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. *Check all that apply.* ☐ 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. *List setting events (slow triggers):* 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	

Component	Item	Scoring Guide	Score
	6. Antecedent events in which the interfering target behavior is least likely to occur (or appropriate behavior is more likely to occur) are identified and detailed. List antecedents: _____	**0** = none, OR not antecedents **1** = identified, lacks detail **2** = identified AND detailed	
	7. Consequence events (i.e., how others respond immediately after the interfering target behavior occurs) are identified and detailed. List consequence(s): _____	**0** = none, OR not consequences **1** = identified, lacks detail **2** = identified AND detailed	
	8. An identifiable hypothesis or summary statement that includes three essential components (i.e., antecedent events, interfering target behavior, function) is present and linked to the antecedent and consequence events listed in the FBA. Check each component present in the hypothesis and the presence of its ink to the FBA data ☐ Antecedent events ☐ Interfering target behavior ☐ Function of behavior Link: Yes/No Link: Yes/No Link: Yes/No	**0** = no identifiable hypothesis, OR only one component linked, or no (zero) components linked to FBA data **1** = identifiable hypothesis with 2 components linked to FBA data. **2** = includes all 3 components AND all 3 components are linked	
	9. Function of behavior is one identified in research literature, provides specificity, and is linked to FBA data. ☐ Positive reinforcement—To get/obtain (attention, tangible, sensory stimulation) _____ ☐ Negative reinforcement—To escape/avoid/delay (tasks, attention,, tangibles; painful/uncomfortable stimuli) _____ ☐ Multiple functions (positive and negative reinforcement) _____	**0** = no function identified, OR no hypothesis, OR function not in research literature **1** = function identified in research literature, not linked to FBA data. **2** = function identified in research literature, AND linked	
	FUNCTIONAL BEHAVIOR ASSESSMENT SCORE		**/18**

Component	Item	Scoring Guide	Score
II. BEHAVIOR INTERVENTION PLAN	10. Behavior plan is developed in a timely manner (e.g., within 30 days) upon completion of the FBA. _____	**0** = no dates, OR >60 days **1** = >30 days but ≤60 days **2** = ≤30 days	
	11. Hypothesis developed from the FBA is included or referenced on the behavior plan. _____	**0** = no hypothesis, OR substantially different **1** = similar (1-2 components) **2** = identical (3 components)	
	12. A minimum of one strategy that directly addresses and modifies one or more antecedent events listed in the "when" component of the FBA hypothesis (Item 8) is identified and described in enough detail for implementation. List antecedents in hypothesis _____ List strategy(ies): _____	**0** = none identified, OR no link with hypothesis, OR not antecedent strategies **1** = identified, linked, NOT sufficient detail **2** = identified, linked, AND sufficient detail	
	13. A minimum of one socially valid replacement behavior that will be taught to the student is identified, linked to FBA hypothesis (item 8), and described in enough detail for implementation. List replacement behavior(s) to be taught: _____ List intervention strategies to teach replacement behavior _____	**0** = none identified, OR different function, OR function not identified in research literature. **1** = identified, linked, NOT sufficient detail **2** = identified, linked, AND sufficient detail.	
	14. A minimum of one strategy that will reinforce the replacement behavior and provide the same outcome/function as the interfering target behavior is identified and described in enough detail to implement. Function identified in hypothesis: _____ List reinforcement strategy(ies): _____	**0** = none identified, OR no link, OR no replacement behavior identified **1** = identified, linked, NOT sufficient detail **2** = identified, linked, AND sufficient detail	
	15. A minimum of one strategy that changes the responses to the interfering target behavior and no longer provides the hypothesized function is identified, linked to the FBA hypothesis, and is described with sufficient detail to implement (i.e., changes the way others respond to the interfering target behavior). Function identified in hypothesis: _____ List strategies: _____	**0** = none identified, OR continue to provide same outcome **1** = identified, linked, NOT sufficient detail **2** = identified, linked, AND sufficient detail.	

