b>	<b>6</b>
<b>Replacement behavior consequences are compared to function of target behavior (discussion of how replacement is not as effective obtaining behavior goals).</b>	<b>0</b>	<b>3</b>	<b>6</b>
Systematic behavioral observations are offered.	0	2	3
Behavioral observations techniques are clearly stated and appropriately defined.	0	2	3
<b>Behavioral observation techniques are appropriate for the given behavior.</b>	<b>0</b>	<b>3</b>	<b>6</b>
The time frame within which observations are conducted is clearly stated.	0	2	3
A baseline (which can be used to establish the effectiveness of the BIP to be developed from this FBA) for the target behavior is established.	0	2	3
Motivating operations are discussed.	0	2	3
From the presented data, all possible motivating operations are identified.	0	2	3
<b>Discussion regarding exactly how each motivating operation motivates behavior is provided.</b>	<b>0</b>	<b>3</b>	<b>6</b>
Motivating operations for both target and replacement behaviors are identified (unless the replacement behavior is not currently displayed and needs to be taught).	0	2	3
Immediate antecedents are discussed.	0	2	3
From the presented data, all possible immediate antecedents are identified.	0	2	3
<b>Discussion regarding exactly how each immediate antecedent predicts or signals the opportunity for a behavior to be reinforced is provided.</b>	<b>0</b>	<b>3</b>	<b>6</b>
Immediate antecedents for both target and replacement behaviors are identified (unless the replacement behavior is not currently displayed and needs to be taught).	0	2	3
A Summary is present.	0	2	3
<b>The summary is a concise review of all assessment elements (behaviors under study and their consequences, behavior functions, EOs, and IAs).</b>	<b>0</b>	<b>3</b>	<b>6</b>
Recommendations are provided.	0	2	3
<b>Recommendations address motivating operations [how to change the students need or motivation for the target behavior's function(s)].</b>	<b>0</b>	<b>3</b>	<b>6</b>
<b>Recommendations address immediate antecedents (how to create an environment that cues appropriate behavior and minimizes the target behavior).</b>	<b>0</b>	<b>3</b>	<b>6</b>
<b>Recommendations address how to encourage the replacement behavior (reinforcement strategies).</b>	<b>0</b>	<b>3</b>	<b>6</b>
<b>Recommendations address how to respond (discourage) to the target behavior (how to make sure the functions of the target behavior are not longer obtained).</b>	<b>0</b>	<b>3</b>	<b>6</b>
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 spelling errors (a few minor errors are acceptable).	NA	2	3
Free of grammatical errors (a few minor errors are acceptable).	NA	2	3
<b>Total Points Obtained</b>			
<b>Total Points Possible (Percent and Grade)</b>		/	( %, )
Comments:			