

	<b>NYS Regulations</b>	<b>Standard</b>	<b>Student ID:</b>	
<b>FBA shall include, but no be limited to:</b>	200.4	FBA was completed by the FBA evaluation team (e.g., teacher, parent, school psychologist, behavior specialist, etc.) after PWN and parental consent	Yes	No
	200.4(b)(v) 201.3(a)	Reasons for Referral (e.g., behavior impedes his/her learning or those of others) including the identification of the problem behavior	Yes	No
	200.1(r)	Definition of the behavior in concrete terms	Yes	No
<b>FBA will be based on multiple sources of data.</b>	200.22 (a)(2) 200.22 (a)(3)	Information from the teacher(s) and/or related service providers of the student in relation to the target behaviors	Yes	No
	200.22(a)(2)	Relevant information provided by the parent	Yes	No
	200.22(a)(2)	Information from the student (f appropriate)	Yes	No
	200.22 (a)(3)	Student preference assessment	Yes	No
	200.22 (a)(2) 200.1(r)	Archival Review of data and information available in the student's record (e.g., standardized test, medical, social history, present and past performance, evaluations - developmental, educational, psychological) as related to the target behavior. This should Include Skill or Performance Deficits Related to Problem Behavior. Identification of the contextual factors (including cognitive and affective factors).	Yes	No

	200.22 (a)(2)	Global Hypothesis is developed based on archival review and relevant information provided by teacher, related service provider, and parent	Yes	No
	200.22(a) (3)	Direct observation of the student in environments where target behavior occurs	Yes	No
<b>FBA should include sufficient detail to form the basis for a BIP</b>	200.1(r) 200.22(a)(3)	Information about what happens in the immediate environment prior to the target behavior (antecedent) and environmental factors that increases the likelihood that the target behavior will happen again in same or similar circumstances (reinforcing consequence)	Yes	No
<b>FBA will include a baseline of student's problem behaviors</b>	200.22(a)(3)	Frequency	Yes	No
		Duration	Yes	No
		Intensity and/or latency	Yes	No
		Across settings	Yes	No
		Across people	Yes	No
		Across times of day	Yes	No
	200.1(r)	Specific hypothesis (i.e., statement regarding functional intent of the behavior) regarding the general condition under which the behavior usually occurs and probably consequences that serve to maintain it.	Yes	No

	200.22(a)(3)	Setting Events (this may <u>not</u> be applicable for all students). If not applicable, a statement indicating no setting event was identified	Yes	No
	200.22(a)(2)	Includes supports/services (e.g., related services, accommodations, and modifications) as deemed necessary by the CSE/CPSE after review of the FBA	Yes	No
	200.1(r)	Recommendation of alternative behavior or desired behaviors	Yes	No

	NYS Regulations	Standard	Student ID:	
			Yes	No
<b><i>BIP should include baseline measure of problem behavior to establish performance criteria and against which to evaluate intervention effectiveness</i></b>	200.22(b)(4)(i)	Frequency	Yes	No
		Duration	Yes	No
		Intensity and/or latency	Yes	No
		Across settings	Yes	No
		Across people	Yes	No
		Across times of day	Yes	No
	200.1(r)	Description of behavior; global and specific hypothesis	Yes	No
<b><i>BIP should include Intervention strategies</i></b>	200.22(b)(4)(ii)	Alter antecedent events to prevent the occurrence of the behavior	Yes	No
		Teach individual alternative and adaptive behaviors to the student	Yes	No
		Provide consequences for the targeted inappropriate behavior	Yes	No
		Provide consequences for the alternative acceptable behavior	Yes	No
<b>Progress monitoring</b>	200.22(b)(5)	Schedule to measure the effectiveness of the interventions*	Yes	No
		Change in frequency of the behavior	Yes	No
		Change in duration of the behavior	Yes	No

		Change in intensity or latency of the behavior	Yes	No
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