**BASIC FBA to BIP Coaching Checklist**

**Module 4 & 5: Behavior Intervention Planning**

Student School

FBA Case Manager Date

|  |  |
| --- | --- |
| Use the **Competing Behavior Pathway form** to complete this checklist assessing the technical adequacy of the BIP intervention suggested:**Identify the Basic FBA to BIP documents reviewed to complete the checklist:** □ Competing Behavior Pathway form  | **SUBScale Scores** |
| **Critical Elements of the Competing Behavior Pathway** | **Yes** | **Sort Of** | **No** |  **\_\_/6** |
| **Summary of Behavior** – Was a detailed final Summary of Behavior accurately transferred to the Competing Behavior Pathway? | 2 | 1 | 0 |
| **Replacement Behavior –** Identified Replacement Behavior(s) that provides same outcome/function as the problem behavior, are easy for the student to do, and are socially acceptable. | 2 | 1 | 0 |
| **Desired Behavior** – 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 **Antecedent** interventions to prevent problem behavior that are *consistent with the student’s identified trigger and the function of problem behavior* | 2 | 1 | 0 |
| Documented two or more **Antecedent** 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 **Teaching** 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 **Reinforce** student use of Replacement Behavior | 2 | 1 | 0 |
| Documented two or more interventions to **Reinforce/Motivate** 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 **Redirect** 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** |