

**Functional Behavioral Support – Behavior Intervention Plan  
Process Evaluation and Professional Development Action Plan**

School/ District \_\_\_\_\_

Essential Feature/Step	In Place	Action* (Information Dissemination; Training + Follow-up; Material Development; Process Development; Resource Procurement)	Who/Date
<b>Systems</b>			
Representative school-based team established to conduct, develop, review and monitor FBA-BIP development:			
Staff with behavioral expertise	Yes No		
Building administrator	Yes No		
Special Educator	Yes No		
General Educator	Yes No		
Other staff involved in plan and/or with student	Yes No		
All faculty and staff in building familiar with basic logic and process of FBA-BIP	Yes No		
All faculty and staff understand their role in FBA-BIP development	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
<b>Systems – cont.</b>			
Building administrator and all school staff understand the basic IDEA requirements related to FBA-BIP	Yes No		
Special education case manager monitors FBA-BIP process for IDEA compliance	Yes No		
Standard protocol developed with all essential features, steps, and timelines	Yes No		
FBA related forms identified / developed and assembled into useable format with instructions for use	Yes No		
Direct and indirect data collection tools identified / developed and assembled into useable format with instructions for use	Yes No		
FBA-BIP rubric used to evaluate FBA-BIPs on a regular basis	Yes No		
Fidelity measures developed to check implementation:			
Assessment	Yes No		
Plan implementation	Yes No		
Progress monitoring	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
<b>Systems – cont.</b>			
Trained personnel available to:			
Lead FBA-BIP process	Yes No		
Conduct & interpret indirect FBA measures	Yes No		
Conduct & interpret FBA direct observation	Yes No		
Develop data-based hypotheses	Yes No		
Conduct analogue manipulations if necessary	Yes No		
Evaluate FBA-BIP plans	Yes No		
Assist with identifying data collection systems and progress monitoring	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
<b>FBA Process</b>			
Archival data reviewed for functional patterns and to rule out contributing factors (e.g., hearing problems, inconsistent medications)	Yes No		
Classroom(s) environment assessed for prevention / possible supports	Yes No		
Problem and replacement behavior operationally defined and a matching data collection system identified/ developed	Yes No		
Indirect measures identified with directions and scoring guides:			
Checklist(s)	Yes No		
Teacher(s) interview	Yes No		
Student interview	Yes No		
Parent interview	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
<b>FBA Process- cont.</b>			
Targeted settings identified for direct observation based on archival review and indirect FBA measures	Yes No		
Multiple direct observations conducted within problem and non-problem settings	Yes No		
Hypothesis developed based on FBA	Yes No		
Analogue manipulations developed and implemented when a clear hypothesis is not evident	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
<b>Behavior Intervention Plan Elements</b>			
Replacement behavior is identified that is functionally equivalent to problem behavior (linked to school-wide expectations)	Yes No		
Plan to teach replacement behavior outlined	Yes No		
Environmental modifications outlined (antecedent and consequent events)	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
<b>Behavior Intervention Plan Elements - cont.</b>			
Environmental responses to behavior based on hypothesis of behavior function	Yes No		
What will adults/peers do when replacement behavior displayed	Yes No		
What will adults/peers do when problem behavior displayed (including escalations)	Yes No		
Measurable goal for replacement behavior established	Yes No		
Progress monitoring schedule established	Yes No		
Plan includes maintenance and generalization strategies:			
Self-management	Yes No		
Classroom strategies	Yes No		
School-wide strategies	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
<b>FBA-BIP and the IEP</b>			
FBA-BIP developed for all students with social behavior goals/objectives	Yes No		
FBA-BIP and manifestation determination procedural safeguard process followed when student meets 10 day removal rule	Yes No		
FBA measures/steps used and hypothesis listed in present level within the IEP	Yes No		
Replacement behavior and desired criteria listed within IEP objective(s)	Yes No		
Teaching plan (BIP) in student file	Yes No		

\* Attach prioritized comprehensive plans including what supports are necessary from the state department.