**BASIC FBA to BIP Coaching Checklist**

**Module 7: Evaluation Planning**

Student School

FBA Case Manager Date

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| --- | --- | --- | --- | --- |
| Use the **Evaluation Plan form** to complete this checklist assessing the contextual fit and technical adequacy of the BIP interventions finalized:  **Identify the Basic FBA to BIP documents reviewed to complete the checklist:**  □ Evaluation Plan form □ Point Card □ Graph for Data Analysis | | | | **SUBScale Scores** |
| **Critical Features of Evaluation Plan** | **Yes** | **Sort Of** | **No** | **\_/16** |
| Documented **short-term goal** (with expected date in less than 3 weeks) with identified goal components consistent with information on the Competing Behavior Pathway. | 2 | 1 | 0 |
| Documented **long-term goal** with identified goal components consistent with information on the Competing Behavior Pathway | 2 | 1 | 0 |
| Daily point card for measuring student progress that aligns with short-term goals and competing behavior pathway | 2 | 1 | 0 |
| Clearly documented **who** is responsible to collect daily student outcome data using the daily point card and **when**. | 2 | 1 | 0 |
| Daily Implementation Checklist to monitor plan implementation fidelity with focus on 3 to 4 prioritized daily tasks for data collection | 2 | 1 | 0 |
| Clearly documented **who** is responsible to complete the daily Implementation Checklist and **when**. | 2 | 1 | 0 |
| Clearly documented **who** will enter daily data (student progress monitoring and implementation fidelity data) into graphing template and **when** | 2 | 1 | 0 |
| Documented **Follow-up meeting** in less than 3 weeks to review implementation fidelity & student progress | 2 | 1 | 0 |
| **Basic BIP Evaluation Planning Technical Adequacy Score** | | | | **\_\_\_/16** | |