Dec 3rd, 4:30 PM - 5:15 PM

GNETS FBA/BIP Process

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GNETS FBA/BIP Process

Jessica Schuster – Behavior Specialist – North Metro GNETS
Jessica.schuster@mresa.org

GAPBS Conference – December 3 – 4, 2014
FBA/BIP Expectations

- All students will be expected to have a new FBA and new BIP written before their IEP date.
  - Take **10 days** of ABC (Antecedent-Behavior-Consequence) data to get accurate and rich data to base your Behavior Intervention Plan from.

- BIPS will be written with **Function Based Interventions**
  - Functions of behavior: Attention, Escape, Automatic, Tangible
  - Power/Control is NOT a research based function.

- BIPS will be monitored closely
  - During bi-weekly team meetings
  - BIP Fidelity Checks (template later in presentation)
FBA/BIP Timeline (Sample)

Begin Taking ABC Data
- September 15

Analyze data and write FBA
- September 29

Write BIP
- September 30

IEP & BIP sent home for review
- October 1

IEP Meeting
- October 15
Outline – FBA Data Collection

Direct Data
• ABC Data
• Anecdotal Evidence

Indirect Data
• FAST

ABC Data Collection Methods:
• Behaviordoc.org
  • Example
• Riffel
  • Example
BehaviorDoc.org

**TABLE OF CONTENTS**

1. **Step 1** Enter information about the student
   - **Demographics**
   - **Date & Time**

2. **Step 2** Select criteria for reporting on behaviors
   - **Choose Criteria**

3. **Step 3** Print paper data collection forms and begin Data Collection.
   - **Paper Form**

4. **Step 4** Go to Calendar and Enter Data
   - **Calendar**

5. **Step 5** After entering ten days of data, print report.
   - **Report**
### Customize Criteria for Student

#### INSTRUCTIONS:
Change or enter new criteria by typing directly in light blue areas.

<table>
<thead>
<tr>
<th>Context (Setting)</th>
<th>Antecedent Event</th>
<th>Behavior</th>
<th>Consequence</th>
<th>Student Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading (gen ed)</td>
<td>Transition</td>
<td></td>
<td>Choice given</td>
<td>Stopped</td>
</tr>
<tr>
<td>Seat work</td>
<td>Denied access</td>
<td></td>
<td>Redirection to task</td>
<td>Continued</td>
</tr>
<tr>
<td>Reading (LS)</td>
<td>Instruction/Directive</td>
<td></td>
<td>Kept the demand on</td>
<td>Intensified</td>
</tr>
<tr>
<td>Math</td>
<td>New Task</td>
<td></td>
<td>Personal space given</td>
<td></td>
</tr>
<tr>
<td>Special (name)</td>
<td>Tchr attn to other</td>
<td></td>
<td>Changed activity</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Told NO</td>
<td></td>
<td>Attention given peers/adult</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Choice given</td>
<td></td>
<td>Verbal reprimand</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>Redirection</td>
<td></td>
<td>Physical prompt</td>
<td></td>
</tr>
<tr>
<td>Social Skills</td>
<td>Routine task</td>
<td></td>
<td>Removal from area/room</td>
<td></td>
</tr>
<tr>
<td>Recess/lunch</td>
<td>Waiting</td>
<td></td>
<td>Staff wanted attention</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td>Directed to quiet area</td>
<td></td>
</tr>
</tbody>
</table>

To enter Data, go to Calendar:
Print Paper form - take 10 days of data
Input data from paper form into BehaviorDoc spreadsheet

<table>
<thead>
<tr>
<th></th>
<th>START</th>
<th>END</th>
<th>Context (Setting)</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
<th>Student Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Min.</td>
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<tr>
<td></td>
<td>0.32</td>
<td></td>
<td>Work Session</td>
<td>New Task (Lesson)</td>
<td></td>
<td>Redirection to diff. task</td>
<td>B Continued</td>
</tr>
<tr>
<td></td>
<td>9:38</td>
<td>10:10</td>
<td></td>
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</tr>
</tbody>
</table>
The purpose of this assessment is to determine the function of 3 target behaviors: Off task behavior/Refusal; Removing Clothes; Aggression. It was observed over a period of 10 school days. School was in session from 8:00 until 3:30.

