



1J – Essential Elements of Tier 3, Part 1 of 3

Presenters:

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- **Topic:** Data-based Decision Making
- **Keywords:** FBA/BIP/PBSP, Fidelity, Tier 3



Who is here?

- | | |
|-------------------------|---|
| 1. School-based staff | 1. Thinking about Tier 3 Systems |
| 2. District-based staff | 2. Have begun implementation of Tier 3 Systems |
| 3. State-based staff | 3. Have measured Tier 3 Systems fidelity with the TFI and/or FBA & BIP with that TATE |
| | 4. Have achieved Tier 3 Systems fidelity with the TFI and/or FBA & BIP with that TATE |

When Working In Your Team

Consider 4 Questions

- How does this compare to our priorities?
- What team would oversee this work?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?

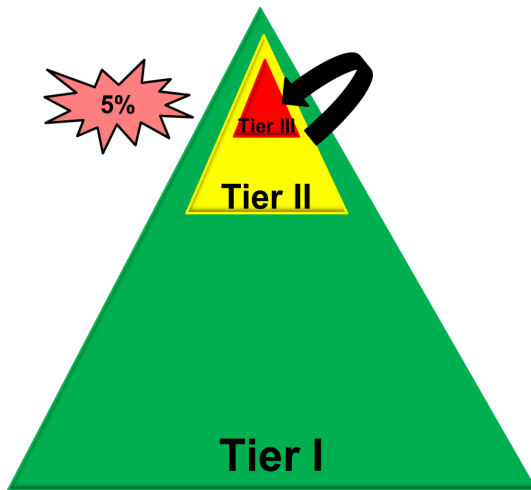


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Strand Overview

- **1J - Essential Elements of Tier 3, Part 1 of 3** 10/22 10:15 am
Rose Iovannone, University of South Florida; Lisa Thomas, The May Institute
- **3J - Exploring the Layers Within Tier 3, Part 2 of 3** 10/22 2:30 pm
Kathleen Strickland-Cohen, University of Utah; Rose Iovannone, University of South Florida; Jessica Olson, University of Utah
- **FD07 - Implementing Tier 3: Systems, Data, & Practices** 10/22 4:00 pm
Bob Putnam May Institute (MA); Jayson Loble, University of South Florida
- **4J - Data-based Decisions at Tier 3: Optimizing PBIS with the Right Information, Part 3 of 3** 10/23 9:30 am
Katie Conley, Boise State University (ID); Bob Putnam, The May Institute (MA); Lauren Evanovich, University of South Florida
- **5J - Using Collaborative Partnerships, Family Involvement, & Student Voice to Develop Function-based Supports** 10/23 11:15 am
Tobey Doble Moore, University of Connecticut; Shanna Hirsch, University of Maryland

1J - Essential Elements of Tier 3, Part 1 of 3



Core Components of Tier 3



Systems (Whole School)
All students who receive Tier 3 interventions – TFI

Functional Behavior Assessment/Behavior Intervention Plan Technical Adequacy Evaluation Tool-(TATE) Scoring Guide

Component	0 - Not Addressed	1 - Partially Addressed	2 - Completely Addressed
Part 1: Functional Behavior Assessment (Data Gathering and Hypothesis Development)			
1. Input is collected from multiple people/sources to complete the functional behavior assessment. <i>*Note: If the FBA/BIP indicates that a brief process was used in alignment with a problem-solving meeting (e.g., PTR-Grief, ERASE) and at least two people were participants in the meeting, score this item as a 2.</i>	Unable to determine if input was collected from multiple people/sources OR FBA indicates that input was only gathered from one source.	Vague indication that input was collected from more than one person/source; details missing. Example: • Checklist or list of names of people who participated in the FBA but no explanation of how they participated or what data/sources were attributed to them.	Clear documentation that input was collected from more than one source with supporting details or the FBA/BIP used a brief process aligned with a problem-solving format (e.g., PTR-Grief, ERASE) and indicated that at least 2 people participated in the meeting. Examples: • Direct observation AND teacher/parent rating scales indicated or checked. • Statements such as, "The teacher(s) and the parent(s) were interviewed."
2. Interfering behavior(s) are identified and operationally defined (i.e., observable and measurable). If more than one behavior is identified, it is clear which behavior(s) are/will be the focus of the FBA. <i>*Note: To get full credit for this item, there must be a link between the behavior identified as the focus, the definition, and the behavior listed in the hypothesis.</i>	- No interfering behavior(s) are identified OR - Interfering behaviors are identified and may be defined, but none of the behaviors identified is the focus of the FBA.	- Behaviors are identified but no definitions provided. - Behaviors are identified but definitions are ambiguous or subjective and do not provide enough information so that a person who is unfamiliar with the student would agree, upon observation, that the behavior identified has started and stopped. OR - Behavior definitions are identified and defined in "dead man" terminology (i.e., a dead person could perform the behavior(s)). OR - Interfering behavior(s) are checked from a stock or dropdown list with no further definitions. OR - Definition of interfering target behavior includes a list of multiple interfering behavior names or multiple unique behaviors. Examples: Ambiguous/subjective examples	- ALL identified interfering behaviors are operationally defined (observable and measurable; can be seen, heard, counted); AND - If more than one behavior is identified, it is clear which behavior(s) are the focus of the assessment. <i>*Note: If the FBA only identifies one concerning behavior that is the focus of the FBA, and the concerning behavior is clearly defined, score "2".</i> <i>*Note: There may not be a clear statement that indicates the behaviors that will be the focus of the FBA. If the antecedents, functions, and hypothesis in questions 4 through 6 clearly identify the behavior(s) of concern, the criterion has been met.</i> <i>*Note: Behaviors do not need to be broken down into discrete units (e.g., pushes until other person is moved 1.5 meters/inches), but behaviors are defined so that anyone</i>

Iovannone (Revised February 2024)

USP

Individual Student
Adequacy of an individual student's FBA & BIP - TATE



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Learning Objectives

1. *List core components of the Tier 3 system at the school level*
2. *Describe how to use the validated tools to measure fidelity of the Tier 3 system*
3. *Provide examples of how improving the quality of FBAs and BIPs can impact the success of Tier 3 implementation*



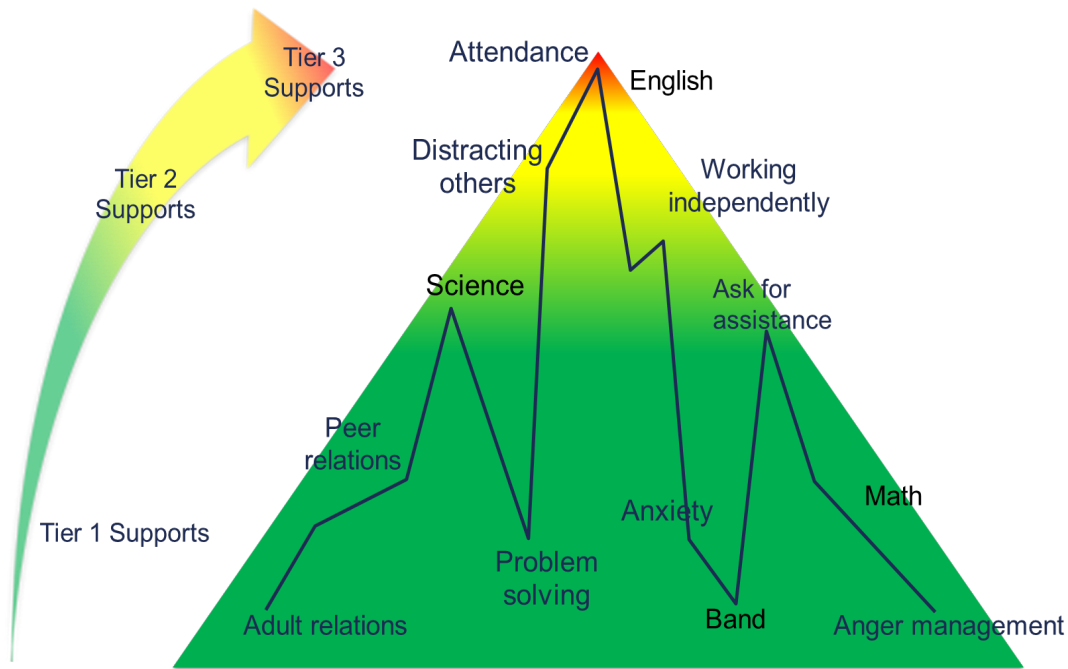
Core components of the Tier 3 system at the school level



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Person-Centered Decision-Making

