

# FBA/BIP Process Checklist

## Stage 1: FBA

- 1. Student is identified as needing an FBA.
- 2. Part I of Considerations form is completed to see if FBA is necessary (form 1).
- 3. If team decides not to move forward with FBA, STOP and do not continue this process.
- 4. If team decides to move forward with FBA, and this is not part of an initial, re-eval, or tri, a re-eval must be opened, and consent must be obtained from the parent. Then, proceed to step 5.
- 5. Assign team members to various roles (form 2).
- 6. Collect Indirect Data: Parent Interview (form 3), Student Interview (form 4), & Teacher/Staff Interview (form 5).
- 7. Team meets to review the interviews, identify the problem behavior, & develop a summary statement (form 6).
- 8. Direct Data: Classroom observations are done using the ABC Charts over at least 10 days or until a pattern is seen (form 7).
- 9. Team meets to graph & analyze data (form 7a) & create a summary statement.
- 10. Team meets to verify the hypothesis & complete the FBA form (forms 8 & 9).
- 11. Team continues to complete the Considerations form & decides whether or not the student needs a BIP.
- 12. If the team decides that a BIP is not warranted, STOP and do not continue this process.
- 13. If the team decides that a BIP is warranted, continue to Stage 2.

## Stage 2: BIP

- 14. Team completes the Competing Behaviors Pathway (form 10).
- 15. Team drafts strategies to address setting event, antecedent, behavior, & consequence (continuing form 10).
- 16. Team meets with parent & student to review draft & finalize the plan.
- 17. Complete the BIP creating a schedule for Progress Monitoring & upload Considerations form, FBA, & BIP to SESIS (form 11) and continue to stage 3.

## Stage 3: Implementation Planning

- 18. IEP team meets to update IEP to reflect FBA & BIP.
- 19. Complete Implementation Plan (form 12).
- 20. Teaching Strategies Lesson Planning (form 13).
- 21. Share BIP with all staff involved in implementation including Principal & all administrators.
- 22. Implement the Plan! and continue to Stage 4.

## Stage 4: Progress Monitoring

- 23. Collect direct data for problem behavior & replacement behavior daily (forms 14a, b, &/or c).
- 24. Assigned team member completes the Progress Monitoring Weekly Data Summary Sheet weekly (form 15).
- 25. School team meets at scheduled review data to analyze the weekly data summary sheets (form 15), & develop next steps to share with parent & student.
- 26. Team reviews Implementation Plan to evaluate whether implementation is going according to the plan (form 12).

- 27. If team decides that things are moving in a positive direction, continue with BIP until desired behavior is achieved & review at planned intervals. Do not proceed to steps 28 & 29.
- 28. If progress is not being exhibited, convene a full FBA/BIP team, including the parent & the student, to adjust or edit the FBA &/or the BIP and continue to step 29.
- 29. The team reviews checklist from the beginning to identify the step that needs to be revisited & proceed again from that point.