Each bar in the graph below represents the number of behaviors observed in each 30 minute time segment during this assessment.

The assessment period covered a total of 75.0 hours: min. Behaviors were charted 3:56 hr/min. This was 5% of the assessment period.
EVENT DURATION
The assessment period covered a total of 75.0 hours:min. Behaviors were charted 3:56 hr:min. This was 5% of the

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Time</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of task</td>
<td>3.32</td>
<td>90%</td>
</tr>
<tr>
<td>behavior/Refusal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Removing Clothes</td>
<td>0.15</td>
<td>6%</td>
</tr>
<tr>
<td>Aggression</td>
<td>0.09</td>
<td>4%</td>
</tr>
</tbody>
</table>

STUDENT REACTION
(How student reacted to staff intervention/consequences)
A = Stopped, B = Continued, C = Intensified.

Context is the setting or activity that is happening when a behavioral incident occurs.

Context (setting)/Behavior Interaction:
Antecedent is the trigger, the event that started the behavioral incident.

Consequence describes what happened as the result of a behavior.
Outline – FBA Analysis

- FBA Templates:
  - Functional Behavior Assessment Template
    - Example
    - Cheat Sheet
# Functional Analysis Screening Tool

**Client:** [Name]

**Date:** [Date]

**Interviewer:** [Name]

**Date:** [Date]

**Informant-Client Relationship:**
1. Are you related to the client? Parent / Guardian / Instructor
2. How long have you known the client? [1-10 years]
3. Do you interact with the client daily? [Yes / No]
4. In what situation do you usually interact with the client? [Meals / Academic setting / Leisure activities / Work or vocational setting / Self-care / Other]

**Problem Behavior Information:**
1. Problem behavior [check and describe]:
   - Aggression:
   - Defiance:
   - Stereotypy:
   - Property destruction:
   - Disruptive behavior:
2. Frequency:
   - Hourly
   - Daily
   - Weekly
   - Less
3. Severity:
   - Mild: disruptive but little risk to property or safety
   - Moderate: property damage or minor injury
   - Severe: significant threat to health or safety

**Additional Information:**
- Situations in which the problem behavior is most likely:
- Settings:
- Person-present:
- Situations in which the problem behavior is least likely:
- Settings:
- Person-present:
- Which is usually happening to the client right before the problem behavior occurs?
- What usually happens to the client right after the problem behavior occurs?
- How do you handle the behavior when it occurs?
- Comments:

**Sorting Summary:**
- Total: Potential Source of Reinforcement
- 1: Attention / Positive feedback
- 2: Preceding event
- 3: Exclusion / Ignoring
- 4: Escape / Extinguishing
- 5: Sensory Stimulation / Arousal
- 6: Pain / Avoidance

*Note: For more information, visit [FAST Center on Child Injury](http://www.fastcenter.org).*
Analyze ABC Data using FBA Template

### Functional-Behavioral Assessment

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOB</td>
<td>Date of FBA</td>
</tr>
</tbody>
</table>

**Data Sources**
- Direct Observational
- Student Interview
- Teacher Interview
- Parent Interview

**Brief Student Background**

**Strengths:**

**Brief Educational History:**

**Description of Target Behavior**

**Frequency** (how often does behavior occur according to data collected?)

**Duration** (length of time each episode lasts according to data collected?)

**Day/Time** (is the behavior more likely to occur on certain days or times?)

**Intensity** (consequences of problem behavior on student, peers, instructional environment; rate the intensity of the behavior on a three point scale—low intensity, medium-intensity, high-intensity)

**Setting Events** (i.e., slow triggers; antecedent events that set the stage for a higher likelihood of target behavior)

**Antecedent Events** (immediate triggers) Identify what happens immediately before the target behavior occurs.

**Identify events or times and/or situations when the target behavior does not usually occur:**

**Consequences** (i.e., how others respond immediately after the problem behavior occurs)

**What was the most common student reaction to consequences implemented for the target behavior (does**
### Functional-Behavioral Assessment: Example

