



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Preliminary Education Specialist Clinical Practice Assessment Functional Behavior Assessment and Positive Behavior Intervention Plan

Teacher Candidate: _____ Date: _____
School Site: _____ Setting: _____
Cooperating Teacher: _____ Supervisor: _____

Does the FBA/PBIP have these features?

PART I - GENERAL STUDENT AND TEAM INFORMATION

- 1. ___ Student Information Identified
2. ___ Behavior of Concern (Briefly Stated)
3. ___ Reasons for Developing Behavior Support Plan Identified
4. ___ "Global" Contextual Background Information is Complete
5. ___ Assessment Techniques and Methods Use to Examine and Analyze Behavior are Determined

PART II - FUNCTIONAL BEHAVIORAL ASSESSMENT

- 6. ___ Setting Events/Antecedents are Identified
7. ___ Specific Behavior (Operationally Defined) and Baseline Data Identified
8. ___ Consequences Identified
9. ___ Hypothesized Purpose of Behavior Identified
10. ___ Rationale for Hypothesized Function of Behavior is Identified

PART III - POSITIVE BEHAVIOR INTERVENTION PLAN DEVELOPMENT

- 11. Intervention/Prevention Strategies (make problem behavior irrelevant)
12. Intervention/Prevention Strategies (make problem behavior inefficient and replacement behavior effective)
13. Intervention/Foundational Issues to Improve Quality of Life
14. ___ Evaluation and Monitoring System Identified
15. ___ People Involved and Responsibilities Identified
16. ___ Follow-Up Timeline Determined

Teacher Candidate Involvement in PBIP Design and Delivery:

Supervisor Observations and Remarks:

Teacher Candidate Signature: _____ Date: _____
University Supervisor Signature: _____ Date: _____
Date/Time of Next Observation/Visitation: _____

