

# CHAPTER 8: ASSESSING THE QUALITY OF FBAs AND BIPs

## LEARNER OUTCOMES

At the conclusion of this chapter, you will be able to:

- ▶ Describe the need for and purpose of the Functional Behavior Assessment/Behavior Intervention Plan Rubric (FBA/BIP Rubric)
- ▶ Understand how to complete the FBA/BIP rubric to assess the quality of the team created Functional Behavior Assessment/Behavior Intervention Plan

Though FBA/BIP has been addressed in the Individuals with Disabilities Education Act since 1997, systematic policies have yet to be adopted at the federal level.

Additionally, federal law provides no definition of FBA or BIP. As a result, no guidance is provided on what key components must be included and how the quality of FBAs and BIPs can be assessed.

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, p. 39).

**General findings of research on the technical adequacy of FBAs and BIPs demonstrate the following concerns:**

- ▶ Behaviors not defined and too general
- ▶ Target behaviors missing or inadequately defined
- ▶ Several behaviors listed and unclear which behavior was the focus of the FBA
- ▶ Behaviors of concern changing throughout one FBA/BIP
- ▶ Antecedents and consequences either incorrect or not identified
- ▶ Identification of functions that are not functions (i.e. revenge/payback, anxiety, control)
- ▶ Hypothesis (Summary Statement) missing or not linked with FBA information
- ▶ Replacement behaviors not included or ambiguous
- ▶ Functional equivalence of replacement behavior missing
- ▶ BIP interventions and strategies not linked with the FBA

*“Currently, agreement as to the nature, context, and application of the FBA process is, at best, confusing and, at worst, inadequate to direct effective practice in schools.”*

Scott & Kamps, 2007, p. 146

*“Even though legislated, there is no statutory or generally agreed upon standard definition of the processes or procedures that constitute an FBA.”*

Sasso, Conroy, Peck-Stichter, & Fox, 2001; Scott, Meers, & Nelson, 2000 as cited in Scott & Kamps, 2007, p. 146

- ▶ BIPs with stock lists of positive and negative responses to behavior with no individualization to the student. 46% of FBA/BIPs reviewed in one study included only aversive strategies (Van Acker, Boreson, Gable, & Potterton, 2005).
- ▶ Lack of follow-up support or limited descriptions of follow-up for monitoring and evaluating plans
- ▶ No follow-through on next steps, including maintenance and generalization
- ▶ No plan to check fidelity of implementation

Other concerns noted by researchers included **schools not using FBA/BIPs to develop behavior interventions** and **teachers not able to identify behavior goals** and/or describe the behavior intervention for their students (Blood, & Neel, 2007).

In response to these concerns, researchers have developed **checklists and rubrics to assist teams in evaluating the completeness and quality of FBAs and BIPs**. The *Functional Behavior Assessment/Behavior Intervention Plan Rubric (FBA/BIP Rubric)* was developed by MO SW-PBS for use by Tier 3 teams. The rubric is adapted from a combination of FBA/BIP rubrics found in the literature; citations are in the reference section of this workbook. The *FBA/BIP Rubric* is included in this chapter, and is also available through your consultant or <http://pbissmissouri.org/>.

**Seven elements** are included for evaluation on the rubric, each containing the steps and activities from the *Functional Behavior Assessment Flow Chart* (see Chapter 5) and the *Behavior Intervention Plan Development Flow Chart* (see Chapter 6).

## FBA/BIP Rubric Elements

1. Collect Information
2. Develop Summary Statement
3. Confirm Summary Statement
4. Develop Competing Behavior Pathway
5. Identify Intervention Strategies, Consequence Strategies, and Safety Plan
6. Develop Implementation Plan
7. Develop Evaluation and Monitoring Plan, Including Generalization and Maintenance Strategies

As teams conduct the FBA and develop the BIP, the rubric acts as a reference to guide the Action Team in creating a thorough and high quality plan. By using the criteria for Proficient, Developing, or No Evidence/Not in Place as a reference at each step, the team increases the likelihood the time invested in the assessment and planning for intervention will result in the desired behavior change, and that the replacement behavior will continue after supports are reduced.

