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