**Tier 3 FBA and BIP Technical Adequacy Evaluation**

District/State Practice Evaluator       Date of Review       IRR  Yes  No IRR Score:

ID  Date of FBA *10/19/12* Date of BIP 10/19/12

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

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| **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. List of names provided on form.*     Student interview  Parent interview  Teacher interview  Rating Scales  Direct Observations  Record Review  Efficient FBA (team meeting, ERASE, etc.)  Other | **0** = unable to determine  **1** = 1 source/person or list of signatures with no detail  **2** = two or more sources with supporting details | 1 |
| 1. Problem behaviors are identified and operationally defined. (Easily observable and measurable). If more than one behavior is identified, it is clear which behaviors will be the focus of the FBA   List problem behavior(s): *Not starting work when directed. Sits and does not work, or talks to peers.* | **0** = none operationally defined  **1** = behaviors are defined, but are ambiguous or subjective  **2** = ALL identified behaviors are operationally defined. | 1 |
| 1. Baseline data on the problem 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 one or more essential details  **2** = data collected, AND includes all 4 essential details | 1 |
| 1. Setting events (i.e., slow triggers; antecedent events that provide the context or “set the stage” for a higher likelihood of problem behavior) are considered, identified (if present) and the contingency to the problem 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 contingency  **2** = identified, AND contingency described, OR clear indication no setting events exist | 0 |
| 1. Antecedent events (immediate triggers) that precede and predict the occurrence of problem behavior are identified and specified.   List antecedents (triggers): *written expression tasks, academic class periods* | **0** = none, OR not antecedents  **1** = identified, lacks detail  **2** = identified AND detailed | 2 |

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|  | 1. Antecedent events in which problem behavior is least likely to occur (or appropriate behavior is more likely to occur) are identified and specified.   List antecedents: *favored activities, hands-on activities, sports, nonacademic times* | **0** = none, OR not antecedents  **1** = identified, lacks detail  **2** = identified AND detailed | 1 (or 2) |
| 1. Consequences (i.e., how others respond immediately after problem behavior occurs) are identified.   List consequence(s): *teachers offer help, peers sometimes offer attention, start of work is delayed, reminders given of positive and negative consequences* | **0** = none, OR not consequences  **1** = identified, lacks detail  **2** = identifiedAND detailed | 2 (or 1) |
| 1. An identifiable hypothesis or summary statement that includes three essential components (i.e., antecedent events, behavior, function) is present and linked to the antecedents and consequences listed in the FBA.   Check each component present in the hypothesis and the presence of its ink to the FBA data  Antecedent events  Description of problem behavior  Function of behavior  Link: Yes/No Link: Yes/No Link: **Yes**/No (for adult  attention) | **0** = no identifiable hypothesis OR no link to FBA data  **1** = statement missing 1 or 2 components, OR includes all 3 components but the antecedents or function are not valid, OR only partial link to FBA data  **2** = includes all 3 components AND all components are linked | 1 |
| 1. 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) *adult attention*  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 | 2 |
| **FUNCTIONAL BEHAVIOR ASSESSMENT SCORE** | | **11/18** |

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| **Component** | **Item** | **Scoring Guide** | **Score** |
| **II. BEHAVIOR**  **INTERVENTION**  **PLAN** | 1. 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  **2** = <30 days | **2** |
| 1. 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) | **0** |
| 1. A minimum of one strategy that addresses and modifies antecedent events listed in the FBA hypothesis (Item 8) is identified and described in enough detail for implementation.   List antecedents in hypothesis *asked to start work, especially if it involves writing (item 5)*  List strategy(ies): *activities not requiring writing, extended time, high interest, modify curriculum, pre-teach, provide choice* | **0** = none identified**,** OR no link with hypothesis, OR not antecedent strategies  **1** = identified, linked, NOT sufficient detail  **2** = identified, linked,ANDsufficient detail | **1** |
| 1. A minimum of one 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: *anger management, study skills, communication strategies (asking for help with academic or social situations)*  List intervention strategies to teach replacement behavior | **0** = none identified,different function, OR functionnot identified in research literature.  **1** = identified, linked, NOT sufficient detail  **2** = identified, linked, ANDsufficient detail. | **1** |
| 1. A minimum of one strategy that will reinforce the replacement behavior and provide the same outcome/function stated in the hypothesis (item 8) as did the problem behavior is identified, and described in enough detail to implement.   Function identified in hypothesis: *adult attention*  List reinforcement strategy(ies): *give student positive feedback for appropriate behavior* | **0** = none identified, no link, OR no replacement behavior identified  **1** = identified, linked,NOT task analyzed  **2** = identified, linked, AND task analyzed | **1** |
| 1. A minimum of one strategy that eliminates the maintaining consequences identified in the FBA is described with sufficient detail to implement (i.e., changes the way others respond to problem behavior).   Function identified in hypothesis: *adult attention*  List strategies: *none listed* | **0** = none identified, OR continue to provide same outcome  **1** = identified, linked,NOT sufficient detail  **2** = identified, linked, ANDsufficient detail. | **0** |

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| **Component** | **Item** | **Scoring Guide** | **Score** |
|  | 1. A need for a crisis plan is identified and justified by the team and plan procedures are described with sufficient detail if a need is indicated.   *No indication that crisis plan was considered* | **0** = not addressed OR need identified but no plan  **1** = procedures unclear  **2** = specific procedures identified, OR no need indicated. | **0** |
| 1. A specific plan for collecting monitoring data on both the problem and replacement behaviors following implementation of the behavior plan is included.   When/How often  Who  Method  Review date | **0** = no plan, OR unable to determine  **1** = partial plan, lacks details, AND/OR does not address both problem and replacement behaviors  **2** = plan fully described AND addresses both problem and replacement behaviors. | **1** |
| 1. A specific plan for collecting fidelity data on BIP implementation is included.   When/How often  Who  Method  Review date | **0** = no plan, OR unable to determine  **1** = partial plan, lacks details  **2** = plan fully described | **0** |
| **behavior intervention plan TOTAL SCORE** | | **6/18** |

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| **Feature** | **Score Obtained** | **Score Possible** | **Percent Obtained** |
| I. Functional Behavior Assessment | 11 | 18 | 61% |
| II. Behavior Intervention Plan | 6 | 18 | 33% |
| Total Product Score | 17 | 36 | 47% |