Component	Item	Scoring Guide	Score
	16. A need for a safety plan is considered, justified, and described with sufficient detail if a need is indicated.	**0** = unable to determine if need was addressed OR need identified but no plan **1** = plan exists but lacks sufficient detail **2** = plan exists and sufficient detail, OR no need for plan indicated.	
	17. A specific plan for collecting monitoring data on both the interfering target and replacement behaviors following the implementation of the behavior plan is included. _____ ☐ When/How often ☐ Who ☐ Method ☐ Review date	**0** = no plan, OR unable to determine **1** = partial plan, includes 3 or fewer components OR does not address both interfering and replacement behaviors **2** = fully described plan, includes all 4 components, AND addresses both interfering and replacement behaviors.	
	18. A specific plan for collecting teacher BIP implementation fidelity data is included. _____ ☐ When/How often ☐ Who ☐ Method ☐ Review date	**0** = no plan **1** = partial plan, includes 3 or fewer components **2** = fully described plan, includes all 4 components	
	BEHAVIOR INTERVENTION PLAN TOTAL SCORE		**/18**

Feature	Score Obtained	Score Possible	Percent Obtained
I. Functional Behavior Assessment		18	
II. Behavior Intervention Plan		18	
Total Product Score		36	

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. ***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.***	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. ***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.***	• 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 **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'.* **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.* **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.*

		Problem behaviors selected from list: • Expressing anger • Hostility • Off-task • Defiant • Non-compliant "Dead-man" description • Not starting work • Sits and does not work List of multiple interfering behaviors or grouping of unique behaviors under one category/class or vague overall title or one function • Interfering behaviors including pouting, crying, cursing, throwing objects at peers and staff; hitting, kicking pushing, leaving assigned area, & verbally threatening staff with bodily harm and property destruction	**Examples** • Talks to peers without permission during independent work assignments • Disruption is defined as "hitting, kicking, and punching" • Interfering behavior definition: Student shouts negative comments to adults and peers which can escalate to (a) cussing at peers/adults, (b) throwing objects toward peers/adults; (c) getting up from assigned area and leaving the room while shouting out verbal threats. • Shouts out curse words at the teacher • Off task is defined as "playing with pencil, looking around the room, etc." • Not starting work is defined as "looks around the room at peers, talks to peers sitting close to student about topics unrelated to task, or turns head toward window and remains in position for several minutes."
3. **Baseline data on the interfering target behaviors are collected and detailed or summarized. The data are in addition to office discipline referrals (ODRs), in-school suspension (ISS), and/or out of school suspension (OSS) data.** **Note—the analysis does not need to be at a level a board-certified behavior analysis would provide. It should include a summary of all the data that allows a team to determine how behavior occurred over the time period data were collected (e.g., statements such as 4 times a day on average, 10 times a week)*	• Unable to determine from FBA information if baseline data were collected in addition to school-wide sources (i.e. ODR, ISS, OSS), OR • Baseline data were collected on a behavior other than the one that is the focus of the FBA. OR • Data presented on targets that are not specific behaviors **Example:** • Data presented are on number of time-outs, restraints, or duration of time-outs rather than data on the occurrence of targeted problem behavior. • Baseline data outcomes reported on "hitting" but target behavior for FBA is "cursing".	• Baseline data collected on a target behavior but omits at least one of the 4 essential details (e.g., method/format, time period data collected, specific target behavior on which data were collected, analysis of data). OR • Baseline data include all of the essential components but the time period of data collection ended more than 30 days prior to FBA date. **Examples:** • Daily; Weekly; Monthly boxes checked from a list of options for data collection, etc. but no indication of the way data were collected, time period, or analysis. • Baseline data summary is provided for target behavior January – April 2014 but the current FBA date is October 3, 2014.	• Baseline data collected on the specific behavior and description addresses the 4 essential details: (a) target behavior on which data were collected; (b) method/format (e.g., frequency, rating scale/DBR, ABC, duration, etc.), (c) the time period of the data collection (e.g., dates, statement such as "data collected over last 2 weeks), and (d) analysis of outcomes (e.g., average of 4 times a week). Data collected should be within 30 days of the FBA. Data may be provided in graphic, check box, or narrative format. **Example:** • Frequency data box checked, dates-9/01/10-9/05/10, hitting averages 3 times a week, and hitting was the interfering behavior targeted.

