

Clinician:

Provider:

Member:

Date of Review:

Is there an FBA Based Treatment Plan Available?

Yes

No

FUNCTIONAL BEHAVIOR ASSESSMENT QUALITY AUDIT TOOL

To be used to assist in the rating of critical components of Functional Behavior Assessment Summaries (FBA), as well as to assess the overall quality of the FBA that has been conducted. Please review criteria, clarifying explanation, and then circle the appropriate score. Scores are then totaled and placed in the normative chart to assist with interpreting findings in a meaningful way.

CRITERIA	EXPLANATION / SCORING ANCHORS	SCORE
Information		
1) Includes demographic and identifying information regarding the member	<p>2-The FBA summary includes identifying information (Name, age, strengths, diagnoses, living/family situation, school placement / services, health issues, medications).</p> <p>1 – The FBA summary includes some of the above information but not all or there is minimal information provided.</p> <p>0 – The FBA summary does not include demographic and identifying information about the member.</p>	0 1 2
2) Defines target behaviors	<p>2- All target behaviors identified within the FBA summary have operational definitions (specific, measurable and observable).</p> <p>1-Only some of the target behaviors identified within the FBA summary have operational definitions (specific, measurable and observable). Others may be just a name of a target behavior or a list of behaviors that occur together with no specific name/label or there is considerable overlap in the definitions.</p> <p>0 – None of the target behaviors identified within the FBA have operational definitions. There may just be a list of names of target behaviors or general labels like “frustration” “anger” or “bad attitude”.</p>	0 1 2
3) Target Behaviors are not skill deficits associated with ASD	<p>2 – All target behaviors identified within the FBA summary are specific problem behaviors that negatively impact the member’s functioning (e.g. Physical Aggression, Self-injury, Repetitive motor movements, property destruction, elopement).</p> <p>1 – Some of the target behaviors identified within the FBA summary are not specific problem behaviors but instead represent skill deficits associated with ASD (e.g. not using social skills, inattention, lack or organization skills, difficulty interpreting social cues, not engaging socially with peers, lack of communication ability / difficulty engaging in reciprocal conversations).</p> <p>0 – None of the target behaviors identified within the FBA summary are specific problem behaviors.</p>	0 1 2
Indirect Assessment		
4) Multidisciplinary team (school; parent; mental health staff) provided input to clinician	<p>2- The FBA includes feedback to the clinician by all treatment team members (which can include parent; school, mental health staff, other supports; depending on situation) or interview with some informants & objective FBA screening tool administered to others.</p> <p>1-The FBA includes feedback to the clinician by more than one, but <u>not all</u> treatment team members (includes school; parent; mental health staff) and no FBA screening tool was administered to other team members not interviewed.</p> <p>0 – The FBA includes feedback of any kind from only one treatment team member or no interview / indirect assessment was conducted.</p>	0 1 2