For example, when conducting a teacher interview, the description of the problem behavior given was, “The student doesn’t mind what I say. He’s very noncompliant.” The following excerpt from the *FBA/BIP Rubric*, under Step 2, “Develop Summary Statement” provides the Proficient, Developing, or No Evidence/Not in Place criteria for the activity “Describe Problem Behavior”, and shows how a team might address the current No Evidence/Not in Place rating for the description of the behavior as “noncompliant”.

## EXAMPLE TEAM COMPLETION OF STEP 2 OF FBA/BIP RUBRIC

Step	Activity	Status			Steps to Address Any Items Developing or No Evidence/ Not in Place
		Proficient	Developing	No Evidence/ Not in Place	
2. Develop Summary Statement	1. Describe problem behavior	Description includes all of the following characteristics: <ul style="list-style-type: none"> <li>• observable – description of specific student actions; can be replicated by a stranger</li> <li>• measurable – frequency and/ or duration can be counted; beginning &amp; ending of behavior are clearly delineated</li> </ul>	Description of the problem behavior includes one of the following characteristics: <ul style="list-style-type: none"> <li>• observable</li> <li>• measurable</li> </ul>	The Summary Statement does not include a description of the problem behavior  <u>OR</u>  the problem behavior is not described in observable or measurable terms.	Joe will re-interview teacher and review ODRs and minors to obtain an observable and measurable description of the problem behavior. If needed, Sarah will conduct an observation to gather additional information about the problem behavior.

The team rated the description No Evidence/Not in Place because it not only lacked a description of specific student actions, but also could not be accurately measured. In the last column, where steps to address items needing improvement are listed, the team made notes about what needed to be done to ensure the item would be considered Proficient, and who would accomplish the tasks.

Another example reflects the Action Team’s rating of their confirmation through observation of the Summary Statement they developed after collecting data through the FBA process. The Action Team used the information collected to form the statement, “During independent work time, when the teacher gives directions to complete a task, the student will put his head down, play in his desk, or just sit and look around, because the teacher will send the student to the safe seat or the buddy room. Therefore the function of the behavior is to avoid task. This is most likely to occur when the task involves significant amounts of reading or writing.” A-B-C observations were conducted, and the team reviewed the results, concluding they were confident the Summary Statement was accurate. The following excerpt from the *FBA/BIP Rubric*, under Step 3 “Confirming Summary Statement”, the activity “Direct observation data confirmed Summary Statement” reflects the team’s evaluation.

### EXAMPLE TEAM COMPLETION OF STEP 3 OF FBA/BIP RUBRIC

Step	Activity	Status			Steps to Address Any Items Developing or No Evidence/ Not in Place
		Proficient	Developing	No Evidence/ Not in Place	
3. Confirm Summary Statement	2. Direct observation data confirmed Summary Statement	Summary Statement was confirmed through observations. <ul style="list-style-type: none"> <li>Note to team: If Summary Statement is not confirmed, go back to Step 2 (Develop Summary Statement)</li> </ul>		Data from the direct observation(s) did not confirm the Summary Statement, but the team proceeded with BIP.	

In this case, the status of the activity can only be rated as Proficient or No Evidence/Not in Place. Since the Summary Statement was confirmed and the team indicated a rating of Proficient, the team is ready to move on to Step 4, “Develop Competing Behavior Pathway”.

If the Summary Statement had not been confirmed, the team would have returned to Step 2, “Develop Summary Statement”. Effective Behavior Intervention Planning relies on accurate collection and interpretation of the assessment data to design function-based intervention strategies. Therefore, it is imperative the team confirm the Summary Statement before proceeding to the development of the **Summary Statement**.



## ACTIVITY

Use the *Functional Behavior Assessment/Behavior Intervention Plan Rubric* on the following pages to complete this activity.