			• "Data collected over the last 3 weeks show that Jack curses 3-5 times a day." ('times' indicates frequency format).
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 target behavior is described. **Note: If the FBA identifies setting events, the hypothesis (item 8) should include the identified setting event(s).*	• Unable to determine based on available FBA information. No indication setting events were considered in relation to the interfering target behavior, OR • Events listed are not setting events (e.g., immediate triggers or antecedents, physical locations) • Events listed are permanent facts or situations (e.g., has ADHD, takes medication) **Example:** • Immediate antecedents such as "teacher gives a non-preferred task" • "Classroom" listed as the antecedent	• At least one potential setting event is identified, but fails to provide information on how the setting event predicts occurrence of the interfering behavior OR • A setting event is identified and relation between the event and behavior are described but the hypothesis (item 8) does not include the setting event. **Example:** • 'flickering lights" is listed as a setting event but no further explanation is given. • States "missing medication" as a setting event with no further details on the pattern of missing medication impact on problem behavior performance. • Identified fatigue as a setting event and provided explanation of its relation to the interfering behavior, but did not include it in the hypothesis.	• At least one setting event is identified, the relation or pattern to concerning target behavior occurrence is described • Data clearly indicate no setting events exist. • Note: It is not necessary for the setting event to be included in the hypothesis or to have an intervention developed to address it. Given that we are unable to determine, through a review of a product, the discussion the team had on the strength of the setting event to the problem behavior occurrence, the team may decide to concentrate on the immediate antecedent instead. **Example:** • Sleep deprivation is checked with further details providing confirmation of a **pattern**—"When Jordan doesn't get enough sleep and he is asked to do non-preferred tasks, the concerning target behavior happens more frequently."
5. **Antecedent events (immediate trigger) that precede and predict the occurrence of interfering target behavior are identified and specified.** **Note: A 0 on this item will prevent giving a score of 2 on item 8.*	• No antecedent event most likely to trigger or predict the occurrence of interfering target behavior is identified, OR • Antecedent events listed would not be considered antecedents or are written in a way that is non-observable. **Examples:** • "Student gets upset." • "Joe slowly rocks in his seat and taps his head". • "There is no clear trigger." • "Behavior happens throughout the day"	• At least one antecedent event most likely to trigger or predict concerning target behavior is identified (written or through a checklist/drop-down menu), but lacks the detail to generate an intervention, OR • Multiple behaviors are identified in Item 2 but no clear indication of which specific antecedent events predict specific behavior(s). **Examples:** • 'Transition' is checked from a drop-down list, but no further detail given on the type of transitions that trigger behaviors.	• One or more antecedent events most likely to trigger or predict interfering target behavior are identified and include enough detail or description to generate an intervention , AND • If more than one target behavior is listed, includes a clear description of which antecedent events predict each target behavior. **Examples:** • '"Teacher demand to complete **written** assignments" • Antecedent events for behavior 1 (fighting)—'peers make teasing comments during independent work

		• "Teacher demands" or "non-preferred activities" listed, but is lacking details such as the type of teacher demands or the tasks involved in the demands or the specific activities that are non-preferred, etc. • Three behaviors were targeted for the FBA-"yelling out", "incompletion of tasks, teasing peers" and antecedents identified-difficult tasks, chaotic environments, new tasks, transitions from preferred to non-preferred, but no indication of which antecedents trigger which behaviors.	time' Antecedents for behavior 2 (cussing)—'teacher presents demand to do a **non-preferred** task such as academic related work'
6. Antecedent events in which interfering target behavior is least likely to occur (or appropriate behavior is more likely to occur) are identified and specified. **Note: This item is determining whether the FBA identified the context in which there is an ABSENCE of the interfering target behavior.*	• No antecedent events most likely to trigger or predict the occurrence of appropriate behavior or absence of interfering target behavior are identified OR • Antecedent events listed would not be considered antecedents or are not written in a way that would be observable **Examples:** • When student is not frustrated	• At least one antecedent event in which interfering target behavior is least likely to occur or appropriate behavior is more likely to occur is identified but lacks detail. **Examples:** • "Specials" is written or checked but no further detail is provided. • "Engaged in preferred activities (but no further description of preferred activities).	• One or more antecedent events in which interfering target behavior is least likely to occur or appropriate or pro-social behavior is most likely to occur identified and includes some detail or descriptor. **Examples:** • When given hands-on activities to complete like Art • When allowed to work with a partner to complete a written assignment; • When doing preferred activities such as recess outside.
7. Consequence events (i.e., how others respond immediately after interfering target behavior occurs) are identified. **Note: A 0 on this item will prevent giving a score of 2 on items 8 and 9. The hypothesized function cannot be linked back to the FBA data due to not knowing the responses following concerning target behavior.*	• No consequence events identified that occur immediately after interfering target behavior, OR • The events listed are not **immediate** consequences, OR • Consequences listed are long-term or are inferential emotional states of target student OR • The consequences indicated are functions of behavior (e.g., *escapes, attention*) with no listing of actual responses following concerning target behavior that could confirm the function **Examples:**	• At least one consequence identified that occurs immediately after interfering target behavior, but lacks details OR • Multiple target behaviors identified but no clear indication of which consequences follow specific target behaviors. **Example:** • 'Proximity" is identified as a consequence but no further descriptive detail • "Removed"-(lacks details)	• One or more consequences identified that occur immediately after interfering target behavior and includes some detail or descriptor, AND • If more than one target behavior is listed, clear description of the consequences that follow each target behavior is provided. **Example:** • Teacher moves next to the student (decreases proximal distance) • sent to the Guidance Counselor • verbal reprimand • redirects the student,

