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| Step | Activity | Status | | |
| Proficient  2 | Developing  1 | Not In Place / No Evidence  0 |
| Collect Information (FBA Steps 1-4) | 1. Student identified by Core Team. | Core Team responds to data indicating one of the following:  • Non-response to Tier 2  • Chronic behaviors  • Intense behavior  • Teacher nomination  • Universal screening |  | No data to indicate reason for consideration for Tier 3 support. |
| 2. Core Team identifies and notifies Action Team members. | Action Team members include:  • principal  • person with behavioral expertise  • classroom teacher  • other staff involved with student  • person making referral  • family member  • student (if appropriate) | Action Team includes a minimum of 3 members: administrator, person with behavioral expertise, and the classroom teacher. | Action Team not identified. |
| 3. Designated Core Team member gathers relevant records following established system. | Records reviewed include:  • discipline referrals  • attendance  • academic records  • health information (if applicable)  • IEP (if applicable) | Records reviewed included at least discipline referrals AND academic records. | A review of records was not conducted, or the record review information is incomplete. |
| 4. Action Team member(s) interview individuals who have direct experience with the student. | Persons interviewed include:  • homeroom/main teacher  • person making referral  • other staff  • family member  • student (if appropriate) | Some interviews (2 or more) occurred, but not all relevant individuals were interviewed.  . | Interviews were not conducted, or interviews records are incomplete. |

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| Step | Activity | Status | | |
| Proficient  2 | Developing  1 | Not In Place / No Evidence  0 |
| Develop a Summary Statement (FBA Step 5) | 5.1. Describe a single problem behavior. (If multiple problem behaviors exist, prioritize on intensity, frequency, chronic need, prerequisite for other skills, and duration.) | A **single** problem behavior is identified and described with all of the following characteristics:  • observable – description of specific student actions; can be replicated by a stranger  • measurable – frequency and/or duration can be counted; beginning & ending of behavior are clearly delineated | A **single** problem behavior is not described in either observable or measurable terms, or is otherwise unclear, but is identified. | The summary statement does not include a description of a **single** problem behavior. |
| 5.2. Using a context analysis (i.e, Adapted FACTS Part A, p.2) identify daily routines that are AND are not associated with problem behavior. | Daily routines are identified that are associated with problem behavior AND daily routines are identified during which problem behavior is not present. | Daily routines are identified that are associated with problem behavior or during which problem behavior is not present, but not both.  **OR**  Context analysis is incomplete or unclear. | No evidence of a context analysis in included. |
| 5.3. Identify antecedent(s)/ triggering events. | One or more antecedent events are identified, derived from the FBA results, that trigger/predict problem behavior AND are described in sufficient detail to inform intervention planning. | Antecedent events are identified, derived from the FBA results, but not described in sufficient detail to inform intervention planning.  **OR**  Antecedent events are identified that are not derived from the FBA results. | No antecedent events are identified, or antecedent events unclear. |

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| Proficient  2 | Developing  1 | Not In Place / No Evidence  0 |
| Develop a Summary Statement (FBA Step 5) | 5.4. Identify maintaining consequence events. | One or more consequences are identified, derived from results of the FBA, that occur immediately after the problem behavior **AND** are described in sufficient detail to inform intervention planning. | Consequences are identified, derived from results of the FBA, but not described in sufficient detail to inform intervention planning  **OR**  Consequences identified were not derived from results of the FBA. | No consequences identified, or consequence unclear. |
| 5.5. Identify possible setting events. | At least one setting event is identified, derived from results of the FBA, **AND** described in sufficient detail to inform intervention planning  **OR**  data confirms no setting event need to be considered. | Setting events are identified, derived from results of the FBA, but not described in sufficient detail to inform intervention planning.  **OR**  Setting events identified were not derived from results of the FBA. | No indication setting events were considered. |
| 5.6. Identify function of problem behavior. | Function of behavior is consistent with identified maintaining consequence. Antecedent and function make sense when considered together. | Connection between function and maintaining consequence is unclear. | Function of behavior is not identified, or not reflective of FBA data. |
| 5.7. Develop summary statement | Summary statement includes all of the following as identified by the FBA:  • antecedent  • problem behavior  • consequence  • setting event (if applicable)  • function of the behavior | The summary statement includes antecedent, behavior, and consequence, but is not expressed in terms of function.  **OR**  Summary statement includes information about the function the problem behavior serves but it is not consistent with results from the FBA. | Summary statement does not exist or is unclear. |

