

BASIC FBA to BIP Coaching Checklist

Module 4 & 5: Behavior Intervention Planning

Student _____ School _____

FBA Case Manager _____ Date _____

Use the <u>Competing Behavior Pathway form</u> to complete this checklist assessing the technical adequacy of the BIP intervention suggested: <u>Identify the Basic FBA to BIP documents reviewed to complete the checklist:</u> <input type="checkbox"/> Competing Behavior Pathway form		SUBScale Scores		
Critical Elements of the <u>Competing Behavior Pathway</u>	Yes	Sort Of	No	___/6
<u>Summary of Behavior</u> – Was a detailed final Summary of Behavior accurately transferred to the Competing Behavior Pathway?	2	1	0	
<u>Replacement Behavior</u> – Identified <u>Replacement Behavior(s)</u> that provides same outcome/function as the problem behavior, are easy for the student to do, and are socially acceptable.	2	1	0	
<u>Desired Behavior</u> – Identified a Desired Behavior that is reasonable and as similar as possible to the expectations and norms of mainstream peers	2	1	0	
Suggestions for Function-Based Interventions	Yes		No	___/16
Documented two or more options for <u>Antecedent</u> interventions to prevent problem behavior that are <i>consistent with the student’s identified trigger and the function of problem behavior</i>	2	1	0	
Documented two or more <u>Antecedent</u> interventions to Prompt appropriate behavior including a prompt to (a) use the Replacement Behavior & (b) support or encourage use of the Desired Behavior (or an approximation of)	2	1	0	
Documented explicit <u>Teaching</u> of suggested Replacement Behaviors	2	1	0	
Document strategies for teaching skills to support the student to engage (now or eventually) in the “Desired” behavior (or approximations of)	2	1	0	
Documented intervention to <u>Reinforce</u> student use of Replacement Behavior	2	1	0	
Documented two or more interventions to <u>Reinforce/Motivate</u> student use of identified Desired Behavior (or approximations of) that are paired with meaningful incentives that are regularly available & achievable for student.	2	1	0	
Documented strategies to <u>Redirect</u> the student to use the Replacement Behavior at the earliest signs of problem behavior	2	1	0	
Documented strategies that Minimize Reinforcement of problem behavior	2	1	0	
Basic BIP Planning Technical Adequacy Score				___/22