**FBA and BIP Checklist**

**Student ID # Date of Review:**

**Problem Behavior: Replacement Behavior:**

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| **Functional Behavior Assessment** |
| **#** | **Item** | **Yes/No** | **Notes/Action steps to be taken?** |
|  | Are the problem behaviors **identified and operationally defined**. (Easily observable and measurable)? *If more than one behavior is identified, it is clear which behavior(s) will be the* ***focus*** *of the FBA*   |  |  |
|  | Has the team proposed a replacement/desired behavior (linked to school-wide expectations) that is operationally defined (i.e. what you want the student to do instead of the problem behavior) for the student?  |  |  |
|  | Is all *relevant* data available and prioritized to support teams in understanding the identified problem behavior(s)? Examples might include: academic, behavioral, medical and mental health **strengths** and **needs** across life domains (as appropriate)?  |  |  |
|  | **Was baseline data** (data prior to beginning the intervention) collected for the *problem behavior* and proposed *replacement behavior* and summarized? The data should be in addition to other sources of data, such as office discipline referrals (ODR), in-school suspensions (ISS), and out-of-school suspensions (OSS). |  |  |
|  | Does the Functional Assessment include multiple perspectives to understand the identified problem behavior, including the student/family (as appropriate)? |  |  |
|  | Were circumstances, unrelated to the school setting (that occur on some days but not on other days) that make the problem behavior more likely (i.e. **setting events**) identified? If a circumstance was identified, was the link to the problem behavior described? |  |  |
|  | **Were antecedent events (immediate triggers)** that precede and predict the occurrence of problem behavior identified and described with specificity?  |  |  |
|  | Were antecedent events in which problem behavior **is least likely to occur** (or appropriate behavior more likely to occur) identified and specified? |  |  |
|  | **Were consequences** (i.e., how others respond immediately after problem behavior occurs) identified? |  |  |
|  | Was a **hypothesis statement developed** *(based on 6-9 above)* that includes 3 essential components (i.e., antecedent events, behavior, function)? Is the statement linked to the antecedent events and consequences listed in the FBA? |  |  |
|  | Is the **function** of behavior identified, specific, and linked to FBA data? |  |  |
| **Behavior Intervention Plan**  |
| **#** | **Item** | **Yes/No** | **Notes** |
| 12 | **Is there evidence that the BIP is linked/layered/aligned with the school-wide, universal system** (*students receiving Tier 3 supports should still receive full access to Tier 1 and 2 systems)*? Examples: student enrolled in small group to reinforce steps to replacement behavior, replacement behavior *explicitly* linked with school-wide expectation, access to school-wide reinforcement system, individual point card with CICO |  |  |
| 13 | Does the plan describe one strategy (*with enough detail for implementation*) that directly addresses and modifies **antecedent events** (triggers) linked to FBA hypothesis (Item 10)?  |  |  |
| 14 | Does the plan outline the steps to teach at least one replacement behavior, linked to FBA hypothesis (*with enough detail for implementation*)? |  |  |
| 15 | Does the plan describe (with enough detail for implementation) at least one strategy to **reinforce the replacement behavior** that provides the same outcome/function as did the problem behavior?  |  |  |
| 16 | Does the plan describe (*with enough detail for implementation*) at least one strategy that eliminates the maintaining consequences identified in the hypothesis (i.e. changes in the way others respond to problem behavior)? |  |  |
| 17 | Was the need for a **crisis plan** considered, justified, and described with sufficient detail if a need is indicated? |  |  |
|  | Was there a plan to support the implementing teacher(s) to implement the plan (e.g. *scheduled* meeting times with facilitator to check in, practice based coaching, self-reflection of fidelity etc.)? |  |  |
| 18 | Is there a specific plan for **collecting monitoring and fidelity data** on both the problem and replacement behaviors? *When/how; who; method; review date:* |  |  |

Next Steps for Student:

Was the plan implemented as intended? If not, determine next steps:

1. Meet with the teacher(s) to develop a plan for support/coaching of the plan
2. Modify the plan to make more feasible
3. Select new interventions that are more acceptable and match the hypothesis

Is the BIP positively impacting the student? If no, determine next steps:

1. Give the plan more time
2. Modify the plan
3. Conduct a new FBA
4. Refer the student for additional assessment such as a psychoeducational evaluation to determine if the student has a disability and would benefit from special education services.
5. Seek support to access additional expertise for planning and implementing non-school based interventions (e.g. extensive mental health)