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| Observation (FBA Process Step 6) | 6.1. Direct observations were conducted to collect more information. | At least one observation is conducted correctly in setting or routine where problem behavior typically occurs  **AND**  one observation was conducted in setting or routine where problem behavior is less likely to occur. | One or more observations were conducted correctly in setting/ routine where problem behavior typically occurs or where problem behavior is less likely to occur, but not both.  **OR**  Observations were incorrectly performed and/or incomplete. | No observation conducted. |
| 6.2. Direct observation data confirmed summary statement. | Summary statement was confirmed through observations.  • *Note to team: If summary statement is not confirmed, go back to Step 5 (Develop Summary Statement)* |  | Data from the direct observation(s) did not confirm the summary statement, but the team proceeded with BIP. |

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| Step | Activity | Status | | |
| Proficient  2 | Developing  1 | Not In Place / No Evidence  0 |
| Competing Behavior Pathway (BIP Step 1) | 1.1. Record summary statement from the FBA. | Complete and verified summary statement has been recorded from FBA process | Some, but not all, elements of the summary statement were recorded from FBA process.  **OR**  Summary statement elements are present, but not connected to the FBA process. | Summary statement was not recorded. |
| 1.2. Identify desired long- term replacement behavior. | The competing behavior pathway includes a long-term replacement behavior that:  • serves the same function as the problem behavior  • is observable and measurable  • is incompatible with the problem behavior | The competing behavior pathway includes a long-term replacement behavior that  • serves the same function as the problem behavior  **AND** one of the following:  • is observable and measurable  • is incompatible with the problem behavior | The competing behavior pathway does not include a long-term replacement behavior,  **OR**  identified replacement behavior is unrelated to function. |
| 1.3. Identify alternative short-term behavior that is based on skill(s) necessary to achieve the desired behavior. | The competing behavior pathway includes an alternative short-term behavior that:  • serves the same function as the problem behavior  • is observable and measurable  • is incompatible with the problem behavior | The competing behavior pathway includes an alternative short-term behavior that:  • serves the same function as the problem behavior  **AND** one of the following:  • is observable and measurable  • is incompatible with the problem behavior | The competing behavior pathway does not include an alternative short-term behavior,  **OR**  the short-term replacement behavior is unrelated or incorrectly addresses function. |
| 1.4. Identify common reinforcing consequences for desired replacement behavior. | The competing behavior pathway includes a reinforcing consequence for desired behavior that:  • results in same function as the problem behavior  • is described in sufficient detail for implementation | The competing behavior pathway includes a reinforcing consequence for desired behavior that results in same function as the problem behavior but is not described in sufficient detail for implementation.  **OR**  Reinforcing consequence is included, but is not a good match for function of the problem behavior. | The competing behavior pathway does not include a reinforcing consequence for desired behavior. |