	• Token economy (not a consequence) • "Student loses self-worth and sense of accomplishment." • Failing grades • "Increased stress and feeling overwhelmed" • "teacher attention" but does not describe the nature of the attention (e.g., redirects, reprimands, calming/soothing) • "Escapes non-preferred activity" but does not describe the nature of the escape (e.g., task is removed, student is sent to time out or the office) • Automatic access/escape (no further details explaining how the student gets automatic access or automatic escape.	• Two concerning target behaviors were identified-Hitting and Off-Task. Consequences were identified as "verbal redirect", "sent to time-out", "takes points away" "peers make comments" with no indication which responses followed which of the two target behaviors.	• peers laugh • peers make comments to the student, • PB1: Hitting-takes points away, sends to office; PB2 Off Task: verbally redirects, peers make comments
8. An identifiable hypothesis or summary statement is present and includes three essential components (i.e., antecedent events, interfering target behavior, function) that are linked to the antecedent and consequence events listed gathered in the FBA. **Note: Score of 0 on this question results in a score of 0 on item 9.* **Note: Score of 0 on this question results in a score of 0 on Items 12, 13, 14 and 15.*	• No identifiable hypothesis statement is included on the FBA, OR • A hypothesis statement is written but only has **<u>one</u>** component linked to the FBA data • No hypothesis statement; checklist indicating function only; item 7 is scored as zero due to no description of the responses others perform after student performs target problem behavior • A hypothesis statement is written but none of the 3 components is linked to the FBA data. • A hypothesis statement is written with all 3 components, the antecedent and the consequences are linked to the FBA, but the behavior in the hypothesis is not the behavior that was the focus of the FBA for which data were gathered and <u>no explanation of why the interfering target behavior changed is provided.</u> **Note: Some school districts use the term "theory of behavior" rather than "hypothesis". If the Theory is found in one complete statement, score this as the hypothesis.* **Example:**	• Hypothesis written in an easily identifiable statement within the FBA but only has **TWO** of the three components linked to the FBA data. **Example:** • When student is frustrated, he displays aggressive behavior to avoid doing work. (2 components present—behavior and function and are linked to FBA data; antecedent is not an antecedent) • When student is presented with a demand to do non-preferred tasks, he displays aggressive behavior because he is frustrated. *(2 components present and linked-antecedent and behavior; function is not valid or linked).* • When student is presented with a demand to do non-preferred tasks, he displays aggressive behavior to avoid doing work. (*FBA data did not indicate demands as an antecedent).*	• Easily identifiable hypothesis written in one complete statement in the FBA, contains all three of the essential components, the behavior listed in the hypothesis is the same one identified as the focus of the FBA and all three components are linked to the FBA data. **Examples of a Complete Hypothesis:** • When the student is given lengthy (one page or more) writing assignment (antecedent), s/he will rip the assignment into pieces and throw it on the floor (description of concerning target behavior that is the same one identified as the focus of the FBA). As a result, the student is able to avoid completing the task. (function of behavior). • The student shows aggressive behavior when he is given a non-preferred task (e.g., academic tasks that are perceived difficult) which gets him an escape from the task.