<p>5) Medical conditions and medications are considered</p>	<p>2- For all target behaviors identified within the FBA summary, medical conditions and medications which could impact those behaviors have been considered. This could be a statement that there are no known medical conditions or medication side effects that are impacting the behavior. <i>Score 2 if there is a statement that no medical conditions / medications are present.</i></p> <p>1- For certain target behaviors identified within the FBA summary medical conditions and medications which could impact those behaviors have been considered.</p> <p>0- Medical conditions and medications which could impact target behaviors have not been considered for any of the target behaviors identified within the FBA summary. <i>Score 0 if there is no mention of health status / medications for the member in the introduction information.</i></p>	<p>0 1 2</p>
<p>6) Skill deficits are considered</p>	<p>2- For all target behaviors identified within the FBA summary, skill deficits (e.g. academic, social, communication, motor) which could impact target behaviors have been considered AND are described in relation to the target behaviors. This could be a statement that there are no known skill deficits that are impacting the behavior.</p> <p>1- For some but not all target behaviors identified within the FBA summary, skill deficits which could impact target behaviors have been considered <u>or</u> skill deficits are identified but not described in relation to the target behaviors (e.g. just a check in a box).</p> <p>0- Skill deficits which could impact target behaviors have not been considered. <i>Score 0 if there is no mention or assessment of skill deficits.</i></p>	<p>0 1 2</p>
<p>7) Includes direct feedback/information from the Member</p>	<p>2- The FBA summary includes direct feedback from member and modifies assessment tools / interview to developmental level (if indicated) or there is information that suggests that the member is not able to provide information due to age, language delay and/or cognitive delay.</p> <p>1-The FBA summary includes direct feedback from member but does not modify assessment tools / interview to developmental level (if indicated).</p> <p>0 – The FBA summary does not include direct feedback from member.</p>	<p>0 1 2</p>
<p>8) Indirect assessment is comprehensive</p>	<p>2 – The indirect assessment summary includes information regarding the target behavior including setting events (e.g. sleep, eating, routines, setting characteristics), antecedents/triggers, consequences, situations in which the target behaviors do not occur, and alternative behaviors already in the Member’s repertoire.</p> <p>1 – The FBA summary contains some but not all of the information described above.</p> <p>0 – The indirect assessment only includes one type of information or there is no information regarding indirect assessment.</p>	<p>0 1 2</p>
<p>Direct Assessment</p>		
<p>9) Assessment is multimodal</p>	<p>2- The FBA summary includes both direct observations (frequency counts; A-B-C Charting) and indirect assessment (e.g. interviews with treatment team members, behavior checklists, review of member records related to past assessment and treatment).</p> <p>1-The FBA summary includes either direct observations (frequency counts; A-B-C Charting) or indirect assessment. It may also include both types of observations but provides a minimal amount of information.</p> <p>0 – The FBA summary includes neither a direct observation (frequency counts; A-B-C Charting) nor indirect assessment.</p>	<p>0 1 2</p>

<p>10) Direct observation conducted by clinician in ALL pertinent settings</p>	<p>2- Clinician has observed the member in all settings where member spends extensive periods of time, <u>including settings where behaviors/symptoms are not as prevalent.</u></p> <p>1 – Clinician has only conducted observations in some settings (e.g. only observes in one setting or only in settings in which behaviors are prevalent).</p> <p>0 – Clinician did not complete face to face observations in any settings.</p>	<p>0 1 2</p>
<p>11) The direct observations include an adequate sampling of EACH target behavior.</p>	<p>2 – The direct assessment includes a significant number of instances of EACH target behavior or provides adequate justification for small number of instances of target behavior (e.g. high intensity / low frequency target behavior, observations targeted to right times and situations but just not observed).</p> <p>1- This item is scored 2 or 0.</p> <p>0 – The direct assessment includes an insufficient number instances of EACH target behavior or there were no direct observations conducted.</p>	<p>0 2</p>
<p>12) The direct observations are conducted across multiple days and times of day.</p>	<p>2 – The direct assessment was conducted across an extended period of time and includes observations at multiple times of day.</p> <p>1 – The direct assessment was conducted in a limited time period and/or is conducted at approximately the same time each day or there is not enough information to determine days and/or times of day of observations.</p> <p>0 – The direct assessment was conducted across a period of time that is insufficient, there were no face to face observations or there is not sufficient information presented to determine the duration or times of the direct assessment observations.</p>	<p>0 1 2</p>
<p>13) ABC data are collected and reported <u>separately</u> for EACH target behavior</p>	<p>2 – <u>ABC data</u> are collected and reported separately for each target behavior or there is only one target behavior assessed (not graphing).</p> <p>1 – <u>ABC Data</u> are collected and reported separately for some target behaviors but others are combined (not graphing).</p> <p>0 – All target behaviors are observed and reported as one “behavior”, only frequency, severity or duration data are reported or no data are reported in the summary.</p>	<p>0 1 2</p>
<p>14) Environmental factors are considered in direct assessment</p>	<p>2- For all target behaviors identified within the FBA summary, environmental factors which could impact those behaviors have been considered (e.g. setting characteristics or conditions are identified on ABC chart, in written ABC entries or are included as part of the written summary).</p> <p>1 - For some, but not all target behaviors identified within the FBA summary, environmental factors which could impact those behaviors have been considered.</p> <p>0 - Environmental factors which could impact the target behaviors identified within the FBA summary have not been considered.</p>	<p>0 1 2</p>
<p>Hypotheses</p>		
<p>15) Evidence of behavioral graphing</p>	<p>2 – Data regarding Antecedents and Consequences are graphed <u>separately for each target behavior.</u> This can be separate graphs for each behavior or multiple behaviors graphed on the same graph, as long as it is clear that each behavior is analyzed separately.</p> <p>1 – There are separate graphs for Antecedents and Consequences but all target behaviors are combined into one “behavior” or only Antecedents <u>or</u> Consequences are graphed.</p> <p>0 – There are no graphs or graphs are only of frequency, severity or duration (i.e. no ABC graphing).</p>	<p>0 1 2</p>

