



## Functional Assessment of Behavior (FAB) Process Checklist

### Prior to Initial Meeting

- Identify** the behavior that needs to be changed (develop a prioritized list so that the most severe behavior can be addressed first).
- Obtain parental consent **Notice of Intent and Parental/Guardian Consent to Conduct a Screening/Assessment (FM#6279)**.
- Schedule a meeting date for the **Structured Interview (FM#6660)** and notify parent(s) and other team members (use the Notification of Meeting Form – (ESE-EMS).
- Complete **FM#7513** Must be completed any time a parent/guardian is invited to a meeting

### Initial Meeting

- Complete the **Structured Interview (FM#6660)** with relevant participants.
- Schedule a follow up meeting date and notify parent(s) and other team members (use the Notification of Meeting form – (ESE-EMS).
- Enter FAB date in Student Case Management (SCM) system. **Code "FC"**
- Complete **FM#7513** Must be completed any time a parent/guardian is invited to a meeting

### Follow-up Meeting

- Review all pertinent data collection results with the team.
- Complete the **Student Profile Worksheet (FM#7482)**
- Develop a **Behavior Intervention Plan – BIP (FM#6287)** and complete an interim review of the student's Individualized Educational Plan if applicable.
  - A behavioral goal should be identified as a PEN (Priority Educational Need) on the IEP.
  - Educative interventions must be added/incorporated into the IEP as goals and benchmarks.
  - Proactive and Functional interventions must be incorporated into the IEP as accommodations.
- Enter BIP date in the Student Case Management (SCM) system. **Code "BI"**
- Complete **FM#7513**. This must be completed any time a parent/guardian is invited to a meeting.

### Implementation and Monitoring of Behavior Intervention Plan

- Distribute copies of BIP to all teachers and related personnel.
- Implement interventions and execute monitoring procedures.
- Provide support to student and/or team members as needed.

### Follow-Up: Progress Monitoring

- Evaluate the effectiveness of the BIP
  - Did the interventions help the student replace the behavior of concern with a more productive behavior (replacement behavior) that serves the same function/purpose?
  - Review plan effectiveness a minimum of **every 9 weeks**.
- Develop a teaching plan that will build in maintenance and generalization.