	• Hypothesis reads: *"When Joe is presented with a teacher demand to do an independent math task that involves a worksheet, he will engage in a tantrum. As a result, he delays/avoids doing the task".* The behavior identified and defined as the focus of the FBA was "*Off-task: looks around the room, plays with materials on his desk, talks out to peers nearby, puts head down on desk"*. • Hypothesis reads: "When Susan has difficulty staying in her area, she will leave the area to talk with another student to avoid the non-preferred activity.*" (The antecedent is not an actual antecedent and the FBA provided "teacher demand" as an antecedent. The function is escape but the FBA and item 7 did not provide any data on the responses others make following student concerning target behavior that would provide support for an 'escape' function. The only component that is included is the behavior* • The theory of behavior is primarily to get adult attention. *(the attention function is linked to the FBA data, but is missing the antecedent and behavior components).*		
9. Function of behavior is one identified in research literature, provides specificity, and is linked to the FBA data (i.e., items 5-8). **Note: Valid functions are positive reinforcement (access/obtain) or negative reinforcement (escape/avoid) and are observable* **Note: Score of 0 on this question results in a score of 0 on Items 13, 14, and 15.*	• No function identified, OR • No identifiable hypothesis, OR • The function is not identified in research literature **Examples** • Function is listed as revenge, vengeance, control, power, status, frustration, autism, etc.	• Function is present, and is identified in research literature but is not linked to FBA data **Example:** • Function is 'attention from peer' but no FBA data indicate that problem behavior consequences result in peer attention. • Function is "escape from task" but FBA consequence data indicate that peers laugh and teacher provides verbal support.	Function is present, is identified in research literature, and is linked to FBA data. **Note: If the hypothesis lists multiple functions,* ***at least one of the functions*** *is valid and linked to FBA data.* **Example:** • Function is 'attention from peers' and FBA data indicate that problem behavior consequences result in peer laughter, comments.

Part II: Behavior Intervention Plan			
10. Behavior plan is developed in a timely manner (e.g., within 30 days) upon completion of the FBA. **Note: If the BIP being reviewed is an update to a previous FBA/BIP, to score a 2 the team must describe how they determined that the FBA information collected at a much earlier date is still accurate or provide a description of the FBA data they updated to confirm that the original hypothesis is still valid.*	• No dates included on FBA and BIP to determine time span between development, OR • BIP developed ≥60 days after FBA was completed, OR • BIP date occurs prior to the FBA date OR • BIP is an update to an earlier FBA/BIP and no description on how the original or preceding FBA hypothesis was confirmed for the updated BIP.	BIP developed >30 days but less than 60 days after FBA was completed based on dates provided on documents.	BIP developed ≤ 30 days after FBA was completed based on dates provided on documents. **Examples:** • Dates clearly visible on both the FBA and BIP; OR • There is only one date on the document and it is clear that the FBA and BIP were developed at the same time (i.e. FBA/BIP occurred during one team meeting or report is a seamless narrative summary).
11. Hypothesis developed from the FBA is included or referenced on the behavior plan. **Note: Score of 0 on 8 results in a score of 0 on this item.*	• No hypothesis is included or referenced on the behavior intervention plan, OR • A hypothesis is included but is substantially different from the one included on the FBA (in all 3 components) with no explanation about the change. OR • The form is a continuous document; however, the BIP targets a different problem behavior than the one included in the FBA hypothesis (item 8). **Example:** • The behaviors identified in the FBA hypothesis, item 8, were "cursing, disrespect, and arguing". The behavior identified as the target problem behavior on the BIP was "physical aggression".	Hypothesis is included or referenced on the behavior intervention plan and is similar to the one on the FBA (one or two components match), but not identical. **Example:** • The hypothesis on the FBA was "when presented with a demand to do non-preferred difficult writing tasks, the student engages in cursing to avoid doing the demand." The hypothesis on the BIP was "when presented with academic demands, the student engages in cursing to escape."	• Hypothesis is included on the behavior intervention plan and is identical in all 3 components to the one on the FBA, OR • The BIP references the FBA hypothesis, OR • The BIP and FBA appear to be part of the same document (e.g., stapled together, page numbers are continuous; form numbers are sequential) **Example:** • The form is called FBA/BIP, the numbers are sequential, and there was no observable change in any of the hypothesis components throughout the document.
12. A minimum of one strategy that directly addresses and modifies one or more antecedent events listed in the "when" component of the FBA hypothesis (item 8) is identified and described in enough detail for implementation. **Note: Score of 0 on Item 8 results in a score of 0 on this item.*	• No antecedent identified in the hypothesis, OR • No direct link exists between antecedent strategies identified and hypothesis, OR • Strategies would not be considered antecedent strategies (e.g., teaching or consequential strategies rather than modifying antecedent events) **Note: If the hypothesis (item 8) did not include the antecedents, but the BIP lists*	• At least one antecedent strategy is identified and directly linked to the antecedent component of the hypothesis, but does not include enough detail about the intervention procedures that would allow another person to do the intervention correctly and completely **Examples:**	• At least one antecedent strategy is identified, is clearly and directly linked to FBA hypothesis, both to the antecedent and the function, and includes enough detail describing the intervention so that it can be implemented (e.g., who is doing the intervention, when it is being implemented in relation to the antecedent it is modifying, and how it is