1. Divide the seven steps listed on the *Functional Behavior Assessment/Behavior Intervention Plan Rubric* among your team members. Each person will:
  - a. Review the activities for his/her assigned steps, including the status criteria for Proficient, Developing, and No Evidence/Not in Place
  - b. Highlight key words and phrases that provide an overview of each assigned step
2. When all members are ready, begin with Step 1 and each member shares his/her overviews.
3. When finished with all seven steps, discuss how this rubric will be helpful in monitoring the quality of FBAs and BIPs.

# Functional Behavior Assessment/Behavior Intervention Plan Rubric

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. <i>Can note on Student File Checklist or Adapted Facts</i>	<p>Core Team responds to data indicating one of the following:</p> <ul style="list-style-type: none"> <li>• Non-response to Tier 2</li> <li>• Existing school data - chronic behaviors</li> <li>• Intense behavior</li> <li>• Teacher nomination</li> <li>• Universal screening</li> </ul>		No data to indicate reason for consideration for Tier 3 support.
	2. Core Team identifies and notifies Action Team members. <i>Can note on Student File Checklist or Adapted Facts</i>	<p>Action Team members include:</p> <ul style="list-style-type: none"> <li>• principal</li> <li>• person with behavioral expertise</li> <li>• classroom teacher</li> <li>• other staff (as appropriate)</li> <li>• person making referral (as appropriate)</li> <li>• family member</li> <li>• student (as appropriate)</li> </ul>	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.	<p>Records reviewed include:</p> <ul style="list-style-type: none"> <li>• discipline referrals</li> <li>• attendance</li> <li>• academic records</li> <li>• health information (if applicable)</li> <li>• IEP (if applicable)</li> </ul>	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.	<p>Persons interviewed include:</p> <ul style="list-style-type: none"> <li>• homeroom/main teacher</li> <li>• person making referral</li> <li>• other staff</li> <li>• family member</li> <li>• student (if appropriate)</li> </ul>	Some interviews (2 or more) occurred, but not all relevant individuals were interviewed.	Interviews were not conducted, or interviews records are incomplete.

*Adapted from: C. Borgmeier (2010) Portland State University; Sugai & Horner (2003); Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S. (1999-2000); Iovannone, R. & Christiansen, K. (?); Maryland Coalition for Inclusive Education (2009)*

Step	Activity	Status		
		Proficient 2	Developing 1	Not In Place / No Evidence 0
Develop a Summary Statement (FBA Step 5)	5. 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, or set of behaviors, is identified and described with all of the following characteristics: <ul style="list-style-type: none"> <li>• observable – description of specific student actions; can be replicated by a stranger</li> <li>• measurable – frequency and/or duration can be counted; beginning &amp; ending of behavior are clearly delineated</li> </ul>	A single problem behavior, or set of behaviors, 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, or set of behaviors.
	5. 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.  <b>OR</b> Context analysis is incomplete or unclear.	No evidence of a context analysis is included.
	5. 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.  <b>OR</b> Antecedent events are identified that are not derived from the FBA results.	No antecedent events are identified, or antecedent events unclear.

Step	Activity	Status			Not In Place / No Evidence 0
		Proficient 2	Developing 1		
Develop a Summary Statement (FBA Step 5)	5. Identify maintaining consequence events.	One or more consequences are identified, derived from results of the FBA, that occur immediately after the problem behavior <b>AND</b> 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  <b>OR</b> Consequences identified were not derived from results of the FBA.	No consequences identified, or consequence unclear.	
	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  <b>OR</b> 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.  <b>OR</b> Setting events identified were not derived from results of the FBA.	No indication setting events were considered.	
	5. 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. Develop summary statement	Summary statement includes all of the following as identified by the FBA: <ul style="list-style-type: none"> <li>• antecedent</li> <li>• problem behavior</li> <li>• consequence</li> <li>• setting event (if applicable)</li> <li>• function of the behavior</li> </ul>	The summary statement includes antecedent, behavior, and consequence, but is not expressed in terms of function.  <b>OR</b> 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.	



