

***GRADING CRITERIA**

- Achieved =** Grade A = All steps in the form have been completed and are clearly explained.
- Developing =** Grade B= All steps in the form have been completed with adequate explanation and detail.
- Limited=** Grade C/D = Some steps missing. Few details/explanations provided; much more needed
- No Met =** Grade F or Zero= Few-no steps followed. Very minimal understanding demonstrated. Significant detail/explanation needed.

Ratings					
Outcomes	Achieved 5 pts or 9-10 pts	Developing 3-4 pts or 6-8 pts	Limited 1-2 pts or 1-5 pts	Not Met 0	Your Score
PART 1: Conduct FBA					
Step 1: Define Problem in Operational Terms 5 pts	Behavior is operationally defined (specific, observable, and measurable)	Operational definition has 1-2 required characteristics (specific, observable, and measurable)	Target behavior is not defined in terms that are specific, observable, and measurable		
Step 2: Indirect Assessments 10 pts	Interviewed teacher and student; gathered thorough information on antecedents and consequences for problem behavior	Interviewed teacher and student; gathered some information on antecedents and consequences for problem behavior	Failed to interview both teacher and student; gathered minimal information on antecedents and consequences for problem behavior		
Step 3: Direct Assessment 10 pts	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	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	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		

Ratings					
Outcomes	Achieved 5 pts or 9-10 pts	Developing 3-4 pts or 6-8 pts	Limited 1-2 pts or 1-5 pts	Not Met 0	Your Score
Step 4: Summary of Behavior and Hypothesis Statement 5 pts	Hypothesized function of behavior includes all information in template; is clearly aligned with and supported by collected data	Hypothesized function of behavior includes all information in template, but is not clearly aligned with and supported by collected data	Hypothesized function of behavior does not include all information in template; OR not clearly aligned with and supported by collected data		
Step 5: Competing Pathways Summary 10 pts	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	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	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	Writes complete FERB goal achieving same functional outcomes to the problem behavior under similar conditions	FERB goal partially complete achieving same functional outcomes to the problem behavior under similar conditions	FERB goal meets some but not all template components		

Ratings					
Outcomes	Achieved 5 pts or 9-10 pts	Developing 3-4 pts or 6-8 pts	Limited 1-2 pts or 1-5 pts	Not Met 0	Your Score
Step 7: Identify Teaching Strategies Related to Replacement Behavior 10 pts	Identifies instructional strategies; provides detailed plans to teach the replacement behavior	Identifies instructional strategies; provides plans to teach the replacement behavior	Some teaching strategies are identified; plan to teach FERB is partially developed or weak		
Step 8: Identify Reinforcement Procedures and Reactive Strategies 10 pts	Reinforcement procedures are clearly outlined and relate to identified student interests; identifies all 4 components of reactive strategies; provides detailed plans to implement	Reinforcement procedures are outlined but may not relate to identified student interests; identifies some components of reactive strategies; provides plans to implement	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	All implementers (those who will monitor and exchange information) are identified AND their responsibilities are clearly delineated.	Some implementers (those who will monitor and exchange information) are identified AND their responsibilities are clearly delineated.	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	Baseline data is recorded over four to five sessions	Baseline data is recorded over three sessions;	Baseline data is recorded over 1 to 2 sessions		

Ratings					
Outcomes	Achieved 5 pts or 9-10 pts	Developing 3-4 pts or 6-8 pts	Limited 1-2 pts or 1-5 pts	Not Met 0	Your Score
Step 11: Implement Intervention 10 pts	FERB goal is discussed as beneficial; modeled; and opportunities for practice provided with corrective feedback	FERB goal is; modeled; and opportunities for practice provided with corrective feedback	FERB goal is taught but with few details regarding procedures		
Step 12: Graph Baseline and Intervention Data on Problem Behavior 10 pts	All intervals count by the same number of units and a reasonable interval was used; numbers clearly correspond with 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.	All intervals count by the same number of units; numbers clearly correspond with graph lines; graph has a title and labels for 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.	Intervals may not count by the same number of units; may be unclear what the numbers correspond with (space or line); 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	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.	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.	Summary is based on results of FBA, BSP, and implementation and evaluation of behavior goal. Recommendations show a limited understanding of the process.		

Ratings					
Outcomes	Achieved 5 pts or 9-10 pts	Developing 3-4 pts or 6-8 pts	Limited 1-2 pts or 1-5 pts	Not Met 0	Your Score
<p>Step 14: In-class Group Reflection of Process 5 pts</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>		
<p>Structure (Deductions only)</p>	<p>Relatively error free (0-3 errors) for spelling, grammar, syntax, mechanics, and sentence structure. No errors in person-first and objective language.</p>	<p>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.</p>	<p>Abundant (6 or more) errors, many of which interfere with comprehensibility. Many (3 or more) errors in people-first and objective language.</p>		