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| **Functional Assessment of Behavior Clinical Review Tool** | **Present** |
| 1) The Behavior Analyst has conducted the assessment prior to making recommendations or developing a behavior change program (3.01a) | 1. 1   NA |
| 2) At least one standardized assessment specific to the child’s needs and parent consent is used during the process (3.01a) | 1. 1   NA |
| 3) Behaviors targeted for reduction are precluded by a functional behavior assessment (3.01a) | 1. 1   NA |
| 4) The Behavior Analyst has collected and graphically displayed their data through the use of behavior analytic conventions (3.01b) | 1. 1   NA |
| 5) The manner of graphing reflects the decisions and recommendations made for behavior-change program development (3.01b) | 1. 1   NA |
| 6) The Behavior Analyst has recommended seeking a medical consultation for any behavior that may be influenced by medical or biological variables (3.02) | 1. 1   NA |
| 7) The FBA is unique does not contain plagiarized content from other professionals | 1. 1   NA |
| 8) Prior to conducting the assessment, the Behavior Analyst has explained to the parent/child the procedure(s) to be used, who will participate, and how the resulting information will be used (3.03a) | 1. 1   NA |
| 9) Written approval has been obtained by the Behavior Analyst indicating the child’s/parent written approval of the assessment procedures before implementing them (3.03b) | 1. 1   NA |
| 10 ) The Behavior Analyst explained the assessment results using language and graphic displays of data that are reasonably understandable to the child/parent verified through documentation on the signature sheet (3.04) | 1. 1   NA |
| 11) Objectives of the behavior-change program are clearly written (4.05) | 1. 1   NA |
| 12) Broad long-term goals addressing ASD remediation specific to the child’s symptomology and deficits (4.05) | 1. 1   NA |
| 13) Short term objectives containing criteria specifying level of behavior to be achieved or reduction across consecutive sessions (4.05) | 1. 1   NA |
| 14) If needed, a risk benefit analysis has been conducted and the details are presented in the assessment body (4.05) | 1. 1   NA |
| 15)Conditions for behavior-change program success have been specified (4.06) | 1. 1   NA |
| 16) If punishment procedures are being used, the Behavior Analyst have included reinforcement procedures for alternative behavior in the behavior-change program (4.08b) | 1. 1   NA |
| 17) Before using the punishment procedures, the Behavior Analyst has ensured and documented the steps taken to implement reinforcement-based procedures unless the severity or dangerousness of the behavior necessitated immediate use of aversive procedures (4.08c) | 1. 1   NA |
| 18 ) The Behavior Analyst has recommended the lease restrictive procedures likely to be effective (4.09) | 1. 1   NA |
| 19) The Behavior Analyst has minimized the use of items as potential reinforcers that may be harmful to the health and development of the child, or that may require motivating operations to be effective (4.10) | 1. 1   NA |
| 20) The Behavior Analyst has established understandable and measurable criteria for the discontinuation of the behavior change program and has described these to the parents/child (4.11) | 1. 1   NA |
| Calculate the total score by adding all numbers together. Divide the score by the total number of items that were evaluated with this tool (e.g. (total number of 1s)/(total number of 0s + total number of 1s) and write the score as a percentage.  **Total** |  |