Step	Activity	Status		
		Proficient 2	Developing 1	Not In Place / No Evidence 0
Observation (FBA Step 6)	6. Direct observations were conducted to collect more information.	At least one ABC observation is conducted in setting or routine where problem behavior typically occurs  <b>AND</b>  one ABC observation was conducted in setting or routine where problem behavior is less likely to occur.	One or more ABC observations were conducted correctly in setting/ routine where problem behavior typically occurs or where problem behavior is less likely to occur; but not both.  <b>OR</b>  ABC observations were incorrectly performed and/or incomplete.	No ABC observations conducted.
	6. Direct observation data confirmed summary statement.	Summary statement was confirmed through observations.  • <i>Note to team: If summary statement is not confirmed, go back to Step 5 (Develop Summary Statement)</i>		Data from the direct observation(s) did not confirm the summary statement, but the team proceeded with BIP.

Step	Activity	Status			Not In Place / No Evidence 0
		Proficient 2	Developing 1		
Competing Behavior Pathway (BIP Step 1)	1. Record summary statement from the <b>Behavior Pathway</b> .	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.  <b>OR</b> Summary statement elements are present, but not connected to the FBA process.	Summary statement was not recorded.	
	1. Identify desired <b>Long-term Replacement Behavior</b> .	The competing behavior pathway includes a long-term replacement behavior that: <ul style="list-style-type: none"> <li>• serves the same function as the problem behavior</li> <li>• is observable and measurable</li> <li>• is incompatible with the problem behavior</li> </ul>	The competing behavior pathway includes a long-term replacement behavior that <ul style="list-style-type: none"> <li>• serves the same function as the problem behavior</li> </ul> <b>AND</b> one of the following: <ul style="list-style-type: none"> <li>• is observable and measurable</li> <li>• is incompatible with the problem behavior</li> </ul>	The competing behavior pathway does not include a long-term replacement behavior;  <b>OR</b> identified replacement behavior is unrelated to function.	
	1. Identify <b>Alternative Short-term Replacement Behavior</b> that is based on skill(s) necessary to achieve the desired behavior.	The competing behavior pathway includes an alternative short-term behavior that: <ul style="list-style-type: none"> <li>• serves the same function as the problem behavior</li> <li>• is observable and measurable</li> <li>• is incompatible with the problem behavior</li> </ul>	The competing behavior pathway includes an alternative short-term behavior that: <ul style="list-style-type: none"> <li>• serves the same function as the problem behavior</li> </ul> <b>AND</b> one of the following: <ul style="list-style-type: none"> <li>• is observable and measurable</li> <li>• is incompatible with the problem behavior</li> </ul>	The competing behavior pathway does not include an alternative short-term behavior;  <b>OR</b> the short-term replacement behavior is unrelated or incorrectly addresses function.	
	1. Identify common <b>Reinforcing Consequences for Desired Replacement Behavior</b> .	The competing behavior pathway includes a reinforcing consequence for desired behavior that: <ul style="list-style-type: none"> <li>• results in same function as the problem behavior</li> <li>• is described in sufficient detail for implementation</li> </ul>	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.  <b>OR</b> 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.	