<p>16) Graphs are labeled, understandable and interpretable</p>	<p>2 – All graphs are labeled correctly (e.g. Title clearly identifies which behavior(s), Y-axis lists dimension of behavior, X-axis lists dates of observation, includes key if multiple behaviors are graphed) and are understandable / interpretable.</p> <p>1 – Graphs are present but are missing some labels or are somewhat difficult to understand / interpret.</p> <p>0 – Graphs are not labeled and/or are not understandable / interpretable or there are no graphs.</p>	<p>0 1 2</p>
<p>FBA Summary</p>		
<p>17) Primary Antecedents are identified</p>	<p>2- The FBA summary describes both “fast” and “slow” triggers for the target behaviors and identifies what that suggests about the function of the behavior.</p> <p>1- The FBA summary describes both “fast” and “slow” triggers for the target behaviors but does not identify what that suggests about the function of the behavior or describes either fast or slow triggers with or without identifying what that suggests about function.</p> <p>0- The FBA summary does not describe primary antecedents for the target behavior.</p>	<p>0 1 2</p>
<p>18) Primary Consequences are identified</p>	<p>2- The FBA summary describes both the most frequent caregiver reactions/responses to the target behavior and identifies what this suggests about the function of the behavior.</p> <p>1- The FBA summary describes the most frequent caregiver reactions/responses to the behavior but does not identify what this suggests about the function of the behavior.</p> <p>0- The FBA summary does not describe primary consequences for the target behavior.</p>	<p>0 1 2</p>
<p>19) Summarizes information collected</p>	<p>2- The FBA summary includes a cohesive and comprehensive written summary of the direct assessment that describes the primary antecedent (including environmental and individual specific variables) and consequent conditions for the target behaviors as well as any other information that helps to understand the function of the target behaviors.</p> <p>1- The FBA summary includes a written summary of the direct assessment that is not comprehensive and/or missing key components described above.</p> <p>0- The FBA does not contain a cohesive and comprehensive written summary of findings/observations.</p>	<p>0 1 2</p>
<p>20) Working hypothesis / FBA Summary Statement is present for EACH target behavior</p>	<p>2- The FBA summary includes a hypothesis statement for EACH target behavior that includes all necessary components; including antecedents, details involving the antecedents, consequences / function of behavior. The typical format for a summary statement is as follows:</p> <p><i>“When Garcia is receiving little or no attention during large group activities, he is likely <u>(Antecedent)</u> <u>(details about antecedent – optional)</u> to engage in physical aggression to get his teacher’s and peer’s attention.”</i> <i><u>(Target Behavior)</u> <u>(Function of Behavior)</u></i></p> <p>1- The hypothesis statement(s) include only some of the necessary components or hypothesis statements are not supported by the data presented; <i>MUST have function listed to score a 1.</i></p> <p>0- The hypothesis statement does not include any of the necessary components; there is one summary statement for all target behaviors together or the function of the target behavior(s) is/are not identified.</p>	<p>0 1 2</p>