- **Student’s Name:** [Name]
- **School Name:** [School Name]
- **Date of FBA:** [Date]
- **Date Sources:**
  - Direct Observation
  - Classroom Observation
  - Teacher Interview
  - Parent Interview
  - Rating Scale

**Brief Student Background:**

**Strengths:**

**Brief Educational History:**

**Description of Target Behavior:** Choose 1 or 2 (operationally defined, easily observable and measurable, include examples and consequences):

- Behavior: Out of seat for more than 5 seconds without permission from teacher.
- Examples: Running around, anger outbursts, emergency situations such as bathroom/sick

**Frequency:** How often does behavior occur according to data collected.

**Between 2-3 times per day:**

**Duration:** Length of time each episode lasts according to data collected.

**Between 5 and 10 minutes per episode:**

**Day/Time:** Is the behavior more likely to occur on certain days or times?

- The behavior most frequently occurs at 8:30 am and 10 am on Mondays and Wednesdays.

**Intensity:** Consequences of problem behavior or on student, peers, instructional environment: rate the intensity of the behavior on a three-point scale: low-intensity, medium-intensity, high-intensity.

**Setting Events:** (i.e., slow triggers; antecedent events that set the stage for a higher likelihood of target behavior)

- The behavior appears to occur more frequently in language arts and during writing activities in other classes.
- The student has a new baby sister, and he has been absent several days since her birth.

**Antecedent Events (Immediate Triggers):** Identify what happens immediately before the target behavior occurs.

- The direct observation data suggested that the behavior most frequently occurs in response to a teacher instruction or directive.

**Consequences:** What does the student do immediately after the problem behavior occurs?

- According to the data collected, the student’s teachers most often respond by redirecting the student back to task or by teaching the student a replacement behavior.

**Hypothesis:** What is the most common student reaction to consequences implemented for the target behavior? Does it continue/intensity stop?

- According to data collected, the student typically stops when given adult redirection.

**Conclusion:**

- **When:**
  - The student [behavior]
    - to get/to avoid [consequence]
    - staff/peers most frequently respond by [response]
    - goal or as a result, the student’s behavior [change]
  - Through this behavior, the student is trying to communicate [message]

When the student is not receiving one-on-one adult attention, most often in the morning and during writing tasks, and when given an instruction/directive, the student engages in physical movement defined by moving...
Analyze ABC Data using FBA Template

**Functional-Behavioral Assessment -- CHEAT-SHEET**

**Use Direct-(ABC-data/anecdotal data) and indirect-(FAST, MAS, PBQ-QABE) Data to fill this assessment out.**

**Student's Name:**

**School Name:**

**Student's DOB:**

**Date of FBA:**

**Data Sources:**

- Direct: Observations
- Indirect: Teacher, Interview, Parent, Rating Scales

**Brief Student Background:**

**Strengths:**

**Brief Educational History:**

**Description of Target Behavior:**

Choose 1 or 2 (operationalized, defined, easily observable and measurable.
- **Include examples and consequences.**

- **Your Target Behavior should be the INTERFERING behavior.** You should have taken 10 days of data on this behavior previously using Direct Data (ABC Data) and teacher/parent interview.

- **Frequency:** (how often does behavior occur according to date collected?)

- **Duration:** (length of time each episode lasts according to date collected)

- **The average duration of the behavior can be determined by reviewing the data collection sheets or through team discussion.

- **Day/Time:** (is the behavior more likely to occur on certain days or times?)

- **Consequences:** (what does the behavior cause the target individual to experience?)

- **Intensity:** (rate the intensity of the behavior on a three point scale: low, medium, high intensity)

- **Consequences:** (what does the behavior cause the target individual to experience?)

- **Intensity:** (rate the intensity of the behavior on a three point scale: low, medium, high intensity)

- **Function of Behavior:**

  - **Attention**
  - **Escape**
  - **Sensory**
  - **Manipulation**

**Additional Notes:**

**Setting Events:** (i.e., slow triggers; antecedent events that set the stage for a higher likelihood of target behavior)

- **Setting events can be identified on the ABC Data Tool (for location/context) and team discussion (for slow triggers such as meal, family life, etc.).**

- **Antecedent Events:** (immediate triggers) identify what happens immediately before the target behavior occurs.

- **Antecedent Events** can be identified on the ABC Data Tool or Catalyst.

- **Events or times when behavior does not usually occur** can be found in ABC Data Tool or Catalyst.

- **Consequences:** (i.e., how others respond immediately after the problem behavior occurs)

- **Consequence data can be found in ABC Data Tool or Catalyst.

- **What was the most common student reaction to consequences implemented for the target behavior?**

- **Hypothesis:** (includes antecedent events, behavior, consequence, function, and what the student is trying to communicate through the behavior)

- **When to take from “Setting Events” and “Antecedent Events”**

- **The student’s reaction to “Description of Target Behavior”**

- **The student’s reaction to “Escape”**

- **The student’s reaction to “Consequences”**

- **The student’s reaction to “Function of Behavior”**

- **Through this behavior, the student is trying to communicate: “want ___.”**

**Staff/Peers most frequently respond to “Take from “Consequences””**

and as a result, the student’s behavior takes one “Most common student reaction”

- **Attention**
- **Escape**
- **Sensory**
- **Manipulation**
Template says: “Antecedent Events (Immediate triggers) Identify what happens immediately before the target behavior occurs:”

Example says: “The direct observation data suggested that the behavior most frequently occurs in response to a teacher instruction or directive. Through a discussion with the classroom teacher, it was determined that the behavior may occur most frequently in response to teacher attention to other students or to another task.”

Cheat Sheet says: “Antecedent events can be identified on the ABC Data Tool or Catalyst”
Outline – Behavior Intervention Plan

- BIP Template
  - Example
  - Cheat Sheet
Write BIP using Function-Based Interventions
Write BIP using Function-Based Interventions
## Behavior Intervention Plan: CHEAT-SHEET

### Description of Target Behavior
- Operationally defined, easily observable and measurable, includes examples and consequences.

### Hypothesis
- Developed based on information gathered during the FBA.

### Antecedent Modifications
- What can be done to prevent the occurrence of the target behavior?
- Describe the modifications in enough detail for them to be implemented.
  - Look at “Day/Time,” “Setting Events,” “Antecedent Events” from FBA Template.
  - What can be changed or added to PREVENT the behavior from occurring?
  - Also, see “Function Based Interventions Matrix.”

### Replacement Behaviors
- What new behavior will be taught or what current behavior will be replaced?
- The Replacement Behavior should make it easier to access the function (escape, attention, tangible, sensory) than the target behavior (the interfering behavior).

### Strategies for Reinforcing Replacement Behavior
- The immediate benefit to the student.
- How will the student be rewarded for engaging in the new behavior?
- How will you make it more rewarding for the student to access the function of behavior easier than exhibiting the Target Behavior? Be specific.

### Strategies for Reducing the Target Behavior
- What will be the response be should the target behavior occur?
- This response should not maintain the behavior.
  - Traditionally, this has been called “Consequences.” However, the word consequence has a negative connotation and is often mistaken for “Punishment.”
  - Instead, this is how staff will react when the Target Behavior occurs.
  - This response should maintain the behavior. In other words, if the function of behavior is escape, then staff response should NOT be to verbally redirect or give one on one, as it would maintain the behavior.
  - Another example is if the function of the behavior is escape, then staff response should not be to call parents to come get the child, as it would maintain the behavior.
  - See “Function Based Interventions Matrix.”

### Crisis Plan
- Should the strategies for reducing the target behavior be effective or if the target behavior occurs in a manner that jeopardizes the safety of the student or others, how will you respond?
- Describe in a manner such that the procedures could be implemented by anyone who reads the crisis plan.
- Check with your district. This MAY include Mindset, but more often it will include things like:
  - How long will staff let behavior go on before intervening?
  - When does staff need to remove other students from area?
  - When does the SRO need to be called?
  - When does the parent need to be called?
  - When does administration need to be involved?

### Data Collection and Monitoring
- Of the Target and Replacement Behaviors
- Data collection can be collected when, and by whom. Once the data is collected, how often will the data be monitored and by whom?
  - Based on the data, how often will updates be made to the BIP?
  - Be specific.