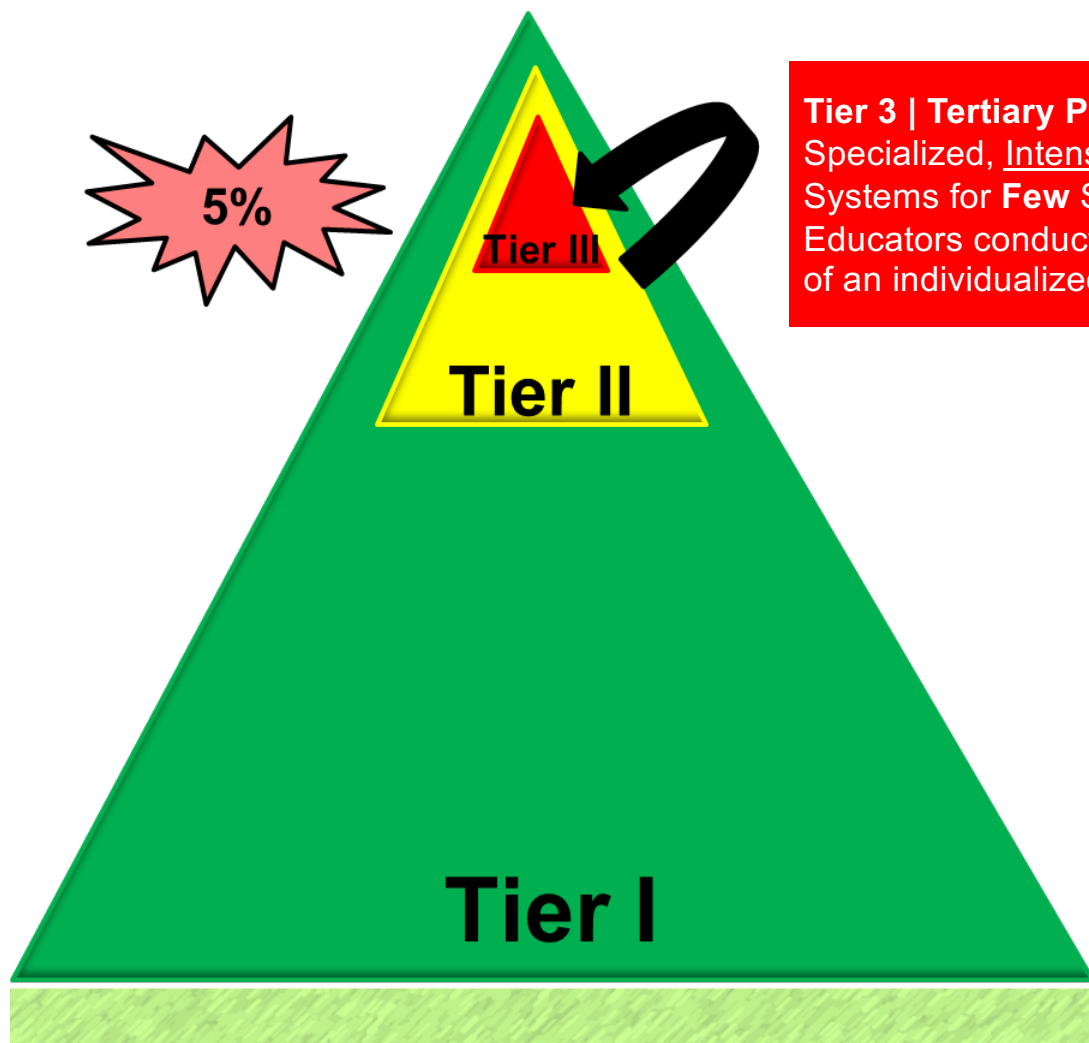
Is the individual successful in this domain
with this level of support?



Layers of Support



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Tier 3 | Tertiary Prevention:

Specialized, Intensive Individualized supports
Systems for **Few** Students with High-Risk (~3-5%)
Educators conduct a FBA to inform development and implementation of an individualized, multi-component, and function-based BIP.



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Features of Tier III Interventions



Greatest intensity of supports



Routines and procedures often customized



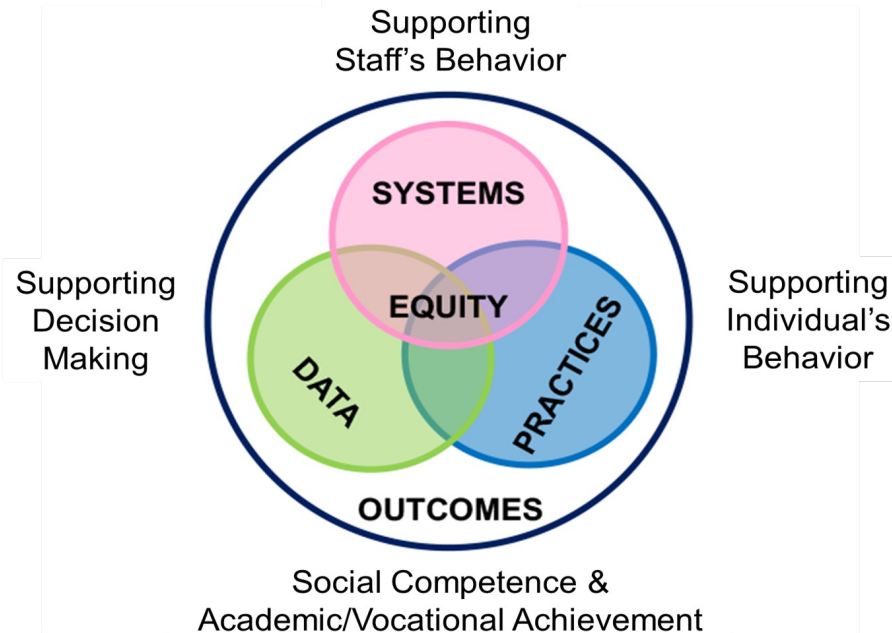
Require greater implementation effort and resources



Frequent individualized progress monitoring

- Multi-disciplinary Leadership Team with Behavior Support Expertise
- Student Support Team
- Clearly defined process and procedures
- Professional development
- Feedback loops

- Decision Rules
- Assessment, Progress Monitoring, & Evaluation Procedures
- Implementation Fidelity (TFI, TATE)
- Student Outcomes
- Perception Data



- FBA & BIP: Prevent undesired behaviors; Teach desired behaviors; Positively reinforce desired behaviors; Reduce reinforce for undesired behavior; and Ensure student safety
- Wraparound
- Person-Centered Planning

Student:

- Decreased intensity/frequency of target behaviors
- Improved self-regulation, communication, engagement
- Reduced exclusionary discipline

System:

- Tier 3 system implementation fidelity
- Tier 3 students reintegrating successfully into less intensive supports
- Tier 3 support satisfaction

Tier III: The 4 Vital Questions

1. Screening

Who needs Tier III support?

2. Assessing
Implementation

Are we doing what we said we
would do?

3. Assessing Impact

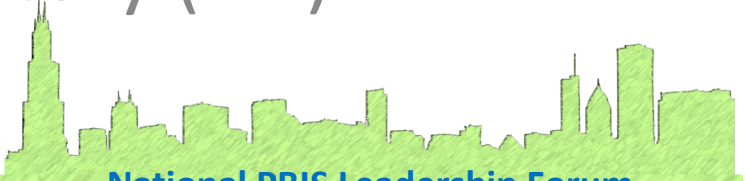
Is it working?

4. Assessing Equity

Is it working for all?

Validated tools to measure fidelity of the Tier 3 system

Tiered Fidelity Inventory (TFI)



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Systems (Whole School)
All students who receive
Tier 3 interventions – TFI

PBIS Assessment

Get to know your PBIS implementation
with our free, online app for conducting
evidence-based surveys like the
TFI and the School Climate Survey.

[Get PBIS Assessment](#)

PBIS Assessment is a free
application available to help
record your TFI 3.0 data online!

[Click here for more information
on PBIS Assessment](#)

Tiered Fidelity Inventory

- <https://www.pbisapps.org/resource/tiered-fidelity-inventory-tfi-3-0-manual>
- The purpose of the PBIS Tiered Fidelity Inventory (TFI) 3.0 is to provide a **valid, reliable, and efficient** measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS).
- The TFI is divided into three sections (Tier 1: Universal PBIS Features; Tier 2: Targeted PBIS Features; and Tier 3: Intensive PBIS Features) that can be used separately or in combination to assess the extent to which core features are in place.

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Move to TFI 3.0

<https://www.pbisapps.org/articles/announcing-the-release-of-the-tiered-fidelity-inventory-tfi-3-0-on-april-14>

We are excited to announce the release of the **Tiered Fidelity Inventory (TFI) 3.0** starting April 14. The TFI 3.0 is a significant update providing schools with a valid, reliable, and efficient way to measure their implementation of the core features of Positive Behavioral Interventions and Supports (PBIS). This latest version builds on existing PBIS fidelity measures and prioritizes mental health supports, equity, and classroom implementation. In addition, the TFI 3.0 has an expanded 5-point scale with indicators, allowing teams to report on their implementation more accurately, with more guidance to support action planning.

The TFI 3.0 has three sections:

- Tier 1: Universal PBIS Features
- Tier 2: Targeted PBIS Features
- Tier 3: Intensive PBIS Features

TFI 2.1 Tier 3	TFI 3.0 Tier 3
3.1 Team Composition	3.1 Team Composition
3.2 Team Operating Procedures	3.2 Team Operating Procedures
3.3 Screening	3.3 Screening
3.4 Student Support Team	3.15 Individual Support Team
	3.16 Individual Assessment Plans
	3.17 Individual Support Plans
	3.18 Individual Support Plan Orientation and Training
3.5 Staffing	3.9 Staffing
	3.10 Student Engagement
3.6 Student Family Community Involvement	3.11 Family and Community Engagement
	3.12 Faculty and Staff Engagement
3.7 Professional Development	3.7 Leadership Team Professional Development and Coaching
3.8 Quality of Life Indicators	
3.9 Academic Social and Physical Indicators	3.4 Comprehensive Assessment Protocol
3.10 Hypothesis Statement	
3.11 Comprehensive Support	3.5 Individual Support Plan Protocol
3.12 Formal and Natural Supports	
3.13 Access to Tier 1 and Tier 2 Supports	3.6 Access to Tier 1 and Tier 2 Supports
3.14 Data System	3.13 Decision Making with Aggregated Student Performance Data and Fidelity Data
3.15 Data-based Decision Making	3.19 Individualized Data-Based Decision Making
3.16 Level of Use	3.8 Level of Use
3.17 Annual Evaluation	3.14 Evaluation Plan

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Why move from TFI 2.1 to TFI 3.0?

- The TFI 3.0 replaces the TFI 2.1, incorporating updates better aligned with current PBIS practices and priorities.
 - The TFI 2.1 will remain available for at least the 2025-2026 school year to ensure a smooth transition.
 - We encourage schools to adopt the TFI 3.0 when it makes sense for them to do so, to benefit from its enhanced features and improved guidance.
- Revised TFI 2.1 to TFI 3.0 to
 - Prioritize content related to the integration of mental health supports, equity, and classroom implementation and
 - Better align with current guidance and training content available through the National Center on PBIS.
 - Move from a 3-point to a 5-point Likert scale, providing a wider range of measurement

How do you compare scores on TFI 2.1 and 3.0?

- The TFI 3.0 includes nine more items and an expanded 5-point scoring rubric.
- As a result, the total available points increased from 34 on the TFI 2.1 Tier 3 to 76 on the TFI 3.0 Tier 3.
- Because of this change, teams may wish to use points instead of percentages to interpret scores (both types of data will be available in online reports).
- To see how items in the new survey compare, check out the [Item Crosswalk](#) and to see how old and new scores compare see the [Conversion Tables and Formulas](#).

Tier 3

TFI 2.1 Percent	TFI 2.1 Points	TFI 3.0 Percent	TFI 3.0 Points
25%	8.5	17%	13
50%	17	34%	26
70%	23.8	47%	36
80%	30.4	54%	41

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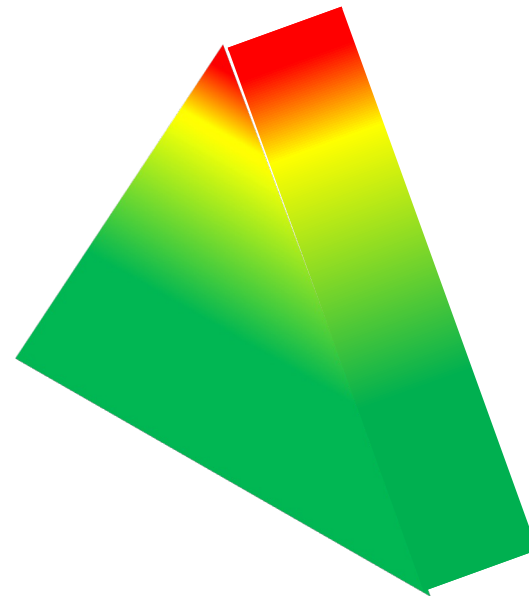
Overview of the TFI 3.0



The Tiered Fidelity Inventory 3.0 is a measure of the extent to which school teams are applying core features of school-wide PBIS (SWPBIS).

The TFI 3.0 has three subscales:

- Tier I: 20 Items
- Tier II: 15 Items
- Tier III: 19 Items



TFI 3.0 Tier 3: Individualized Interventions

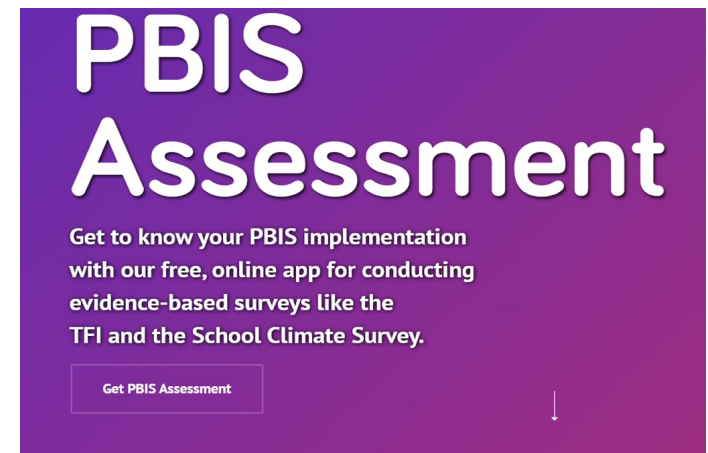


Subscale: Teams	Subscale: Leadership Team Practices	Subscale: Systems	Subscale: Data	Subscale: Individualized Support
3.1 Team Composition	3.3 Screening	3.7 Leadership Team Professional Development and Coaching	3.13 Decision Making with Aggregated Student Performance Data and Fidelity Data	3.15 Individual Support
3.2 Team Operating Procedures	3.4 Comprehensive Assessment Protocol	3.8 Level of Use	3.14 Evaluation Plan	3.16 Individual Assessment Plans
	3.5 Individual Support Plan Protocol	3.9 Staffing		3.17 Individual Support Plans
	3.6 Access to Tier 1 and Tier 2 Supports	3.10 Student Engagement		3.18 Individual Support Plan Orientation and Training
		3.11 Family and Community Engagement		3.19 Individualized Data-based Decision Making
		3.12 Faculty and Staff Engagement		

TFI Tier 3 Administration Process



- **Completed by a school's Leadership Team or Systems Planning Team**
- **Completion with an External Coach recommended**
- **More frequent administration for early implementors**
- **Paper/pencil or PBISApps.org**
- **There is no cost to complete the TFI**



PBIS Assessment is a free application available to help record your TFI 3.0 data online!

[Click here for more information on PBIS Assessment](#)

Preparation for Administration



- Assemble relevant **personnel**
- Access/review decision rules for **screening** for Tier III needs (if in place)
- Access/review the **Assessment Protocol** used to gather data (if in place)
- Access/review the **Support Plan Protocol** used to guide development of individualized support plans (if in place)
- Increase familiarity with the **TFI Tier 3 Support Plan Worksheet** (Appendix D)
- Gather 3 **randomly selected Tier III Student Support Plans** (created in the last 12 months)
- Access the existing **Annual Evaluation Plan** (if in place)

Appendix D: TFI Tier 3 Support Plan Worksheet

Directions
Select 3 current Tier 3 plans created in the last 12 months for students needing SES support. If there are more than 3 plans available, randomly select 3. If there are no plans available, score a 0 for all individual tier 3 items (3.16-3.20). If there are only 1 or 2 plans available, score a TFI feature at the highest level for which all plans meet the criteria. For each plan selected, request additional records of individual support team meetings as needed to allow for review of whether teams met and reviewed data (3.19).

Item	Scoring Criteria	Plan 1	Plan 2	Plan 3	Sum of Points	TFI Score
3.15 Individual Student Team: For each individual support plan, a uniquely constituted team meets to design, implement, monitor, and adjust the student-specific support, including input from student family about who is on the team and individuals who actively provide response in each relevant area: • assisted behavioral expertise, expertise, • mental health and trauma expertise, • access to external support agencies and resources for planning and implementing non-scheduled interventions (e.g., intensive mental health), • academic expertise • physical health and wellness (e.g., nurse, health teacher), and information regarding student and social-emotional and SES strengths and needs, and.	On-plan does not identify the individual student support team. 2-Individual support team exists but does not include all relevant areas of expertise. 3-Individual support team exists and includes all relevant input/feedback from student family.					

Annual School Summary – Tier III example
What is the status of PBIS implementation?
The TFI indicates that we are implementing both all with fidelity. Within the core features, we are strong in all areas; with some specific areas in Tier II we want to target for improvement.

How effective are our Tier III interventions?

Intervention	# of Students	# of Students Meeting Goal	% Successful
Behavior Support Plans	5	4	80%
Wraparound	3	1	33%
Attendance Initiative	2	2	100%

Action Plan for the next school year:
1. Review our Wraparound Intervention and plan ways for the community partners to have more involvement.
2. Review our Behavior Support Plans to ensure all plans include the core essential features.
3. Training will be provided to all staff on basic behavioral theory, function of behavior, and function-based intervention.

Organization of Items 3.1 to 3.19



TIERED FIDELITY INVENTORY

Tier 3: Individualized PBIS Features

This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory.

Subscale: Leadership Team

3.1 TEAM COMPOSITION

Tier 3 leadership team (or combined Tier 2 and Tier 3 Team) includes the following roles: 1-2 Tier 3 systems coordinators (e.g., coaches), a school administrator, a representative group of educators (e.g., grade level or departmental representation, general and special education, certified and non-certified staff), members from marginalized groups, relevant community partners (e.g., mental health providers), and individuals who actively provide expertise in the following areas:

- applied behavior support
- mental health and trauma
- academic instruction
- coaching
- equity
- physical health and wellness (e.g., nurse, health teacher)
- data systems and information regarding system and student academic and SEB strengths and needs
- operations of the school across grade levels and programs

Possible Data Sources

- School organizational chart
- Tier 3 team meeting minutes
- District capacity assessment

Scoring Criteria

0	Team does not exist or does not include a coordinator, school administrator, or individuals with applied behavioral expertise.
1	Team exists, but does not include all identified roles, or participation of these members is below 80%.
2	Team with all roles exists and is actively engaged with participation of all roles at or above 80%.
3	Team with all roles exists, is actively engaged with participation of all roles at or above 80%, and either a written process exists for selecting, orienting, recruiting, and retaining team members or Tier 3 leadership team includes members from the group that is most exposed to disparate outcomes in your school (e.g., exclusionary discipline, bullying, mental health referrals).
4	Team with all roles exists, is actively engaged with participation of all roles at or above 80%, and both a written process exists for selecting, orienting, recruiting, and retaining team members and Tier 3 leadership team includes members from the group that is most exposed to disparate outcomes in your school.

Subscale Name

Item Number & Name

Feature Description – an explanation of the main idea for this feature

Possible Data Sources

Scoring Criteria

Appendix D: Tier 3 Support Plan Worksheet

Randomly select 3 Tier 3 plans created in the last 12 months.

If only 1-2 plans exist, score the TFI feature at the highest level for which all plans meet the criteria.

3.15 Individual Support Team

3.16 Individual Assessment Plan

3.17 Individual Support Plan

3.18 Individual Support Plan Orientation and Training

3.19 Individualized Data-based Decision Making

Appendix D: TFI Tier 3 Support Plan Worksheet

Directions

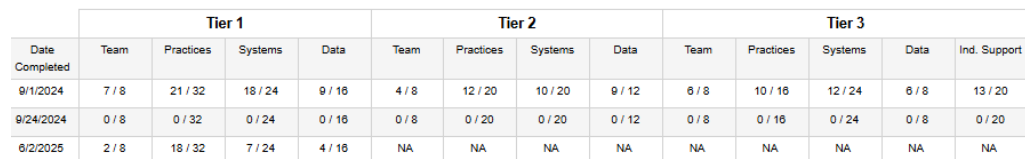
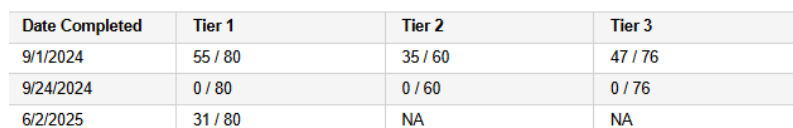
Select 3 current Tier 3 plans created in the last 12 months for student review. If more than 3 plans are available, randomly select 3. If there are no plans available, select the highest level for which all plans meet the criteria. For each plan selected, request additional records of individual support team meetings as needed to allow for review of whether teams met and reviewed data (3.19).

Review each plan separately

Item	Scoring Criteria	Plan 1	Plan 2	Plan 3	Sum of Points	TFI Score
3.15 Individual Support Team: For each individual support plan, a uniquely constructed team exists to design, implement, monitor, and adapt the student-specific support, including input/approval from student/ family about who is on the team and individuals who actively provide expertise in each relevant area:	- applied behavioral expertise, - mental health and trauma expertise, - access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) - academic expertise - physical health and wellness (e.g., nurse, health teacher), - knowledge of data systems and information regarding system and student academic and CEB strengths and needs, and, - knowledge about the operations of the school across grade levels and programs.					
	0=Plan does not identify the individual student support team					
	1=Individual support team exists but does not include all relevant areas of expertise.					
	2=Individual support team exists and includes documented input/approval from student/ family about who is on the team, and team includes some but not all relevant areas of expertise	0	0	0	0=0	
	3=Individual support team exists and includes documented input/approval from student/ family about who is on the team, and team includes all relevant areas of expertise	1	1	1	1-4=1	
	4=Individual support team exists, includes all relevant areas of expertise, and evidence exists that all members are actively engaged in the design, implementation, and monitoring of student specific support plans with participation of all roles at or above 80%	2	2	2	4-6=2	
		3	3	3	7-12=3	
		4	4	4	12=4	

Sum the total points for all plans

Convert the sum rating to a TFI score for each item



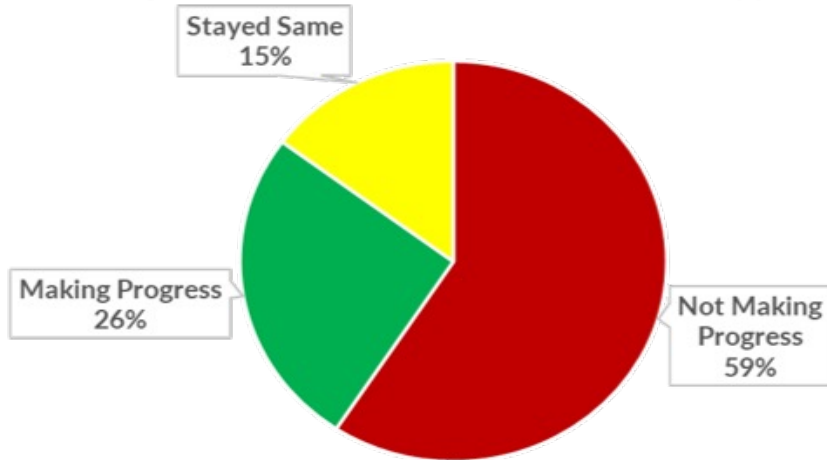
Action Planning



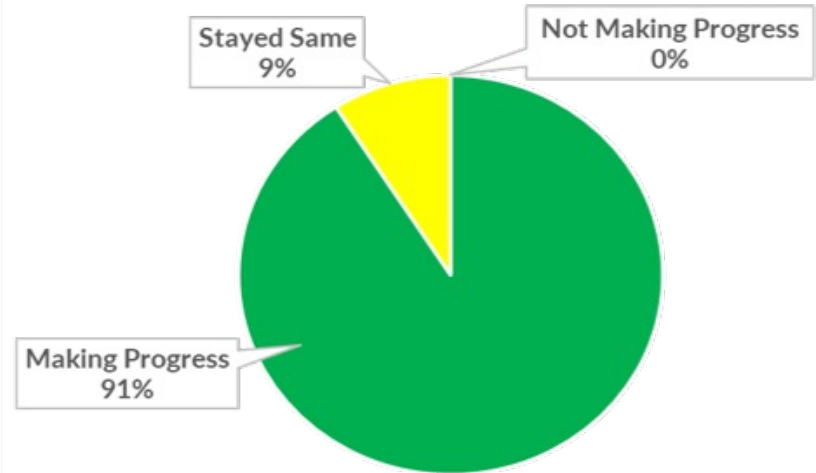
Tier 3: Individualized PBIS Features

Item	Current Score	Action	Who	When
3.1 Team Composition				
3.2 Team Operating Procedures				
3.3 Screening				
3.4 Comprehensive Assessment Protocol				
3.5 Individual Support Plan Protocol				
3.6 Access to Tier 1 and Tier 2 Supports				
3.7 Leadership Team Professional Development & Coaching				
3.8 Level of Use				
3.9 Staffing				
3.10 Student Engagement				
3.11 Family and Community Engagement				
3.12 Faculty and Staff Engagement				
3.13 Decision Making with Aggregated Student Performance Data and Fidelity Data				
3.14 Evaluation Plan				
3.15 Individual Support Team				
3.16 Individual Assessment Plans				
3.17 Individual Support Plans				
3.18 Individual Support Plan Orientation and Training				
3.19 Individualized Data-based Decision Making				

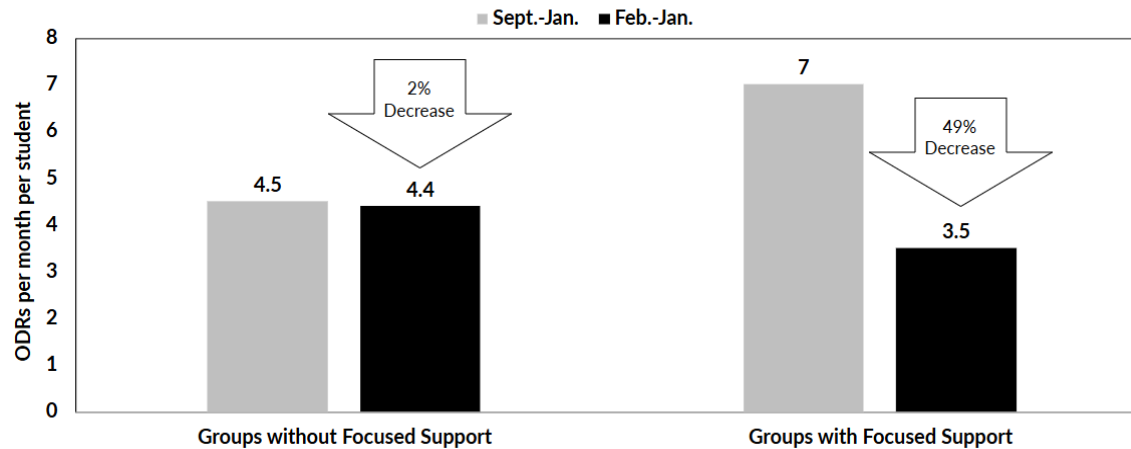
Progress for Students without Focused Support



Progress for Students with Focused Support



Comparison of Groups



**Case Study –
Improving
Effectiveness of Tier 3**
www.pbis.org/resource/improving-tier-3-implementation-and-outcomes-in-a-high-needs-school

For more information on the TFI 3.0



<https://www.pbisapps.org/products/tfi>

Discussion

Why is it challenging to have high-quality FBA/BIPs in schools?



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Context for FBAs/BIPs

- FBA/BIP—substantial evidence base
- Behavior ‘gold’ standard for more than 20 years
- Systemic and skill issues impeding implementation
- Wealth of literature providing evidence-basis
 - BUT, does not address the contextual fit of FBA in school culture (Scott & Kamps, 2007)
 - Educators’ willingness and ability to engage in process
 - Level and intensity of FBA necessary to result in improvements
- Conceptually, FBA seen as tool for use in multi-tiered system of supports rather than separate process
 - If part of process, may change traditional definition of what and who is involved in FBA



Current Status of FBA/BIP Implementation in Schools

- No systematic policies adopted at federal level (Scott & Kamps, 2007)
- Recent guidance provided by OSEP in 2024
 - <https://sites.ed.gov/idea/files/Functional-Behavioral-Assessments-11-19-2024.pdf>
- Three primary flaws in school-setting use (Scott, Liaupsin, Nelson, & McIntyre, 2005).
 - Used as reactive process
 - “Expert” model vs. collaborative model
 - Rigid, rigorous procedures not feasible in public school settings
- In response, schools have “implemented a variety of inexact practices and procedures that have been loosely labeled as FBA, the majority of which are not tied to any solid evidence base. (Scott, Anderson, & Spaulding, 2008)

Technical Adequacy Research

- Studies conducted exploring technical adequacy of FBAs prior to 2024
 - Blood, E., & Neel, R. S. (2007). From FBA to implementation: A look at what is actually being delivered. *Education and Treatment of Children*, 30, 67-80.
 - Cook, C. R., Crews, S. D., Wright, D. B., Mayer, G. R., Gale, B., Kraemer, B., & Gresham, F. M. (2007). Establishing the substantive adequacy of positive behavioral support plans. *Journal of Behavioral Education*, 16, 191-206.
 - Hirsch, S. E., Lewis, T. J., Griffith, C. A., Carlson, A., Brown, C. & Katsiyannis, A. (2023). An analysis of selected aspects of functional behavioral assessments and behavior intervention plans. *The Journal of Special Education*, 57(3), 131-141. <https://doi.org/10.1177/00224669221146168>.
 - Van Acker, R., Boreson, L., Gable, R. A., & Potterton, T. (2005). Are we on the right course? Lessons learned about current FBA/BIP practices in schools. *Journal of Behavioral Education*, 14, 35-56.



Results of Technical Adequacy Research

- Limited input from teachers and others
- Target behaviors missing or inadequately defined
- FBA hypotheses flawed—attempt to assign one function/hypothesis to group of target behaviors (e.g., treated all behaviors as one behavior—collected data and developed interventions)
- Behavior intervention strategies not linked with hypothesis statement(s)
 - Predominant type of BIP “hierarchical stock list of possible positive and negative consequences” that follow any problem behavior (Van Acker et al.)
- Replacement behaviors not included
 - Van Acker—46% FBA/BIPs reviewed only included aversive strategies
- No follow-through on next steps (promote and check maintenance and generalization of behavior change)

Publication of TATE

Iovannone, R., Moore, T. D., Williams, J., Sanchez, S., & Kauk, N. (2024). Are we on course yet? Functional behavior assessment and behavior intervention plan technical adequacy in schools. *Behavioral Sciences*, 14(6), 1-15.
<https://doi.org/10.3390/bs14060466>



Article

Are We on Course Yet? Functional Behavior Assessment and Behavior Intervention Plan Technical Adequacy in Schools

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Abstract: It has been more than two decades since the Individuals with Disabilities Education Act (IDEA; 1997) included language about the use of functional behavior assessments (FBAs) and behavior intervention plans (BIPs) to address the challenging behaviors of students with disabilities in schools. It has been more than ten years since three technical adequacy studies were published that evaluated school-based FBAs' and BIPs' inclusion of essential components and found them to be significantly lacking. The aims of this study were to expand upon the previous research by (a) establishing the psychometric properties of the FBA/BIP Technical Adequacy Evaluation Tool (TATE), (b) evaluating the technical adequacy of 135 completed FBAs and 129 BIPs from 13 school districts across a single state, and (c) comparing the findings to previous studies. The results showed that (a) the TATE has moderate but acceptable internal consistency, excellent inter-rater reliability, and good content validity, (b) the technical adequacy scores of the evaluated products ranged between 40% and 50% of the total components, and (c) most of the BIPs had similar flaws to those seen in the previous research; however, improvement was noted in the FBA components. The implications for practice and suggestions for future research are discussed.

Keywords: functional behavior assessment; behavior intervention plans; technical adequacy

Citation: Iovannone, R.; Doble Moore, T.; Williams, J.M.; Sanchez, S.; Kauk, N. Are We on Course Yet? Functional Behavior Assessment and Behavior Intervention Plan Technical Adequacy in Schools. *Behav. Sci.* 2024, 14, 466. <https://doi.org/10.3390/bs14060466>

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1. Introduction

Over 50 years of research have cemented the functional behavior assessment (FBA) process as the gold standard for addressing challenging behavior and developing effective interventions [1–3]. The goals of FBA are to identify the relation between an individual's challenging behavior and environmental events and the function or outcome obtained by performing the challenging behavior. This relation between the environmental context and the presentation of challenging behavior is typically summarized through a hypothesis statement that drives the selection and implementation of hypothesis-linked interventions to include in a behavior intervention plan (BIP) [3,4]. These hypothesis-linked interventions help reduce challenging behaviors by directly modifying antecedent events that predict behavioral occurrence and help establish new behavioral repertoires that allow students to access contingencies (including the function) by performing appropriate replacement behaviors [5].

The U.S. Individuals with Disabilities Education Act (IDEA) in 1997, subsequent reauthorization in 2004, and amendments in 2015 mandate the use of FBAs and BIPs in school settings for students with disabilities when their challenging behavior results in a change of educational placement and the behavior is determined to be a manifestation of their disability. Although regulations do not mandate proactively using FBAs to address challenging behavior, many schools conduct FBAs to guide the development of behavioral support for students with or at risk of disabilities [6]. Unfortunately,

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TATE-Development and Use of Tool



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Purpose of TATE

- Develop a “district/educator” friendly tool that could be used by practitioners to evaluate FBA/BIPs
- Determine the technical adequacy of FBA/BIPs and establish baseline for:
 - District
 - Campus/School
 - Individual
- Provide information to generate data to guide strategic action planning



Development of Tool

- Review of literature to identify essential components for adequate FBA/BIPs
- Original measure included 24 items (FBA/BIP)
- Edited to 20 items
- Sent out to three national experts (Terry Scott, Cindy Anderson, Glen Dunlap) to review
 - Is the item essential?
 - Is the item worded clearly?
- Final tool contains 18 items (9 FBA/9 BIP)
- Rubric provides scoring guidelines
- Scores range from 0-2 for each item.



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FBA and BIP Technical Adequacy Tool for Evaluation (TATE): Scoring Form

District/State _____ Evaluator _____ Date of Review _____ IRR ☐ Yes ☐ No IRR Score: _____
 ID _____ Date of FBA _____ Date of BIP _____

Directions: Score each item using the Product Evaluation Scoring Guide.

Component	Item	Scoring Guide	Score
Part I. FUNCTIONAL BEHAVIOR ASSESSMENT Data Gathering and Hypothesis Development	1. Input is collected from multiple people/sources to complete the functional behavior assessment. <i>Check all that apply.</i> ☐ Student interview ☐ Parent interview ☐ Teacher interview ☐ Rating Scales ☐ Direct Observations ☐ Team members participating listed ☐ Record Review ☐ Efficient FBA (team meeting, ERASE, etc.) ☐ Other _____	0 = unable to determine 1 = one source/person or list of names with no detail 2 = two or more sources with supporting details	
	2. Interfering behaviors are identified and operationally defined (i.e., observable and measurable). If more than one behavior is identified and defined, it is clear which behavior(s) will be the focus of the FBA List interfering behavior(s): _____	0 = no interfering behavior identified. 1 = behaviors are identified, but definitions are ambiguous or subjective 2 = ALL identified behaviors are operationally defined.	
	3. Baseline data on the interfering target behaviors are collected and detailed or summarized. The data are in addition to office discipline referrals (ODR), in-school suspension (ISS), and/or out-of-school suspension (OSS) data. ☐ Target Behavior ☐ Method ☐ Time Frame ☐ Analysis	0 = unable to determine 1 = data collected, but omits at least one of the essential details 2 = data collected, AND includes all 4 essential details	
	4. Setting events (i.e., slow triggers; antecedent events that provide the context or "set the stage" for a higher likelihood of interfering target behavior) are considered, identified (if present), and the relation to the occurrence of the interfering behavior is described. <i>List setting events (slow triggers):</i> Distant event _____ Environmental, social, or physiological events _____	0 = unable to determine, OR no indication setting events were considered 1 = identified, no relation to the behavior described 2 = identified, AND contingency/pattern described, OR clear indication no setting events exist	
	5. Antecedent events (immediate triggers) that precede and predict the occurrence of interfering target behavior are identified and detailed. List antecedents (triggers): _____	0 = none, OR not antecedents 1 = identified, lacks detail 2 = identified AND detailed	

Functional Behavior Assessment/Behavior Intervention Plan Technical Adequacy Evaluation Tool (TATE) Scoring Guide

Component	0 – Not Addressed	1 – Partially Addressed	2- Completely Addressed
Part 1: Functional Behavior Assessment (Data Gathering and Hypothesis Development)			
1. Input is collected from multiple people/sources to complete the functional behavior assessment. <i>*Note: If the FBA/BIP indicates that a brief process was used in alignment with a problem-solving meeting (e.g., PTR-Brief, ERASE) and at least two people were participants in the meeting, score this item as a 2.</i>	Unable to determine if input was collected from multiple people/sources OR FBA indicates that input was only gathered from one source.	Vague indication that input was collected from more than one person/source; details missing Example: Checklist or list of names of people who participated in the FBA but no explanation of how they participated or what data/sources were attributed to them.	Clear documentation that input was collected from more than one source with supporting details or the FBA/BIP used a brief process aligned with a problem-solving format (e.g., PTR-Brief, ERASE) and indicated that at least 2 people participated in the meeting. Examples: - Direct observation AND teacher/parent rating scales indicated or checked. - Statements such as, "The teacher(s) and the parent(s) were interviewed."
2. Interfering behavior(s) are identified and operationally defined (i.e., observable and measurable). If more than one behavior is identified, it is clear which behavior(s) are/will be the focus of the FBA. <i>*Note: To get full credit for this item, there must be a link between the behavior identified as the focus, the definition, and the behavior listed in the hypothesis.</i>	- No interfering behavior(s) are identified OR - Interfering behaviors are identified and may be defined, but none of the behaviors identified is the focus of the FBA.	- Behaviors are identified but no definitions provided - Behaviors are identified but definitions are ambiguous or subjective and do not provide enough information so that a person who is unfamiliar with the student would agree, upon observation, that the behavior identified has started and stopped. OR - Behavior definitions are identified and defined in "dead man" terminology (i.e., a dead person could perform the behaviors). OR - Interfering behavior(s) are checked from a stock or dropdown list with no further definitions. OR - Definition of interfering target behavior includes a list of multiple interfering behavior names or multiple unique behaviors. Examples: Ambiguous/subjective examples - Talks to peers	- ALL identified interfering behaviors are operationally defined (observable and measurable; can be seen, heard, counted), AND - If more than one behavior is identified, it is clear which behavior(s) are the focus of the assessment <i>*Note: If the FBA only identifies one concerning behavior that is the focus of the FBA, and the concerning behavior is clearly defined, score '2'.</i> <i>*Note: There may not be a clear statement that indicates the behaviors that will be the focus of the FBA. If the antecedents, functions, and hypothesis in questions 4 through 8 clearly identify the behavior(s) of concern, the criterion has been met.</i> <i>*Note: Behaviors do not need to be broken down into discrete units (e.g., pushes until other person is moved 1.5 meters/inches), but behaviors are defined so that anyone can determine when the behavior starts and stops.</i>

Preliminary Findings-Interrater Reliability

- n = 143/135
- 13 Florida School Districts
- 3 Sources
 - 35.1% FL Department of Education
 - 11.3% Volunteer to improve Tier 3 practices
 - 53.6% FL PBS Project Evaluation Project
- n = 38 (25.2%) evaluated by two trained raters



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- Inter-rater reliability coefficients – 0.92 FBA, 0.93 BIP, 0.94 Total Score

Table 1. Item inter-rater reliability estimates for the TATE items and total scores.

TATE Item	Correlation Coefficient	* Lower	* Upper
FBA items			
Item 1 Sources of FBA	0.82	0.67	0.97
Item 2 Clearly defined target behavior	0.57	0.35	0.78
Item 3 Baseline data	0.78	0.60	0.91
Item 4 Setting events	0.85	0.71	0.99
Item 5 Antecedents for target behavior	0.86	0.73	1.00
Item 6 Antecedents-absence of target behavior	0.88	0.78	0.98
Item 7 Consequences following target behavior	0.63	0.36	0.90
Item 8 Hypothesis linked to FBA	0.70	0.50	0.90
Item 9 Valid function	0.87	0.73	1.00
BIP items			
Item 10 Timeline between FBA and BIP	0.98	0.94	1.00
Item 11 Hypotheses included on BIP	0.65	0.37	0.92
Item 12 Antecedent strategy described/linked to hypotheses	0.57	0.31	0.82
Item 13 Replacement behavior strategy described/linked to hypotheses	0.80	0.62	0.98
Item 14 Reinforce strategy described/linked to hypothesis	0.68	0.39	0.97
Item 15 Changing response to target behavior	0.73	0.51	0.95
Item 16 Consideration and description of safety plan	0.97	0.93	1.00
Item 17 Progress monitoring plan	0.87	0.73	1.00
Item 18 Implementation fidelity plan	-0.03 *	-0.07	0.01
FBA total	0.92	0.85	0.96
BIP total	0.93	0.86	0.96
Total TATE	0.94	0.88	0.97

Note: Item correlation coefficients are represented as Cohen's kappa (weighted). Total FBA and BIP scores are represented as intraclass correlations. * Lower and upper limits for 95% confidence interval. * This one low kappa coefficient is due to the very low incidence of non-zero scores by raters (92% zeroes).

Table 1

Descriptive Statistics for FBA Mean Raw Score and BIP Mean Raw Score

Component (N)	*Mean	Minimum	Maximum	SD
FBA (135)	9.30	2.00	14.00	2.63
BIP (129)	7.49	1.00	15.00	2.74

*Maximum raw score for FBA and BIP is 18.

Table 4. Relative frequency distributions of the TATE items.

TATE Items	Score 0		Score 1		Score 2	
	n	%	n	%	n	%
1. FBA—Sources of Data	12	8.8	45	33.1	79	58.1
2. FBA—Operational Definition	0	0	69	50.7	67	49.3
3. FBA—Baseline Data	29	21.3	80	58.8	27	19.9
4. FBA—Setting Events	96	70.6	34	25.0	6	4.4
5. FBA—Antecedent Events TB	14	10.3	84	61.8	38	27.9
6. FBA—Antecedent Events AB	90	66.2	26	19.1	20	14.7
7. FBA—Consequences	59	43.7	47	34.8	29	21.5
8. FBA—Hypothesis Statement	13	9.6	100	74.1	22	16.3
9. FBA—Valid Function	12	8.9	48	35.6	75	55.6
10. BIP—Timeline	31	23.7	2	1.5	98	74.8
11. BIP—Hypothesis Match	31	23.8	25	14.6	74	56.9
12. BIP—Prevent Strategy	47	35.9	72	55.0	12	7.0
13. BIP—Teach Strategy	30	22.9	91	69.5	10	7.6
14. BIP—Reinforce Strategy	46	35.4	77	59.2	7	5.4
15. BIP—Change Responding Strategy	81	62.3	36	27.7	13	10.0
16. BIP—Safety Plan	58	44.6	23	17.7	49	37.7
17. BIP—Progress Monitoring	33	25.4	84	64.6	13	10.0
18. BIP—Implementation Fidelity Plan	121	93.1	8	6.2	1	0.8

Table 2

Mean TATE Item Scores

Item	Mean Score (range = 0-2)	SD
<i>Functional Behavior Assessment</i>		
1. Sources of FBA input/team	1.49	.66
2. Clearly defined target behavior	1.49	.50
3. Baseline data	.99	.64
4. Setting events	.34	.56
5. Antecedents for target behavior	1.18	.60
6. Antecedents-absence of target behavior	.49	.74
7. Consequences following target behavior	.78	.78
8. Hypothesis linked to FBA	1.33	.84
9. Valid function	1.47	.66
<i>Behavior Intervention Plan</i>		
10. Timeline between FBA and BIP	1.51	.85
11. Hypothesis included or referenced on BIP	1.33	.84
12. Prevention strategy described and linked to hypothesis	.73	.62
13. Replacement behavior strategy described and linked to hypothesis	.85	.53
14. Reinforce strategy described and linked to hypothesis	.70	.57
15. Changing response to target behavior	.48	.67
16. Consideration and description of safety plan	.93	.91
17. Progress monitoring plan	.85	.58
18. Implementation fidelity plan	.08	.30

TATE Components



Essential Components of FBA/BIPs

- Input obtained from multiple sources
- Problem behavior that is the focus of the FBA is identified and defined in measureable terms
- Baseline data is provided on the identified problem behavior
- Setting events are considered and identified if pattern of predictability is present
- Antecedent events triggering problem behavior are identified and described adequately
- Antecedent events present when no problem behavior occurs are identified and described adequately
- Responses made by others following the problem behavior are identified and described adequately
- Hypothesis statement is written and uses the information from the FBA
- Function in hypothesis is valid (negative or positive reinforcement-i.e., escape/avoid/delay; access/obtain)
 - Iovannone, R., Anderson, C., & Scott, T. (2013). Power and control: Useful functions or explanatory fictions? *Beyond Behavior*, 22, 3-6.

Essential Components of FBAs/BIPs

- BIP is developed in timely manner after FBA
- Hypothesis from FBA is included or referenced in BIP
- A minimum of one antecedent strategy is described that links with the hypothesis and provides enough detail so that it would be implemented consistently each day by multiple people
- A minimum of one teach (functionally equivalent replacement behavior/alternate skill) strategy is described that links with the hypothesis and provides enough detail so that it could be implemented consistently each day by multiple people
- A minimum of one reinforcement strategy is described that links with the hypothesis (provides the function and provides enough detail so that it could be implemented consistently each day by multiple people
- A minimum of one strategy that changes the response after problem behavior is present, is linked with the hypothesis and provides enough detail so that it could be implemented consistently each day by multiple people.
- A crisis plan was considered and if necessary, is described in enough detail so that it could be implemented consistently each day by multiple people.
- An evaluation plan for determining effectiveness is described
- A plan for measuring fidelity is described



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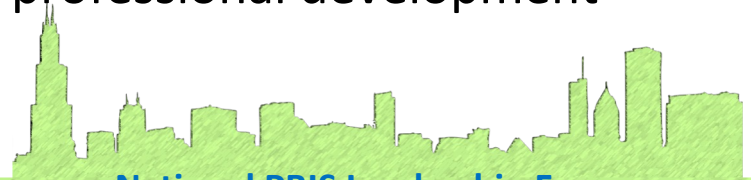
Using the TATE to Improve Tier 3 District Practices



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Tier 3 Improvement Process

- District submits up to 10 completed FBA/BIPs (within last school year)
 - Identification information redacted
 - Random selection recommended
- We evaluated the FBA/BIPs using the TATE
- Report prepared to facilitate the development of a district action plan
- Other activities included a district interview, which asked questions about Tier 3 processes (e.g., data system, professional development efforts, referral processes, etc.).



**X County School District
FBA/BIP Technical Adequacy Report**

Seven functional behavior assessments (FBA) and behavior intervention plans (BIP) products were submitted to evaluate their inclusion of FBA/BIP components for technical adequacy. The products were assessed using the *FBA/BIP Technical Adequacy Evaluation* (Iovannone, Christiansen, & Kincaid, 2010). The evaluation tool includes the essential components identified in the research literature that comprise a technically adequate FBA/BIP.

The evaluation tool includes 18 items, 9 related to the required FBA components and 9 related to the required BIP components. Individual item scores range from 0-2, with a 0 indicating that the component is absent, a 1 indicating that the component is partially present, and a two indicating that the component is present and complete. The maximum raw score for each subscale section is 18, with a maximum total scale raw score of 36. Subscale scores for the two sections (FBA and BIP) represent the percentage of the total achieved by the product. Finally, the total score indicates the total percentage of the FBA and BIP scales.

The graphs on pages 6-8 illustrate the scores of each product submitted for review. Each FBA/BIP was numbered from 1-4 and used as the identifiers. Table 1 on page 9 summarizes the outcomes of the four products by showing the mean raw score achieved for each of the 18 items, the mean FBA, BIP subscale percentage scores, and the mean total percentage score. Examining the graphs indicates that the FBAs included more components than the BIPs.

A summary of the four FBA/BIPs performance on each item is described below. Each bullet describes the component in the italicized paragraph and gives an overview of X's performance on the component (in italicized font).

Functional Behavior Assessment Domain

- **FBA Item 1—Multiple sources used for FBA.** The literature states that high-quality FBAs include information from all relevant persons who know the student well. *All the FBAs evaluated included information about the methods of conducting the FBA (e.g., observation, interview, checklist, rating scale, combination, etc.) and from whom the information was collected.*
- **FBA Item 2—Identifying and Operationalizing the Target Behavior(s).** Identifying the behavior(s) that will be the focus of the FBA and clearly defining the behaviors so that they are measurable and observable allows for more accurate information on the conditions under which the behavior occurs and the consequences of maintaining the behavior. In addition, a complete description provides for a more precise recording of progress monitoring data, both baseline and post-intervention. *Some of the FBAs did not clearly define the behaviors targeted for the FBA. For example, FBA/BIP #1 listed three problem behaviors by name (e.g., non-compliance, off-task, classroom disruptions) but did not clearly describe how the specific student performed the behaviors. Further, it was difficult to determine from the FBAs administered how each problem behavior was differentiated for context (e.g., contexts that promoted problem behavior occurrence and responses to each problem behavior that would lead the team to determine a likely function).*

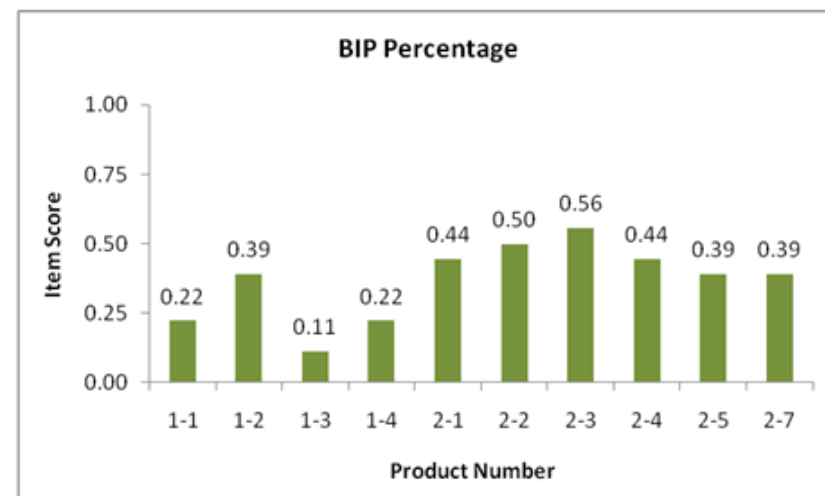
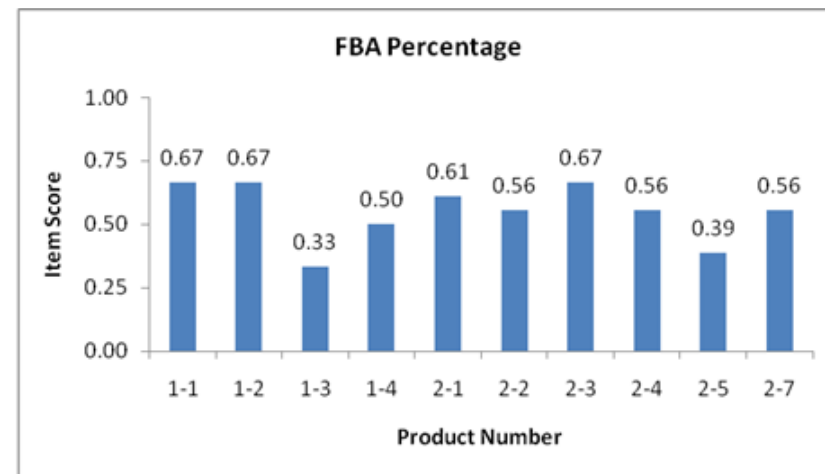
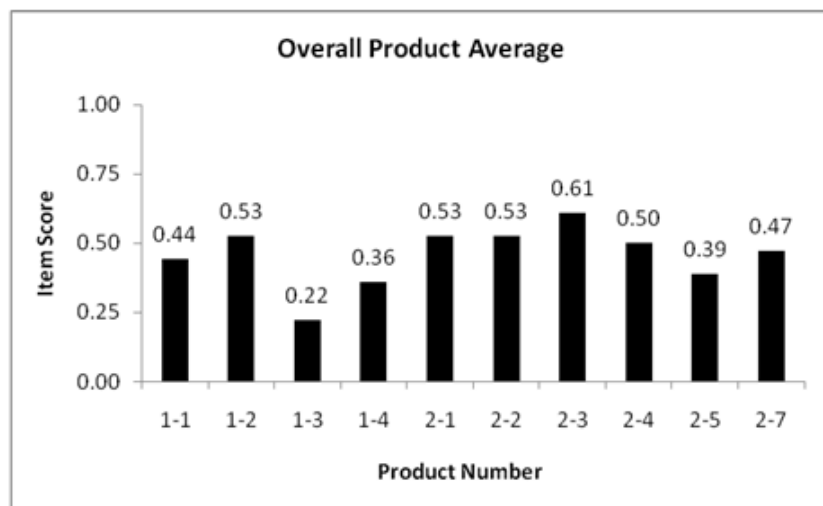


Table 1: Mean Raw Scores of Technical Adequacy Items

Item	Mean Raw Score (max = 2.0)	Standard Deviation
FBA (N = 7)		
Item 1-Sources of FBA	2.00	.00
Item 2-Operational Definition	1.00	.00
Item 3-Baseline Data	1.25	.50
Item 4-Setting Events	0.40	.55
Item 5-Antecedents/problem behavior	1.00	.00
Item 6-Antecedents/appropriate behavior	1.00	.00
Item 7-Consequences	1.25	.95
Item 8-Hypothesis components	1.50	.58
Item 9-Function is observable and measurable	1.75	.50
BIP (N = 7)		
Item 1-Timeline between FBA/BIP	0.00	.00
Item 2-FBA hypothesis referenced	2.00	.00
Item 3-Prevention strategy/link	1.00	.00
Item 4-Replacement behavior strategy/link	1.00	.00
Item 5-Reinforce new behavior strategy/link	1.25	.50
Item 6-Discontinue reinforcing problem behavior	0.50	.57
Item 7-Crisis plan need considered	1.25	.96
Item 8-Monitoring/evaluating data plan	1.25	.50
Item 9-Fidelity/support plan	0.00	.00
Total Scales	Mean Percentage	Standard Deviation
FBA domain	0.67	.12
BIP domain	0.47	.03
Total domain	0.57	.06

Long Term Goal/Vision/Mission Statement: *By September 2018, Hernando County will utilize a consistent and collaborative Tier 3 process in which students, parents, teachers, support staff, and administrators work together in a timely manner to identify problematic behaviors and develop research-based interventions that are matched to individual student needs implemented with fidelity and progress monitored to improve students' academic and behavior outcomes.*

Date: 8/18/17

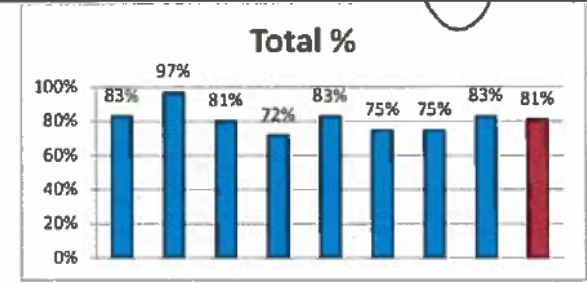
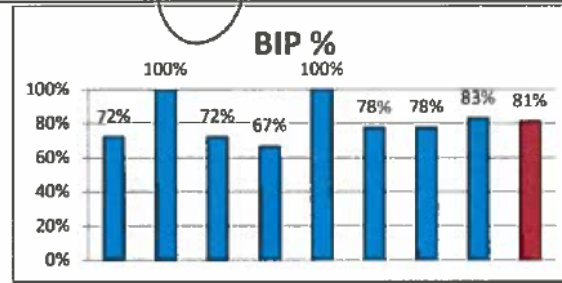
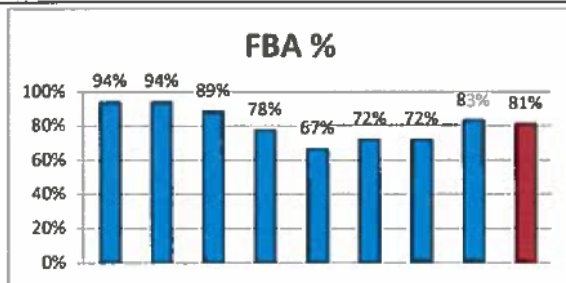
Ensure: <i>Sufficient Professional Supports</i>					
Area of Focus/Priority: <i>Increasing skill capacity of facilitators (e.g., school psychologists, behavior specialists/analysts, social workers implementing FBA/BIP processes.</i>					
1 Year Measurable Goal: <i>(1) Increased technical adequacy of completed FBA/BIPs.</i>					
How Will We Measure the Goal? <i>(1) TATE score means will be $\geq 60\%$. (May 2017)</i>					
#	Task/Activities that will help us reach the goal	Who is responsible?	By When?	% Progress (Est.)	Comments
1 Hold mandatory meetings for all district FBA/BIP facilitators 2-3 x a year.					
1a	Identify 2-3 meeting dates/times for all facilitators of FBA/BIP in the district to meet during the 2015- 2016 school year.	Allison and Mary	9/11/15 1:30 pm	☐ Not started ☐ In progress ☒ Completed	9/11/16 1/29/16-will set 3 rd meeting at the 1/29 meeting; possible TATE training
1b	Email notice to all of the facilitators stating it is mandatory to attend this	Cathy D.	9/4/15	☐ Not started ☐ In progress ☒ Completed	
1c	Get additional dates for the year during the 9/11 meeting-make sure the meeting is scheduled at a time for the new people coming on board can attend	Allison & Mary	9/11/15	☐ Not started ☐ In progress ☒ Completed	New people training for targeted BIP 11/6 1-3:30 pm (in-house team will do this)
1d	Send reminder to invited participants	Caryn	10/30/15	☐ Not started ☐ In progress	