<p>21) Suggests training / skill building intervention(s) for Member</p>	<p>2- The FBA summary suggests a <u>specific</u> training component(s) for the member (e.g. social skills training, teaching of alternative coping skills, communication training) that is based on the results of the FBA.</p> <p>1- The FBA summary suggests a training component for the member without providing the specifics of the interventions <u>or</u> the training component is unrelated to the results of the FBA.</p> <p>0- The FBA summary does not include a suggestion for a training component for the member.</p>	<p>0 1 2</p>
<p>22) Suggests a Functionally Equivalent Replacement Behavior (FERB)</p>	<p>2- The FBA summary clearly suggests teaching and/or reinforcing a replacement behavior(s) that serve(s) the same function as the problem behavior, but in a more socially appropriate manner.</p> <p>1- The FBA summary suggests teaching and/or reinforcing a replacement behavior, but the behavior is not clinically appropriate or will not serve the same function as the target behavior(s) or a specific replacement behavior is not identified.</p> <p>0- The FBA summary does not suggest teaching and/or reinforcing a replacement behavior replacement behavior that serves the same function as the target behavior(s).</p>	<p>0 1 2</p>
<p>23) Suggests reinforcement for FERB</p>	<p>2- The FBA summary introduces a reinforcement strategy for the replacement behavior that is relevant to the member (e.g. developmentally appropriate, appropriate to chronological age, based on member input and/or formal or informal reinforcer assessment).</p> <p>1- The FBA summary introduces a reinforcement strategy for the replacement behavior which does not appear to be relevant to the member.</p> <p>0- The FBA summary does not introduce a reinforcement strategy for the replacement behavior.</p>	<p>0 1 2</p>
<p>24) Recommendations include antecedent changes and/or environmental set-ups</p>	<p>2- The FBA summary treatment recommendations includes changes to the antecedent conditions that are associated with the occurrence of the target behavior (e.g. curriculum adaptations, sleep schedule, tone of voice, availability of choice) and/or identifies things that must or must not be in the member’s environment for them to be successful (environmental set-ups; e.g. seating arrangement, availability of picture schedule, frequent breaks).</p> <p>1- The FBA summary treatment recommendations include recommendations for antecedent changes and/or environmental set-ups, but the recommendations do not appear to be based on the results of the FBA.</p> <p>0 - The FBA summary treatment recommendations does not include any recommendations for antecedent changes or environmental set-ups.</p>	<p>0 1 2</p>
<p>25) Recommendations include manipulations of environmental contingencies</p>	<p>2- The FBA summary treatment recommendations include changes to the responses that are provided contingent upon the occurrence of the target behavior that are hypothesized to maintain the behavior.</p> <p>1- The FBA summary treatment recommendations includes changes to the responses that are provided contingent upon the occurrence of the target behavior that are hypothesized to maintain the behavior but the recommendations do not appear to be based on the results of the FBA.</p> <p>0 - The FBA summary treatment recommendations does not include any recommendations for changes to consequent responses to the target behavior.</p>	<p>0 1 2</p>

26) Recommendations are a logical extension of FBA results	<p>2- There is clear evidence that the results of the results of the FBA influenced the treatment recommendations and that, in general the treatment recommendations are driven by the results of the FBA.</p> <p>1- There is minimal evidence that the results of the FBA influenced the treatment recommendations.</p> <p>0- There is no evidence that the results of the FBA influenced the treatment recommendations.</p>	0 1 2
27) Individualized interventions	<p>2- The FBA summary provides evidence that treatment recommendations are written specific to member needs (e.g. not one plan used for all FBA interventions; strength based; recovery principles, based on specific information gathered during FBA).</p> <p>1- The FBA summary provides evidence that treatment recommendations are written specific to member needs but lacks a strength based/recovery oriented perspective.</p> <p>0- The FBA summary recommendations are general and not written to address individualized member need regardless of the presence of a strength based/recovery oriented perspective or there are no treatment recommendations.</p>	0 1 2
28) Reactive strategies are not recommended	<p>2- The FBA summary does not recommend any reactive strategies or contraindicated interventions (e.g. never allowing access to certain settings or objects, teaching to hit an alternate item; time out when avoidant function has been identified; role play when social attention function has been identified). Still score a 2 if no recommendations are included in summary.</p> <p>1- This item is scored 2 or 0.</p> <p>0- The FBA summary clearly recommends a reactive strategy or a contraindicated intervention (e.g., hitting an alternate item; time out when avoidant function has been identified) or there are no treatment recommendations included in the summary or there are no treatment recommendations.</p>	0 1 2
<u>Domains</u>	<u>Scoring Instructions</u>	<u>Scores</u>
Information	Total items #1 through #3 and enter value here	/6
Indirect Assessment	Total items #4 through #8 and enter value here	/10
Direct Assessment	Total Items #9 through #14 and enter value here	/12
Hypotheses	Total items #15 through #16 and enter value here	/4
Summary	Total items #21 through 28 and enter value here	/24
TOTAL		/56

NOTES: