**“At a Glance” Checklist for Tier III:FBA/BIP Process**

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| **Tier 3: FBA/BIP “At a Glance” Checklist** | | | |
| **Step 1: Conduct Functional Behavior Assessment** | **Step 2: Build a Behavior Improvement Plan** | **Step 3: Create Communication and Investment Strategies** | **Step 4: Implement the Plan and Ensure Fidelity** |
| Collect comprehensive data and information to develop a clear understanding of the relationship of events and circumstances that trigger and maintain problem behavior including setting events. | Once behavior hypotheses statement is developed to summarize the data gathered from the functional assessment process, the team can develop a behavior support plan. | Once the plan is developed, a norming plan with teachers needs to be developed as well as investing in and communicating with parents. Begin to practice the replacement strategies with the student and share a student friendly version. | The effectiveness of the behavior support plan must be monitored. This monitoring includes measurement of changes in problem behavior and the achievement of new skills and lifestyle outcomes. |
| * **Contact the parent** to discuss the process and obtain permission to evaluate. * **Define the challenging behavior.** * **Prioritize**: From all of the challenging behaviors, determine which one or two to prioritize.  Consider which behaviors: disrupt the entire class, interfere with meaningful instructional time, place people at risk or harm, or interfere with a teacher’s ability to manage an activity. * **Conduct Classroom** Observations conducted by multiple observers * Review student records and other data * Complete a **Student Interview** (reinforce survey and student interest survey) * Complete a **Parent Interview** * Complete **Staff Interviews** * **Create a summary and establish a baseline of student behavior and hypothesize the functions** **of** the student’s **problem** **behavior**. | * **Prevention Strategies**: Remove or support as many setting events and triggering antecedents as possible. * Make a plan for **direct instruction of replacement behavior**s: what, who, when, and how * Outline a clear **Consequence Chain**. * Create a **Positive Reinforcement System** (behavior chart). * **Culture Plan:** Script out how teachers will proactively teach the advisory/homeroom about how to support student. * **Classroom Culture Plan:** Script out how teachers will explain the student’s behavior to the rest of the class if/when target behaviors occur. | * Write an **investment letter** and invite parent meeting to the meeting. * Hold a **parent meeting**. (Call the day before to remind parent about meeting.) * Schedule **meetings with teachers** to make sure they understand what’s in it and role play some potential situations with the scholar so that teachers can practice the strategies embedded in the plan. * Plan the **rollout conversation** with scholar for investment * Schedule times for the **scholar to practice** the replacement behavior. * Script a **reset conservation** with scholar when/if he is removed * Determine the **target** for the challenging behavior and sketch an **aim line**. * Determine who/when/where/how will work with the student to **monitor his/her progress**. * Create a **teacher implementation checklist**. | * Create a **fidelity checklist**. * Explain the plan and the **behavior chart** to the student. Be excited! * **Practice key elements** of the plan. * Determine how to ensure **quick wins** in the first two weeks. * Determine what **data needs to be collected to monitor** the plan to see if it’s working. * Determine how members of the **SLT will ensure how the plan is being followed**. * Give it at least three weeks and schedule a **follow up meeting** to determine when will the team reconvene to ensure the plan is being followed and determine how to improve the plan. * Once progress is being made, plan to slowly **de-scaffold** supports. |