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| Proficient  2 | Developing  1 | Not In Place / No Evidence  0 |
| Intervention Strategies (BIP Step 2) | 2.1. Select strategies to teach student skills that will effectively replace problem behavior. | The BIP includes skills to be taught that will effectively replace the problem behavior **AND** these skills are described in sufficient detail for developing instruction. | The BIP includes skills to be taught, but lacks sufficient detail for developing instruction.  **OR**  The BIP includes skills to be taught, but skills are inconsistent with replacing problem behavior. | The BIP does not include skills to be taught. |
| 2.2. Select strategies &/ or environmental manipulations that neutralize impact of setting events. | The BIP includes strategies and/or environmental manipulations that are aligned with the competing behavior pathway, linked to FBA data, AND described in sufficient detail for implementation.  **OR**  Not applicable - data confirmed | The BIP includes strategies and/or environmental manipulations that are aligned with the competing behavior pathway **AND** are linked to FBA data, but lacks sufficient detail for implementation.  **OR**  The BIP includes strategies and/or environmental manipulations that are aligned with the competing behavior pathway, but not  linked to FBA data. | No strategies and/or environmental manipulations are identified to address setting events**.** |
| 2.3. Select strategies &/ or environmental manipulations that make triggering antecedents irrelevant (e.g. Eight Effective Classroom Practices). | The BIP includes strategies and/or environmental manipulations that are aligned with the competing behavior pathway, linked to FBA data, **AND** described in sufficient detail for implementation. | The BIP includes strategies and/or environmental manipulations aligned with the competing behavior pathway **AND** are linked to FBA data, but lacks sufficient detail for implementation.  **OR**  The BIP includes antecedent intervention strategies  aligned with the competing behavior pathway, but not linked to FBA data. | The BIP does not include antecedent intervention strategies. |
| 2.4. Select consequence strategies for reinforcing desired replacement behavior. | The BIP includes reinforcement consequence strategies that align with the function **AND** are described in sufficient detail for implementation. | The BIP includes reinforcement consequence strategies that align with the function but lacks sufficient detail for implementation.  **OR**  The BIP includes reinforcement consequence strategies, but strategies are not linked to identified function. | No reinforcement consequence strategies are identified. |

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| Proficient  2 | Developing  1 | Not In Place / No Evidence  0 |
| Strategies to Make Problem Behavior Ineffective & Safety Plan (BIP Steps 3 - 4) | 3.1. Select response strategies that make problem behavior ineffective. | The BIP includes strategies and/or environmental manipulations that are described in sufficient detail for implementation AND:  • reduce reinforcement of the problem behavior  • minimize the impact of the problem behavior on other students  • minimize damage to the student’s reputation | The BIP includes strategies and/or environmental manipulations that are described in sufficient detail for implementation and reduce reinforcement of the problem behavior  **AND** one of the following:  • minimize the impact of the problem behavior on other students  • minimize damage to the student’s reputation  **OR**  The BIP includes strategies and/or environmental manipulations that reduce reinforcement of the problem behavior but lacks sufficient detail for implementation. | No strategies and/or environmental manipulations are identified  **OR**  strategies focus on punishments and/or reinforce the problem behavior. |
| 4.1. If necessary, develop additional (beyond current school-wide) safety procedures. | Safety plan is described in sufficient detail for implementation  **OR**  documentation exists that a safety plan is not needed. | Safety plan is indicated but is lacks sufficient detail for implementation.  **OR**  Documentation exists that a need for a safety plan is indicated but one is not developed. | There is no evidence that the team considered the need for a safety plan. |

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| Step | Activity | Status | | |
| Proficient  2 | Developing  1 | Not In Place / No Evidence  0 |
| Implementation Plan (BIP Step 5) | 5.1. Develop and communicate implementation plan for each part of the BIP. | BIP implementation plan is developed and communicated **AND** includes all of the following:  • tasks to complete  • resources needed  • person responsible  • timelines for completion | BIP implementation plan is developed and communicated **AND** includes tasks to complete  **AND** one ortwo of the following:  • resources needed  • person responsible  • timelines for completion | No implementation plan has been developed. |
| 5.2. Develop training plan to implement each part of the BIP. | BIP training plan is developed **AND** includes all of the following:  • training procedures  • person responsible  • timelines for completion | BIP training plan is developed  **AND** includes person responsible  **AND** one of the following:  • training procedures  • timelines for completion | No training plan has been developed, or plan in unclear and insufficient for carrying out. |
| 5.3. Identify timelines for completing tasks necessary to implement each part of the BIP. | Task timelines are identified AND communicated to appropriate stakeholders. | Task timelines are identified but have not been communicated to appropriate stakeholders, though a communication plan exists.  **OR**  Task timelines are identified but have not been communicated to appropriate stakeholders, and no evidence of a communication plan exists. | No timelines have been identified. |

