

Functional Behavioral Assessment and Positive Interventions Benchmarks of Effective Practice

FEATURES	BENCHMARKS OF QUALITY	NOTES
<p>Goals of Intervention/ Team Process</p> <p><i>IEP/intervention team Goals of intervention Target behaviors Baseline estimates Consensus decision-making</i></p>	<ul style="list-style-type: none"> √ IEP/intervention team is involved in the assessment and intervention process; this team includes key stakeholders from all relevant settings (e.g., student, teachers, parents, others involved in direct support) √ broad goals of intervention are determined (e.g., improved peer relationships, greater participation in integrated activities) √ specific behaviors of concern are defined in observable terms (what the student says or does that is problematic) √ baseline estimates of behaviors of concern are established; these reflect objective measures (e.g., frequency, duration, intensity) √ team achieves consensus regarding the target behaviors and goals of intervention 	
<p>FBA: Gathering Information (data)</p> <p><i>Records review Interview Observations</i></p>	<ul style="list-style-type: none"> √ pertinent records have been reviewed (e.g., academic records, discipline referrals, child study notes, anecdotes, evaluations, interventions) √ functional assessment interview have been conducted with more than one person (e.g., student, parent, teacher, related service provider) who interacts with the student within different settings and activities √ direct observations have been conducted across relevant circumstances (e.g., multiple settings, over time) and by more than one observer √ other assessments (curricular, ecological, etc.) are conducted, as needed, to determine broader variables affecting student behavior √ tools used produce objective information regarding events preceding and following behavior, as well as ecological and motivational variables that may be affecting the student's behavior √ information is collected until patterns are evident 	
<p>FBA: Hypotheses (summary statements)</p> <p><i>Pattern analysis Summary statements (hypotheses)</i></p>	<ul style="list-style-type: none"> √ patterns are identified from the information collected that include: 1) circumstances in which the behaviors of concern are most and least likely (e.g., where, when, with whom) and 2) specific functions the behavior appears to serve for the student (i.e., what they get or avoid) √ broader variables (e.g., curriculum, activity patterns) that may be affecting the student's behavior are identified √ patterns are summarized into written summary statements or hypotheses; these statements are clear, concise and accurate (i.e., based on data) √ team consensus is achieved regarding patterns addressed in the summary statements 	

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<p>Behavioral Intervention Plans</p> <p><i>Hypothesis-based intervention</i> <i>Intervention plan components:</i> <i>environmental modifications</i> <i>replacement skills</i> <i>managing consequences</i></p> <p><i>Crisis management</i> <i>IEP/other support</i></p>	<ul style="list-style-type: none"> √ intervention strategies are clearly linked to the functional assessment information (hypotheses/summary statements) √ IEP/intervention team designs a behavioral intervention plan that includes: <ul style="list-style-type: none"> * description of the behaviors of concern, goals of intervention, and patterns identified through the functional assessment * modifications to the social or physical environment that may prevent problem behavior and/or increase the likelihood of alternative appropriate behaviors * specific behaviors (skills) to be taught and/or reinforced that will: <ul style="list-style-type: none"> a) achieve the same function as the problem behavior, and b) allow the student to cope more effectively with their circumstances * strategies for managing consequences to that reinforcement is: <ul style="list-style-type: none"> a) maximized for positive behavior, and b) minimized for problem behavior √ goals of intervention and specific replacement skills are incorporated into the student’s overall educational plan (e.g., IEP) √ if necessary to insure safety and rapid de-escalation of the student’s behavior, crisis management procedures and criteria for their use are determined √ behavioral intervention plan facilitates achievement of broad goals identified by the team and promotes the durability of behavior change √ everyone working with the student on a regular basis is familiar with the behavioral intervention plan and agrees to implement its strategies 	
<p>Implementation, Monitoring, and Evaluation</p> <p><i>Training & resources</i> <i>Action planning</i> <i>Monitoring:</i> <i>implementation outcomes</i> <i>Team communication</i> <i>Plan modification</i></p>	<ul style="list-style-type: none"> √ training and resources needed to insure implementation of the behavioral intervention plan are made available to the team √ an action plan for implementation is developed, including specific objectives/activities, persons responsible, and time lines √ plan implementation is monitored (e.g., through reports and observations) to insure that strategies are used consistently across intervention settings √ objective information is collected to evaluate the effectiveness of the behavioral intervention plan; this information includes: <ul style="list-style-type: none"> * decreases in problem behavior * increases in replacement skills and/or alternative behaviors * achievement of broader goals * durability of behavior change √ team communicates consistently (based on time lines determined by the team) to review student progress and make necessary adjustments to the behavioral intervention plan 	