1e	Caryn will scan and send a break down of the training and persons responsible for presenting the components	Mary, Carol, Allison, Emily, and Caryn	10/21/15	☐ Not started ☐ In progress ☒ Completed	
1f	Prepare handout packets	Allison and Caryn	11/5/15	☐ Not started ☐ In progress ☒ Completed	
1g	Follow-up with facilitators at 1/29/16 meeting to determine how things are going	Kelly	1/29/16	☐ Not started ☐ In progress ☒ Completed	
1h	Develop an agenda to be sent with the Cathy email	Allison and Mary	9/4/15	☐ Not started ☐ In progress ☒ Completed	
#	Task/Activities that will help us reach the goal	Who is responsible?	By When?	% Progress (Est.)	Comments
2. Gather baseline needs assessment data for professional development needs					
2a	Use the IC map at the first meeting as a self-assessment to determine PD needs			☐ Not started ☐ In progress ☒ Completed	
2b	Get the updated IC map (3 level)	Rose	9/1/15	☐ Not started ☐ In progress ☒ Completed	
2c	At meeting, discuss IC map as group and come to consensus on PD areas of need	Allison and Mary	9/11/15	☐ Not started ☐ In progress ☒ Completed	Attendees were grouped in teams represented by each discipline; everyone ranked top 3 areas; teams posted top 3; across board very similar;
2d	Analyze PD needs and determine next steps with district T3 team	Allison and May	9/30/15	☐ Not started ☐ In progress ☒ Completed	Coaching/training of the intervention plan top ranked area; Support of the behavior plan; Progress monitoring fidelity
3. Train facilitators to self-assess FBA/BIPs for technical adequacy					
3a	Training in TATE—the standing group will be trained to use the TATE for evaluating	Rose	TBD	☐ Not started ☐ In progress	1/29/16

	FBA/BIPs			☒ Completed	
3b	Get copy of updated TATE and rubric	Rose	9/1/15	☐ Not started ☐ In progress ☒ Completed	
3c	Get potential dates/times for training	Allison and Mary	9/11/15	☐ Not started ☐ In progress ☒ Completed	
3d	Contact Rose to select a training date/time	Allison and Mary	9/30/15	☐ Not started ☐ In progress ☒ Completed	
3e	Send an email reminder to participants and ask them to bring one of their FBA/BIPs they completed within the last year.	Anne	1/23/16	☐ Not started ☐ In progress ☒ Completed	
4. Make modifications to current FBA/BIP forms					
4a	Add crisis/safety plan consideration and if necessary, place to develop plan—on targeted FBA/BIP form	Caryn & Allison	3/31/16	☐ Not started ☐ In progress ☒ Completed	Calling it safety plan
4b	<i>Check with Cathy D. about having a reference to a crisis plan on FBA/BIP form (legalities)</i>	Judy	8/31/16	☐ Not started ☐ In progress ☒ Completed	Added 5/20
4c	Disseminate change to FBA/BIP facilitators	Allison/Caryn	8/26/16	☐ Not started ☐ In progress ☒ Completed	
4d	Develop a process/template/examples for developing a safety/crisis plan	Judy/Mary	1/30/17	☐ Not started ☒ In progress ☐ Completed	
5. Professional Development related to FBA/BIPs					
5a	Training on hypotheses and linking to interventions—3 hours (with pre/post-test)	Rose	8/26/16 9-9	☐ Not started ☐ In progress	Completed hypothesis link/strategies 8/26

TATE Self-Evaluation 2/10/2017

1	2	3	4	5	6	7	8	9	FBA %	10	11	12	13	14	15	16	17	18	BIP %	Total %
1	2	2	2	2	2	2	2	2	94%	2	2	2	1	1	1	2	1	1	72%	83%
2	2	1	2	2	2	2	2	2	94%	2	2	2	2	2	2	2	2	2	100%	97%
1	2	2	1	2	2	2	2	2	89%	2	2	2	1	1	1	2	1	1	72%	81%
2	2	0	1	1	2	2	2	2	78%	2	2	2	1	0	2	2	1	0	67%	72%
2	1	0	1	1	2	2	2	1	67%	2	2	2	2	2	2	2	2	2	100%	83%
1	2	2	1	1	1	2	2	1	72%	2	2	2	1	1	0	2	2	2	78%	75%
1	2	2	1	1	1	2	2	1	72%	2	2	2	1	1	0	2	2	2	78%	75%
2	2	0	1	2	2	2	2	2	83%	2	2	2	1	2	1	2	2	1	83%	83%
1.5	1.875	1.125	1.25	1.5	1.75	2	2	1.625	81%	2	2	2	1.25	1.25	1.125	2	1.625	1.375	81%	81%



Other Research Using TATE

de Boer, S. R., Iovannone R., Bateman, D., & Chan, P (2025). A review of state-level guidance for implementing functional behavior assessments and behavior intervention plans. *Remedial and Special Education*. Advance online publication. <https://doi.org/10.1177/07419325251359970>

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Research Study

A Review of State-Level Guidance for Implementing Functional Behavior Assessments and Behavior Intervention Plans

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Abstract

Implementing functional behavior assessments (FBA) and behavior intervention plans (BIP) to address intensive behaviors continues to challenge educators. State Education Agencies (SEAs) have the capability of delivering FBA/BIP guidance to school districts that is evidence-based, readily available, and useful for consistent application. Although there have been previous studies of SEA guidance, none is recent or examined guidance quality. The purposes of the current study were to review state-level FBA/BIP guidance available on SEA websites to determine the number of states and territories providing guidance and to evaluate the quality of the guidance using a researcher-developed technical adequacy rubric. Results indicated that 38 (68%) of the 56 states/territories provided FBA guidance and 37 (66%) provided BIP guidance; however, most were inadequate. Documents varied from memos to voluminous handbooks with many focusing on compliance rather than evidence-based processes. Implications for practice and suggestions for improving SEA guidance are discussed.

Keywords

functional assessment, Positive behavior supports, management, Behavior, Evidence-based practice, Leadership issues, IDEA, Legal/policy issues

Many school administrators are working to address the behavioral needs of their students and to provide a safe learning environment, which are reported as important issues (Bateman & Cline, 2019). Students' needs become more urgent when a student requires individualized support to address their behaviors, particularly when it is a student with a disability (Bateman & Bateman, 2014). Special education and building-level administrators often rely on policy and guidance from the federal government and state education agencies (SEA) on the specific steps that should occur not just for implementation of requirements of the Individuals with Disabilities Education Improvement Act (IDEA, 2004), but also to enable a child with a disability to receive the appropriate level of behavioral support. This guidance clarifies how IDEA and state education law requirements should be implemented at the student level when student challenging behaviors are present.

Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP)

One of the key ways to address student behavior is through a functional behavior assessment (FBA) and a behavior

intervention plan (BIP). In practice, the development of a FBA traditionally consists of several steps, including (a) defining the behavior of concern; (b) collecting data about the antecedents and consequences of the behavior; and (c) developing a hypothesis about the function of the behavior (Center on PBIS, 2022). The functional behavior assessment hypothesis leads to developing a BIP to decrease challenging behaviors and increase replacement behaviors (Chezan et al., 2022).

The federal law states conditions under which a FBA is mandated, generally being limited to reactive situations in which a child with a disability has an educational placement

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Associate Editor: Eric Common

Next Steps

What are some things you can do or suggest your district do to improve the quality of FBA/BIPs?



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Questions?



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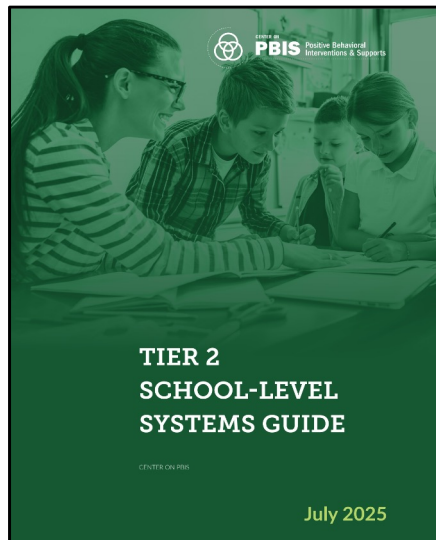


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Tier 2 School-Level Systems Guide



Center on PBIS. (2025). [Tier 2 School-Level Systems Guide](https://www.pbis.org/resource/tier-2-school-level-systems-guide). Center on PBIS, University of Oregon. www.pbis.org

This practice guide assist school-level Tier 2 Teams, or combined Advanced Tiers (Tier 2 and 3) Systems Teams, in developing foundational school-level system features to implement and sustain Tier 2 supports. These system features include procedures for teaming, defining characteristics of Tier 2 interventions, identifying students needing support, training and coaching staff, engaging students and families, and using data to evaluate overall effectiveness and individual student responsiveness to academic, social, emotional, and behavioral supports.

<https://www.pbis.org/resource/tier-2-school-level-systems-guide>

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