USE THIS CHECKLIST WHEN STUDENT **DOES NOT** HAVE INTERVENTION SUPPORT PLAN FOR BEHAVIOR (ISP-B)

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| **Meeting** | **Action Step** | **Person Responsible** | **Timeline /****Date Due** | **x** |
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| **Upon deciding to move forward with request for FBA** | Obtain Parental Consent (Date Received: \_\_\_\_\_\_\_\_\_) and ensure it is uploaded to IEP direct document repository. Inform team when CSE date has been set. | School Psychologist / CSE Secretary |  |  |
| Schedule series of three (3) FBA / BIP development meetings prior to the scheduled CSE and send these out to the team. Attempt to schedule 3rd (BIP development) meeting at least a week before the CSE meeting to allow team reflect on initial BIP implementation and inform committee recommendations at that time. | School Psychologist / SBST Meeting Scheduler |  |  |
| In preparation for first FBA development team meeting, open FBA template, enter demographic information, and share with team members in google drive. |  |  |  |
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| **Agenda for 1st Team Meeting (for FBA development)****Date:****\_\_\_\_\_\_\_** | Identify note taker and facilitator for this meeting. Note taker will open FBA and input information throughout this meeting. Facilitator will use this checklist / agenda to keep the team on track.  | Team |  |  |
| Summarize referral concern(s).  | Note Taker / Team |  |  |
| Identify student strengths. | Note Taker / Team |  |  |
| Identify target behavior(s) (name in concrete terms). | Note Taker / Team |  |  |
| Operationalize the target behavior(s) (in concrete, measurable, observable terms). | Note Taker / Team |  |  |
| If the team has two target behaviors in mind that occur in isolation and seem to happen for different reasons, identify the second target behavior and operational definition after highlighting the FBA from the target behavior chart through hypothesis statement, copying (Ctrl + C), inserting page break after hypothesis statement, and pasting (Ctrl + V). | Note Taker / Team |  |  |
| Decide on persons responsible for each of the Follow Up Tasks to be Completed between 1st and 2nd SBST meetings.  | Team |  |  |
| Remind team members of 2nd Team Meeting (Date: \_\_\_\_\_\_\_\_\_) and send out 2nd Team Meeting invitation. | School Psychologist |  |  |
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| **Follow Up Tasks to be Completed Between 1st and 2nd Meetings** | Suspend frequency and duration data collection temporarily while ABC data is collected for 5 to 10 school days. |  | Due approximately 5 to 10 school days from 1st Team Meeting:Date: \_\_\_\_\_\_\_\_ |  |
| After 5 to 10 school days of ABC data collection, reinitiate frequency and duration data collection on the identified target behavior(s). |  |  |  |
| Identify Contextual Factors that contribute to the target behavior and summarize within the FBA document. |  |  |  |
| Complete student interview and summarize in FBA document.  |  |  |  |
| Complete teacher interview and summarize in FBA document.  |  |  |  |
| Complete parent interview and summarize in FBA document. |  |  |  |
| Complete review of records and summarize in the FBA document.  |  |  |  |
| Conduct and record multiple direct and discrete observations in settings where the behavior seems most intense and least intense, and record in FBA under “Narrative summary of behavioral observations.” |  |  |  |
| Complete Formal Data Collection Tools (MAS, FAST, Problem Behavior Rating Scale) and summarize in FBA document. One tool per target behavior should be completed (tools should not be completed collaboratively). |  |  |  |
| Review and update summary of lagging skills and unmet needs (refer to Thinking Skills Reference Sheet completed as part of ISP-B process) and include any revisions within FBA document. |  |  |  |
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| **Agenda for 2nd Team Meeting (for FBA development)****Date:****\_\_\_\_\_\_\_** | Identify note taker and facilitator for this meeting. Note taker will open FBA and input information throughout this meeting. Facilitator will use this checklist to keep the team on track.  | Team |  |  |
| Review outcome and status of the Follow Up Tasks completed between 1st and 2nd Team meetings.  | Team |  |  |
| Identify setting events for the target behavior. | Team |  |  |
| Identify settings in which the behavior occurs most and least frequently. | Team |  |  |
| Identify Antecedent Events for the target behavior using ABC data collected prior this meeting. | Team |  |  |
| Identify Maintaining Consequences for the target behavior using ABC data collected prior this meeting. | Team |  |  |
| Identify Hypothesized Function of Behavior and Develop Hypothesis Statement (Based on data collection and completed MAS). (SEAT: Sensory, Escape, Attention, Tangible) | Team |  |  |
| Identify Recommendations to be considered for BIP development.  | Team |  |  |
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| **Follow Up Tasks to be Completed Between 2nd and 3rd Meetings** | Finalize FBA document and ensure all checklist items are included. |  |  |  |
| Upload final FBA document, ABC data, Formal Data Collection Tools to IEP direct Document Repository as one document. |  |  |  |
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| Paste all FBA components (for a complete list, please reference companion document) into BIP template, as needed. |  |  |  |
| Use baseline data for each target behavior to develop progress monitoring graph (please find progress monitoring template on Behavior Matters website: [www.SCSDbehaviormatters.weebly.com](http://www.scsdbehaviormatters.weebly.com) ) for review at 3rd Team meeting. |  |  |  |
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| **Agenda for 3rd Team Meeting (for BIP development)****Date:****\_\_\_\_\_\_\_** | Identify note taker and facilitator for this meeting. Note taker will open BIP and input information throughout this meeting. Facilitator will use this checklist to keep the team on track.  | Team |  |  |
| Update the BIP as needed with replacement behaviors\* for each target behavior.\*The replacement behavior must match the suspected function of the target behavior. | Team |  |  |
| Identify long-term outcomes for each target behavior (i.e., behavior student will be able to demonstrate after they have obtained the skills to better manage triggers).  | Team |  |  |
| Identify intervention strategies that correspond to the identified behavioral function in each section pasted from the FBA (for more detail and examples, reference BIP companion document).  | Team |  |  |
| Identify replacement behavior data to be collected, person responsible for identifying or developing frequency / duration data tracking sheets, and persons responsible for progress monitoring.  | Team | Progress Monitor for 4-6 weeksDate: \_\_\_\_\_\_\_\_ |  |
| Set a first BIP review date (4th Team meeting date) four to six weeks from now. | Team |  |  |
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| **Follow Up Task to be Completed After 3rd Meeting** | Upload finalized BIP, data tracking sheet, and progress monitoring Visual Data Summary which reflects baseline data. |  |  |  |
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| **Pre-BIP Review** | Use progress monitoring data collected for each target behavior and replacement behavior to update Visual Data Summary. |  |  |  |
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| **Agenda for 4th Team Meeting** **Date:****\_\_\_\_\_\_\_****(1st BIP Review****Meeting)** | Review progress monitoring data collected and review Visual Data Summary. Review and analyze trends (e.g., times of day, locations, other factors) to determine impact of the intervention on replacement behavior. |  |  |  |
| Make any revisions to the BIP as needed.Continue to monitor frequency or duration of target behavior(s), replacement behavior(s), and intervention implementation. Schedule next Team Meeting. |  |  |  |

Convene the CSE and discuss all relevant assessment data, including the FBA findings.