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

		Status		
Step	Activity	Proficient 2	Developing 1	Not In Place / No Evidence 0
3-4) Strategies to Make Problem Behavior Ineffective & Safety Plan (BIP Steps	3. Select <b>Consequence / Response Strategies</b> that make problem behavior ineffective.	The BIP includes strategies and/or environmental manipulations that are described in sufficient detail for implementation <b>AND</b> : <ul style="list-style-type: none"> <li>• reduce reinforcement of the problem behavior</li> <li>• minimize the impact of the problem behavior on other students</li> <li>• minimize damage to the student's reputation</li> </ul>	The BIP includes strategies and/or environmental manipulations that are described in sufficient detail for implementation and reduce reinforcement of the problem behavior <b>AND</b> one of the following: <ul style="list-style-type: none"> <li>• minimize the impact of the problem behavior on other students</li> <li>• minimize damage to the student's reputation</li> </ul> <b>OR</b> 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 <b>OR</b> strategies focus on punishments and/or reinforce the problem behavior.
	4. If necessary, develop <b>Safety Plan</b> (beyond current school-wide) for individualized safety procedures.	Safety plan is described in sufficient detail for implementation <b>OR</b> documentation exists that a safety plan is not needed.	Safety plan is indicated but is lacks sufficient detail for implementation. <b>OR</b> 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.

Step	Activity	Status			Not In Place / No Evidence 0
		Proficient 2	Developing 1		
Implementation Plan (BIP Step 5)	5. Develop and communicate <b>Implementation Plan</b> for each part of the BIP.	<p>BIP implementation plan is developed and communicated <b>AND</b> includes all of the following:</p> <ul style="list-style-type: none"> <li>• tasks to complete</li> <li>• resources needed</li> <li>• person responsible</li> <li>• timelines for completion</li> </ul>	<p>BIP implementation plan is developed and communicated <b>AND</b> includes tasks to complete</p> <p><b>AND</b> one or two of the following:</p> <ul style="list-style-type: none"> <li>• resources needed</li> <li>• person responsible</li> <li>• timelines for completion</li> </ul>	No implementation plan has been developed.	
	5. Develop <b>Training Plan</b> to teach staff to implement each part of the BIP.	<p>BIP training plan is developed <b>AND</b> includes all of the following:</p> <ul style="list-style-type: none"> <li>• training procedures</li> <li>• person responsible</li> <li>• timelines for completion</li> </ul>	<p>BIP training plan is developed <b>AND</b> includes person responsible</p> <p><b>AND</b> one of the following:</p> <ul style="list-style-type: none"> <li>• training procedures</li> <li>• timelines for completion</li> </ul>	No training plan has been developed, or plan is unclear and insufficient for carrying out.	
	5. Identify <b>Timelines for Completing Tasks</b> necessary to implement each part of the BIP.	<p>Task timelines are identified <b>AND</b> communicated to appropriate stakeholders.</p>	<p>Task timelines are identified but have not been communicated to appropriate stakeholders, though a communication plan exists.</p> <p><b>OR</b></p> <p>Task timelines are identified but have not been communicated to appropriate stakeholders, and no evidence of a communication plan exists.</p>	No timelines have been identified.	

Step	Activity	Status		
		Proficient 2	Developing 1	Not In Place / No Evidence 0
Monitoring & Evaluation (BIP Step 6)	6. Identify <b>Data Collection Procedures</b> 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: <ul style="list-style-type: none"> <li>target behaviors</li> <li>indicator of risk</li> </ul> <b>AND</b> 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: <ul style="list-style-type: none"> <li>target behaviors</li> <li>indicator of risk</li> </ul> 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. Develop <b>Procedures for Assessing Fidelity</b> 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) <b>AND</b> 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. Identify measures and develop schedule to <b>Assess and Monitor Social Validity</b> of BIP	A plan is in place to assess the social validity of the following: <ul style="list-style-type: none"> <li>ease of implementation</li> <li>positive impact on problem behavior(s)</li> <li>value of plan to the student</li> </ul> <b>AND</b> is described in sufficient detail for implementation.	A plan is in place to assess the social validity of one of the following: <ul style="list-style-type: none"> <li>ease of implementation</li> <li>positive impact on problem behavior(s)</li> <li>value of plan to the student</li> </ul> though the plan may lack detail for implementation.	No plan is developed to assess the social validity of the BIP.

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

School Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

## Next Steps

Below are some next steps to consider as you develop your Tier 3 system. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

Tier 3 Action Planning - **Establish a system for monitoring quality of completed BIPs (FBA/BIP Rubric Steps 4-7)**