**Note: If the hypothesis (item 8) did not include the antecedents, but the BIP lists antecedent/prevention strategies that address the events listed in Items 4 or 5, score this item.* .	*antecedent/prevention strategies that address the events listed in Item**s** 4 or 5, score this item* **Examples:** • "transition supports" identified as antecedent strategy but FBA hypothesis does not identify transitions as an antecedent. • "Provide choice of reinforcement to be earned" is identified as an antecedent strategy but as described, does not directly modify the antecedent or event that triggers the concerning target behavior. Instead, it provides a description of how to select a reinforcement nor does it provide enough detail about reinforcement choices to determine if any provide the function that the concerning target behavior gets for the student.	• Boxes with names of antecedent strategies checked but no additional details are offered. • Antecedent strategy identified and some details are provided, but essential details are missing for implementation (e.g., when to do the intervention, how to present it to the student, etc.) • Teach Joe to complete work first and then get reinforcement by saying "First do social studies, then get free time". (the "when part" is vague—the description does not specify when the intervention is to be implemented in relation to the antecedent event listed on the hypothesis.	being implemented-describing the verbal and motor behaviors and steps the implementor would perform). The description is detailed enough that a person unfamiliar with the plan would be able implement the strategy with the student and/or multiple people would implement the strategy in the same way. The description should clearly describe the strategy as preventative; that is, the intervention is implemented ***prior*** to student performance of interfering target behavior. **Example:** • Immediately prior to presenting a demand to do a non-preferred task (*antecedent listed on hypothesis)*, the teacher will verbally present two choices to Jack. The choices will be which tool to use for writing (e.g., pen or pencil, red pen or blue pen) and/or where to do the task (e.g., desk or round table; in classroom or with Ms. Cool—co-teacher)
13. A minimum of one socially valid replacement behavior that will be taught to the student is identified, linked to the FBA hypothesis (item 8), and described in enough detail for implementation. **Note: [a]Score of 0 on item 8 and 9 results in a score of 0 on this item.* **Note: [b]Score of 0 on this item results in a score of 0 on Item 14.* **Note: The replacement behavior can be one that is a functional equivalent (i.e., a behavior that directly asks for the function) or an alternate skill (e.g., pro-*	• No replacement behavior is identified OR • Replacement behavior identified but does not serve the same function as the interfering target behavior or does not provide the same outcome (reinforcement) after student engages in replacement behavior or is an alternate/desired behavior that is not incompatible with the interfering target behavior, OR • The identified function is not one identified in the research literature (i.e. control, revenge, status, power, etc.), OR • No function identified in hypothesis • FBA did not provide the responses of others following the concerning target	• At least one replacement behavior is identified and serves the same function as does the interfering target behavior or is incompatible with the interfering target behavior (e.g., alternate skill or desired behavior) but an intervention is not described with enough detail to be implemented. *Note: If the function listed in the hypothesis was unable to be confirmed by the consequence information (item 7), and the intervention described links to the function and is described in sufficient detail, the item can receive a score of "1".* **Examples:** • Replacement behavior is to "raise hand for attention", it matches the attention	• At least one replacement behavior is identified, serves the same function as the interfering target behavior or is incompatible with the interfering target behavior, and an intervention is described with enough detail to be implemented (i.e., a stranger would be able to implement the strategy). The detail should include the exact skill that will be taught, who will teach the skill, at what point related to the antecedent will the skill be prompted or practiced, and how the skill will be taught (instructional plan). The description is detailed enough that multiple people would implement the strategy in the same way. The plan describes the behaviors

