

Positive Behavior Support Plan C Scoring Rubric

Components to Evaluate	Line	2 Points	1 Point	0 Points
A. Problem Behavior	1	All identified problem behaviors are observable and measurable.	Some of the identified problem behaviors are not observable and measurable	No problem behavior is stated in observable and measurable terms
B. Environmental change is logically related to what supports the problem behavior	5 & 6	One or more environmental change, i.e. change in time, space, materials or positive interactions are specified (line 6) and are logically related to what was identified as supporting problem behavior (line 5).	One or more environmental variable changes are described (line 6) but they are not logically related to what was identified as supporting the problem behavior (line 5).	No change in any of the following four environmental variables is described: time, space, materials or positive interactions.
C. Function related to replacement behavior	7 & 8	All specified FERBs (line 8) serve the same function as the problem behavior (line 7)	No score of One	No FERB is identified OR the function was not accurately identified on line 7 in terms of to get something (obtain) or to reject something (escape, protest or avoid) and therefore line 8 can not be evaluated OR function was not stated in behavioral terms
D. Teaching strategies specify teaching of FERB	8 & 9	Teaching strategies (line 9) for all FERBS (line 8) include at least one detail about how this will be done; for example, materials are listed, a strategy is described, a list of procedures or skill steps is referenced.	Some teaching strategies with at least one detail are specified for one or more general positive behaviors OR teaching strategies, with at least one detail for one, but not all, FERB listed (line 8).	No strategies with at least one detail are specified to teach either a FERB or to teach general positive behaviors (line 9).

Appendix V-K

Components to Evaluate	Line	2 Points	1 Point	0 Points
E. Reinforcers	10	Reinforcement for FERB is complete AND if any other reinforcers for positive behavior, must also be complete: <ol style="list-style-type: none"> 1. specifically stated 2. contingently given 3. effectiveness data 4. frequency AND One additional variable is listed, either choice within variety or immediacy AND No reinforcement contaminator is present: student loses or reduces access to some reinforcer if the FERB is used in lieu of the problem behavior.	a, b, c, d listed for 2 is complete for at least one desired behavior AND No reinforcement contaminator is present but no additional variable listed (choice within variety or immediacy).	a,b,c,d listed for 2 completeness is not present for at least one desired behavior OR Reinforcement contaminator is present.
F. Reactive strategies	11	Strategy for managing at least one problem safely is present, and any two other components (prompting FERB or redirecting, debriefing or consequences).	Strategy for managing at least one problem safely is present, but two other components for that behavior are not given.	Managing problem safely for at least one behavior is absent.
G. Goals and objectives	12	One complete FERB goal is included within the IEP.	Goal for FERB is incomplete.	No complete goal is included.
H. Team Coordination in implementation	6, 9, 10, 11, 13	All implementers and information exchangers are identified and all responsibilities are specified.	Not all implementers or information exchangers are identified OR Not all responsibilities are noted for each.	No team members' responsibilities are identified OR No team members are identified.
I. Communication	13	Complete FERB exchange with all 6 components (who, condition, manner, frequency, content, reciprocal two-way communication beyond signature of receipt) for FERB is present.	At least one exchange for a listed goal is complete (who, conditions, manner, content, frequency, reciprocal two-way communication beyond signature) but a complete FERB exchange is absent.	All exchanges for a goal are incomplete.