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| --- | --- | --- | --- | --- |
| **Meeting** | **Action Step** | **Person Responsible** | **Timeline /**  **Date Due** | **x** |
|  |  |  |  |  |
| Pre-FBA & BIP Request | Convene SBST meetings to develop, implement, review, and revise Intervention Support Plan for Behavior (ISP-B), using ISP-B Development Checklist as a guide. | SBST | Prior to FBA & BIP request |  |
|  |  |  |  |  |
| Upon deciding to move forward with request for FBA & BIP | 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 |  |  |
| Open FBA template, enter demographic information, and save as a shared document in preparation for first FBA team meeting. |  |  |  |
|  |  |  |  |  |
| 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 to keep the team on track. | Team |  |  |
| Copy and paste the demographic information, relevant background information, student strengths, antecedents, target behaviors, and target behavior operational definitions from the ISP-B to FBA template, and include any updates or revisions as applicable. | Note Taker / Team |  |  |
| In reviewing the current ISP-B, confirm that the identified target behavior(s) are in fact the challenging behavior(s) the team wants to address via FBA & BIP. |  |  |  |
| Assign FBA Responsibilities for Follow Up Tasks to be Completed between 1st and 2nd SBST meetings. | Team |  |  |
| Schedule 2nd Team Meeting (Date: \_\_\_\_\_\_\_\_\_). | Team |  |  |
| Send out 2nd Team Meeting invitation to team members. |  |  |  |
|  |  |  |  |  |
| 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. |  |  |  |
|  |  |  |  |  |
| 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. |  |  |  |
| Convene the CSE and discuss all relevant assessment data, including the FBA findings. |  |  |  |
| 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. |  |  |  |
|  |  |  |  |  |
| 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 weeks  Date: \_\_\_\_\_\_\_\_ |  |
| Set a first BIP review date (4th Team meeting date) four to six weeks from now. | Team |  |  |
|  |  |  |  |  |
| Follow Up Task to be Completed After 3rd Meeting | Upload finalized BIP, data tracking sheet, and progress monitoring visual graph which reflects baseline data. |  |  |  |
|  |  |  |  |  |
| Pre-BIP Review | Use progress monitoring data collected for each target behavior and replacement behavior to update Visual Data Summary. |  |  |  |
|  |  |  |  |  |
| 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. |  |  |  |