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| Proficient  2 | Developing  1 | Not In Place / No Evidence  0 |
| Monitoring & Evaluation (BIP Step 6) | 6.1. Identify data collection procedures for monitoring impact of BIP and staff who will be responsible for data collection | A plan is developed that describes procedures for assessing and monitoring impact of the following:  • target behaviors  • indicator of risk  **AND**  is described in sufficient detail for implementation (e.g. who, what, when, how, and/or review dates). | A plan is developed that describes procedures for assessing and monitoring impact of the following:  • target behaviors  • indicator of risk  but lacks sufficient detail for implementation (e.g. lacks who, what, when, how, and/ or review dates). | No planning for assessing and monitoring impact of BIP on the student is evident. |
| 6.2. Develop procedures for assessing fidelity of implementation of BIP | A plan is developed that describes procedures for collection of fidelity of implementation data (who, what, when, how, and review dates) **AND** is described in sufficient detail for implementation. | A plan is in progress for collection of fidelity of implementation data. but lacks sufficient detail for implementation (e.g. lacks who, what, when, how, and/ or review dates). | No planning for evaluation of fidelity of BIP is evident. |
| 6.3. Identify measures and develop schedule to assess and monitor social validity of BIP | A plan is in place to assess the social validity of the following:   * ease of implementation * positive impact on problem behavior(s) * value of plan to the student   **AND** is described in sufficient detail for implementation. | A plan is in place to assess the social validity of one of the following:   * ease of implementation * positive impact on problem behavior(s) * value of plan to the student   though the plan may lack detail for implementation. | No plan is developed to assess the social validity of the BIP. |

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| Step | Activity | Status | | |
| Proficient  2 | Developing  1 | Not In Place / No Evidence  0 |
| Generalization & Maintenance of Desired Behavior (BIP Step 7) | 7.1. Select strategies for generalization and maintenance of desired behavior | The BIP includes generalization **AND** maintenance strategies that are described in sufficient detail for implementation. | The BIP includes generalization **AND/OR** maintenance strategies, but lacks sufficient detail for implementation. | No generalization **AND/OR** maintenance strategies are identified. |

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| FBA Rubric Scores | | BIP Rubric Scores | |
| Collect Information (FBA Steps 1-4) | \_\_\_ / 8 \_\_\_\_\_% | Competing Behavior Pathway (BIP Step 1) | \_\_\_ / 8 \_\_\_\_\_% |
| Develop a Summary Statement (FBA Step 5) | \_\_\_ / 14 \_\_\_\_\_% | Intervention Strategies (BIP Step 2) | \_\_\_ / 8 \_\_\_\_\_% |
| Observation (FBA Process Step 6) | \_\_\_ / 4 \_\_\_\_\_% | Strategies to Make Problem Behavior Ineffective & Safety Plan (BIP Steps 3 - 4) | \_\_\_ / 4 \_\_\_\_\_% |
|  |  | Implementation Plan (BIP Step 5) | \_\_\_ / 6 \_\_\_\_\_% |
|  |  | Monitoring & Evaluation (BIP Step 6) | \_\_\_ / 6 \_\_\_\_\_% |
| FBA Rubric Total | \_\_\_ / 26 \_\_\_\_\_% | Generalization & Maintenance of Desired Behavior (BIP Step 7) | \_\_\_ / 2 \_\_\_\_\_% |
| BIP Rubric Total | \_\_\_ / 34 \_\_\_\_\_% | Notes: | |
| Overall Total | \_\_\_ / 60 \_\_\_\_\_% |