Steps of an FBA

1. **Establish a Team**
    - Potential team members: student, parent/guardian, SPED teacher(s), general education teacher(s), related service providers, paraprofessionals, administrators, and any community support providers
    - Identify team roles to hold everyone accountable
2. **Gather information to identify what and when to observe**
    - Records Review
        - IEP/BIP
        - 3- year Re-Evaluation
        - Assessments (ie: VB-MAPP)
        - Outside of agency reports/assessments
    - Interviews
        - Teacher Interview or FACTS Interview
            - Live interview with teacher(s), could have paras or related service providers also fill out a screener
            - Be sure to ask follow up questions during the interview
            - Ask about precursor behaviors (minor behaviors that occur before intense behaviors) to identify when triggers occur
        - Parent Interview
            - Live interview with all care-takers
        - Student Interview
            - Live interview if the student is capable
    - Questionnaire (at least one in addition to the teacher interview)
        - FAST
        - FACTS
        - QABF
        - MAS
        - PBQ
3. **Observe to Gather Baseline Data**
    - Focus on 1 target behavior based on the interview and questionnaire
        - Prioritize Potential Target Behaviors
        - ABC Tracker
        - Confirm that the 1 target behavior is the behavior of most concern for the team

- Write behavioral definition in observable and measurable terms so all observers are identifying the behavior in the same way
- Take ABC data for 1 week at the same time each day to gather baseline
  - Someone other than the teacher should take data to keep instruction and pace the same so data is valid
  - For efficiency in identifying patterns, use an ABC data sheet with boxes to check off what is observed vs scripting what is observed
    - Example 1 (with check-boxes)
    - Example 2 (without check-boxes)
- Observe during the block of time where behavior typically occurs at high rates with the idea that treatment will generalize to other times of the day
  - If 1 specific block of time when behavior occurs most isn't known, do partial interval data to determine when the behavior occurs most often
- If staff involved with the FBA and BIP process are not familiar with the student/classroom then complete a universal checklist to gather an idea of environmental supports that might be triggering the problem behavior

4. **Analyze ABC data**
   - Transfer data to a bar graph to easily identify patterns
     - Ideas for Graphing: Time of day, day of week, staff names, function
       - Video: How to Create an Excel Bar Graph
       - Bar Graph Maker: Intervention Central
   - Gather hypothesis statement based on data
     - hypothesis statement
     - Summary of Behavior
5. **Write Report on FBA**
   - FBA Report Writing Guidelines and Components
   - FBA Report Template
6. **Write BIP with Team**
   - BIP Template or BIP Form
     - Include
       - How to neutralize the impact setting events that occur outside of the school setting have on triggering problem behavior
       - Function-Based Antecedent Interventions that serve the same function as the problem behavior and help prevent the need to display problem behavior
       - Replacement Behavior (short term goal that serves the same function as the problem behavior)

        - Define it in observable and measurable terms
        - How and when to teach it (consider skill deficits)
        - How to prompt the use of taught strategies
        - Plan for reinforcing the use of replacement behavior to prevent the need to display problem behavior (use highest preferred item from preference assessment)
        - How will data be collected to determine when to shape behavior to desired behavior
            - Measurement decision making model
            - Data Toolkit
    - Desired Behavior (long term goal of typical peer behavior)
        - Define it in observable and measurable terms
        - Identify the behaviors between the replacement and desired behaviors in order to fade the use of replacement behavior (shaping procedure)
            - Successive Approximations WKSHT #1,
            - Successive Approximations WKSHT #2,
        - How to prompt the use of desired behavior once replacement behavior is mastered
        - How will data be collected to determine when goal is met
    - Cooperative Responding Behavior (expected behavior unrelated to replacement/desired behavior)
        - Define it in observable and measurable terms
        - Complete a preference assessment to determine hierarchy of preferences in order to provide better reinforcement for better cooperative responding
            - Free-Choice
            - Paired-Choice
        - Identify how often to provide reinforcement for cooperative responding (should occur before data indicates problem behavior typically occurs)
        - How will data be collected to fade frequency of reinforcement
    - Plan for Problem Behavior (how to minimize reinforcement for displaying problem behavior)
- Evaluate Adequacy of FBA to BIP process to ensure all steps were included

        - TATE Scoring Form and Rubric
        - BIP Coaching Checklist
    - Complete a survey to ensure all team members agree the interventions are the most important to focus on in order to create buy-in
        - Explanation of Social Validity
        - pre-intervention social validity survey (page 1)

7. **Train staff on BIP**
    - Train and provide feedback until mastery criteria are met on how to implement the interventions
        - BST Model
        - BST Planning Form
        - Treatment Integrity and Feedback Form
8. **Implement and Monitor BIP**
    - Implementation Plan Form
    - Take data on interventions for 10 days
        - Daily point Card (page 1)
    - Complete treatment integrity checks at least 1 time per week to ensure all components of the BIP are being implemented with fidelity
        - treatment integrity Form
        - Daily Point Card (page 2)
    - Graph the data
        - Graphing Template
        - Graphit Tool
9. **Analyze Data and Make Adjustments**
    - Meet as a team after 10 days of data collection to evaluate plan and make adjustments (share data with team before you meet)
        - BIP Review Meeting Form
        - Evaluation Planning Form
    - Complete post-intervention survey to ensure all team members feel the interventions are in the best interest of the student
        - post-intervention social validity survey (page 2)
    - Repeat data collection on problem behavior and treatment integrity along with data analyzation until replacement behavior is faded to desired behavior

**Steps of an FBA Checklist

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