social/academically desirable) behavior	behavior and the function in hypothesis is unable to be linked to FBA information. **Examples:** • Replacement behavior identified is to "raise hand for attention", but concerning target behavior (calling out) occurs to escape tasks • The identified replacement behavior is for the student to "raise hand" in order to "gain control", not a research literature identified function.	function but no clear description of how to implement the intervention is included, OR • Replacement behavior is "remain on task" (incompatible to concerning target behavior), but no clear description of how to implement the intervention is provided. • Teach Tracy to complete work by using a First/Then format by saying, "First finish your assignment than get free time."	the **adult** will do to implement the strategy. **Example:** • Fred will be taught to "raise his hand" to get teacher/adult attention. Prior to class discussions, an adult will review when and how Fred will raise his hand to get attention. A pre-arranged signal (picture of raised hand) will be used for the times Fred forgets to raise his hand."
14. **A minimum of one strategy that will reinforce the replacement behavior and provide the same outcome/function as the interfering target behavior is identified and described in enough detail to implement** **Note: A score of 0 on Item 13 results in a score of 0 on this item.* **Note: A score of 0 on items 8 and/or 9 results in a score of 0 on this item.*	• No strategy identified on BIP, OR • Reinforcement inventory/items checked off from a list with no additional detail OR • The strategy listed is not a reinforcement strategy, OR, • The reinforcement strategy is not linked to the function of the concerning target behavior, OR • No replacement behavior was identified in Item 13, OR • The only "reinforcement strategy" listed is an aversive consequence, OR • No function identified in hypothesis • FBA did not provide the responses of others following the concerning target behavior and the function in hypothesis is unable to be linked to FBA information **Examples:** • Reinforcement strategy identified is for student to receive a sticker each time he/she raises hand but interfering target behavior (calling out) occurs to escape tasks. • If Shawn continues to engage in disruptive behavior rather than ask for a break, use a "first-then" statement	At least one strategy is identified to reinforce use of replacement behavior and results in the same outcome/function as did the interfering target behavior but does not include a task analysis or clear description of procedures for implementing the strategy. **Example:** Reinforcement strategy identified is for student to receive teacher attention and a sticker each time he/she raises hand for attention, and student's interfering target behavior (calling out) occurs to obtain teacher attention, but no detailed description of procedures is provided.	At least one strategy is identified on BIP to reinforce use of replacement behavior, results in the same outcome/function as the interfering target behavior and is described in enough detail so that a stranger would be able to implement the intervention with the student and/or multiple people would implement the strategy in the same way. The detail should include, at a minimum when the intervention is delivered and how the intervention is delivered. The plan describes the behaviors the **adult** will do to implement the strategy. **Example:** "Each time Fred raises his hand, the teacher will provide prompt attention (attention is the function) from the teacher by using a gesture ("thumbs up") and deliver a sticker with positive praise ("way to go"). At the end of the day, the teacher will review the number of stickers Fred earned and provide him a choice of reinforcers (all providing attention) in exchange for the stickers from the following: (a) being the teacher's helper, (b) going to the office to talk with the principal, or (c) playing a game for 10 minutes with a peer of his choice."
15. A minimum of one strategy that changes the responses to the interfering behavior and no longer	• No strategies identified on BIP to minimize reinforcement of concerning target behavior, OR	At least one strategy is identified on the BIP to minimize reinforcement of the concerning target behavior and is linked to the function	At least one strategy is identified on the BIP to minimize reinforcement of the interfering target behavior, is linked to the function and