### Staff Training and Monitoring
- Who is responsible for training others to implement this BIP?
- What is the process for training others to implement this plan?
- How often will the plan need to be reviewed and updated?
Template says: "Replacement Behaviors (What new behavior will be taught or what current behavior will be increased that serves the same function as the behavior targeted for reduction and allow the student to achieve the same outcome) How will the replacement behavior be taught to the student?"

Example says: "The student will be taught to wait for his teacher’s attention. Additional baseline data will be taken to determine how long the student can work independently without requesting his teacher’s attention. After a baseline is established (e.g., the student can work an average of 3 minutes without requesting his teacher’s attention), the student will be taught to gradually build upon that amount of time by doing the following: refer to a folder of appropriate “waiting” activities such as brief easy-to-complete academic tasks, word-finds, drawing activities, etc.

- The student should be taught how to engage in these appropriate “waiting” tasks by the teacher and the paraprofessional. The student should be taught using direct instruction and role play. During the teaching process, he should be expected to demonstrate that he knows the difference between “waiting” and “not waiting” before the plan is implemented in context.

- The student should be taught how to self-monitor his “waiting” behavior. He should be placed in view of a clock and at the beginning of every day (during the check-in walk), he should be informed of how long he will be expected to wait prior to requesting his teacher’s attention. In addition, he should have a self-monitoring form on his desk that divides the day according to the segments of “waiting.” The form should be set-up in a way allows the student to mark if he has or has not waited the expected amount of time. Before the intervention is implemented, he should demonstrate competency in being able to use a clock.

Cheat Sheet says: This should be a NEW or shaped behavior that has the same outcome for the student. For example, if the student escapes by eloping, he should be taught instead to ask for a break.

- The Replacement Behavior should make it easier to access the function (escape, attention, tangible, sensory) than the Target Behavior (the interfering behavior)

- See Function Based Interventions Matrix
Additional Helpful Documents for Writing BIPS!!

- Function-Based Intervention Matrix
  - See next page

- Function-Based Intervention Protocols
  - (Presented by Dr. Cassandra Holifield following this presentation)
<table>
<thead>
<tr>
<th>Interventions</th>
<th>Function</th>
<th>Attention</th>
<th>Escape</th>
<th>Tangibles</th>
<th>Sensory</th>
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</thead>
<tbody>
<tr>
<td>Scheduled Exercise</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Behavioral Momentum</td>
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<tr>
<td>Check In / Check Out (CICO or BEP)</td>
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<td>Effective Instruction Delivery (EID)</td>
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<td>Modify Environment</td>
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<td>Scheduled Breaks / Noncontingent Escape</td>
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<td>Scheduled Rewards / Noncontingent Reinforcement</td>
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<td>Novel Staff</td>
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<td>Preferred Items/High-Interest Items</td>
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<td>Preteaching</td>
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<td>Visual Cues</td>
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<td>Praise / Contingent Praise (CP)</td>
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<td>Reward Desired Behavior / Differential Reinforcement of Alternate Behaviors (DRA)</td>
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<tr>
<td>Working Through It / Escape Extinction (EE)</td>
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<tr>
<td>Ignoring / Extinction</td>
<td></td>
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<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Trainings

- 1 Day training
  - AM: Functional Behavior Assessment training (4 components)
    - Defining the Behavior (Operationally Defined)
    - Ask about the behavior (Indirect Data)
    - See the behavior (Direct Data – ABC)
    - Hypothesis (Find the function)
  - PM: Behavior Intervention Plan training
    - Components of a BIP
    - Function Based Interventions
    - Implementing the BIP
    - Ongoing BIP Checks/Fidelity
BIP Monitoring and Fidelity

- **Effectiveness:**
  - Clinical Team Meetings – School wide

- **Classroom Use/Fidelity:**
  - BIP Fidelity Report
    - Written by Behavior Specialist or Compliance Specialist
      - Every teacher will be checked off at least once per semester

- **Data Analysis and Function-Based Intervention Fidelity**
  - FBA/BIP Evaluation and Rubric
    - FBA/BIP Technical Adequacy Evaluation
    - FBA/BIP Technical Adequacy Rubric
# BIP Fidelity Report