provides the hypothesized function is identified, linked to the FBA hypothesis, and is described with sufficient detail to implement (i.e., changes the way others respond to problem behavior). **Note: A score of 0 on Items 8 and 9 results in a score of 0 on this item.*	• Strategies are identified but continue to provide same outcome (function). **Example:** The strategy is 'If the student yells at the teacher, the teacher will remove the student to time-out' and the function was identified as escape.	but is not described with enough detail to implement. **Examples:** • A box is checked from a list of possible strategies. • Planned ignoring is listed for a student whose behavior resulted in attention, but no detail on how the strategy will be implemented is given.	is described with enough detail to implement. The description is detailed enough that a stranger would be able implement the strategy with the student and/or multiple people would implement the strategy in the same way. **Example:** When the student calls out, the teacher will not respond (neutral facial expression, no verbal comments). If the student continues to call-out, the teacher will use a flat affect (monotone, minimal eye contact) to verbally redirect the student to use his replacement skill.
16. A need for a safety plan is considered, justified and described with sufficient detail if a need is indicated.	• No safety plan developed although product indicated a need for a plan, OR • No evidence or documentation provided that showed team considered the need for safety plan. • A safety plan is provided, but it is a program-wide plan that is done with any student (i.e., no individualization or customization made to safety plan. FBA not necessary for development of the safety plan)	Need for safety plan is indicated, but procedures are not described with sufficient detail. **Examples:** • Plan does not specify who, what, when and how things will be done during a safety situation. • Plan states "office will be called to escort student out of room" but does not provide additional details.	• Need for safety plan is indicated and procedures are described with sufficient detail OR • There is documentation that the team agreed that no safety plan is needed. • The safety plan description is detailed enough that a stranger would be able implement the strategy with the student and/or multiple people would implement the strategy in the same way. • The plan describes the behaviors the **adult** will do to implement the strategy. **Examples**: • BIP indicates safety plan is needed and specifically outlines who, what, when and how things will be done during a safety situation. • BIP indicates that no safety plan is necessary (e.g., checks a box, or provides a statement).
17. A specific plan for collecting monitoring data on both the interfering target and replacement behaviors following implementation of the behavior plan is included.	• No plan for collecting data on either interfering target or replacement behavior is included in the plan OR • Unable to determine if there is a plan	A partial plan is described for either the concerning target behavior or the replacement behavior but only includes 1, 2, or 3 relevant details (e.g., who, how often, format/type, review date)	A detailed and specific plan describing who, how often, the format, and the review date for collecting outcome data on both the interfering target and replacement behavior following implementation of the BIP is

		Example: • Teacher will monitor (who) • Frequency box is checked (how) • Teacher will collect frequency data daily. (who, how, when) • Plan is included, but the data are collected on a behavior that was not the focus of the FBA/BIP. • Graphs will be charted (no indication of who, how often, when it will be reviewed) • Plan states that teacher (who) will use point cards (format) but no further information provided. • Boxes checked from a possible list of evaluation options, without providing any specific details. • Plan describes data collection procedures for throwing pencils but the behavior addressed on the FBA/BIP was hitting peers.	included and is linked to the target behavior on the intervention plan. **Example:** Who: All teachers working with the student When**:** Every day at the end of each class (math, art, etc.) Format**:** Rating each occurrence of the behavior Review Date: Within two weeks.
18. A specific plan for collecting teacher BIP implementation fidelity data is included.	• No plan included on BIP describing specific procedures for collecting fidelity of implementation data, OR • Follow-up fidelity mentioned but lacks details (who, data method, schedule of measurement, review), making plan difficult to replicate. • Statement or description provided, but does not address a way of **measuring** fidelity; rather provides vague descriptions of follow-up activities **Example:** • Statement suggesting fidelity, but lacking specific details, e.g., "Fidelity will be collected." • Vague statement such as: Weekly communication between team members."	Plan included on BIP describing procedures for collecting data on fidelity of implementation, but is missing two or more details (who, data method, schedule of measurement, review) **Example:** • Boxes checked from drop down lists indicating who, method, schedule, and/or review dates • Statement suggesting fidelity will be evaluated but methods are lacking two or more details, e.g., "Fidelity will be evaluated once a week".	Detailed and specific plan included on BIP describing procedures for collecting fidelity of implementation data (e.g., who, when, how, review). **Examples:** • The guidance counselor will observe the plan being implemented once a week for 2 weeks and data will be reviewed in 3 weeks. • The teacher will complete a weekly self-assessment that will rate the degree of the plan's implementation. Data will be reviewed within 3 weeks.