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Examiner Name</th>
<th>Student Name</th>
<th>Date of BIP</th>
<th>Date of Visit</th>
<th>Deviation Rating Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

- Was BIP fully accessible? (Circle one: yes or no) 
  - [ ] yes  [x] no
  - [ ] point(s)

- Was the Target Behavior operationally defined? (Circle one: yes or no) 
  - [ ] yes  [x] no
  - [ ] point(s)

- What classroom modifications were used from the BIP? (Circle one: yes or no) 
  - [ ] yes  [x] no
  - [ ] point(s)

- Was the Target behavior present during visit? (Circle one: yes or no) 
  - [ ] yes (specify below)  [x] no
  - [ ] point(s)

- If Target behavior was present - What consequence strategies were used from the BIP? (Circle one: yes or no) 
  - [ ] yes (specify below)  [x] no
  - [ ] point(s)

- If Target behavior was present - What consequence strategies were used NOT included in BIP? (Circle one: yes or no) 
  - [ ] yes (specify below)  [x] no
  - [ ] point(s)

- Was the replacement behavior present if so, how was it transferred by the teacher? (Circle one: yes or no) 
  - [ ] yes (specify below)  [x] no
  - [ ] point(s)

- Notes: 
  - [ ] Total point(s)  [ ] point(s)

- Goal: 
  - [ ] Total point(s)  [ ] point(s)
<table>
<thead>
<tr>
<th>Teacher Name:</th>
<th>Reviewer Name:</th>
<th>Student Initials:</th>
<th>Date of BIP:</th>
<th>Date of Visit:</th>
<th>Effectiveness Rating Points:</th>
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Was BIP easily accessible? *(0 point = not available; 1 point = accessed by asking teacher; 2 points = easily accessible without assistance)*

---

Was the Target Behavior Operationally Defined? *(0 point = I would not know what to look for; 1 point = vague, but I may be able to see; 2 points = well defined — I know exactly what to look for)*

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What antecedent modifications were used from the BIP? *(0 point = not available; 1 point = accessed by asking teacher; 2 points = easily accessible without assistance)*

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Was the target behavior present during visit? *(points not recorded)*

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N/A
| If Target Behavior was present -- What consequence strategies were used from the BIP? |
|---|---|
| (If Target Behavior was present: 0 point = different consequences than listed used; 1 point = consequence similar to what was written in BIP seen; 2 points = BIP consequences followed) |
| * | out of 1 |
| --- | points |

| If Target Behavior was present -- What consequence strategies were used NOT included in BIP? |
|---|---|
| N/A |

| Was the replacement behavior present? If so, how was it reinforced by the teacher? |
|---|---|
| (0 point = no replacement behavior seen; 2 points = replacement behavior was seen but not reinforced; 2 points: replacement behavior was seen and reinforced) |
| * | out of 1 |
| --- | points |

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<th>Total Points:</th>
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| | out of 1 |
| --- | points |
| | % |

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BIP Fidelity Report
Use of Fidelity Reports

- Copies given to the Lead Teachers and Site Coordinators after visit
- Copies given to the teacher after visit
- If “goals” recorded, a follow up visit by Behavior Specialist, Lead Teacher, or Site Coordinator is necessary to check on progress of goal
- Additional Notes or Comments at bottom – these are not goals, but they are things for the teacher to start thinking about for the next FBA or BIP they write
BIP Availability in Classroom

- BIPs for every student that you teach should be kept in your classroom
  - Even if the student is not on your caseload (i.e. not in your homeroom), if you have that student in your classroom during an academic period – you must have a copy of their BIP

- Please put all BIPS into one binder, readily available for reference for walkthroughs.
Special Thanks

• Thanks to Georgia State – Center for Leadership in Disability for partnering with GNETS to create better and more data driven Functional Behavior Assessments and Behavior Intervention Plans for our students.

• BehaviorDoctor.org
  – [http://behaviordoctor.org/material-download/](http://behaviordoctor.org/material-download/)
  – This is where the Data Tool can be found, along with several other useful materials for download.