# PBS Tier 3: FBA and BIP Technical Adequacy Evaluation

**District/State**  
**Evaluator**  
**Date of Review**  
**ID**  
**Date of FBA**  
**Date of BIP**  
**IRR**  
**IRR Score:**

**Directions:** Score each item using the Product Evaluation Scoring Guide.

<table>
<thead>
<tr>
<th>Component</th>
<th>Item</th>
<th>Scoring Guide</th>
<th>Score</th>
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</table>
| **Part I. FUNCTIONAL BEHAVIOR ASSESSMENT** | 1. Input is collected from multiple people/sources to complete the functional behavior assessment. *Check all that apply.*  
☐ Student interview  
☐ Parent interview  
☐ Teacher interview  
☐ Rating Scales  
☐ Direct Observations  
☐ Record Review  
☐ Efficient FBA (team meeting, ERASE, etc.)  
☐ Other ________ | 0 = unable to determine  
1 = 1 source/person or list of signatures with no detail  
2 = two or more sources with supporting details |       |
|        | 2. Problem behaviors are identified and operationally defined. (Easily observable and measurable).  
If more than one behavior is identified, it is clear which behaviors will be the focus of the FBA  
List problem behavior(s): ________ | 0 = none operationally defined  
1 = behaviors are defined, but are ambiguous or subjective  
2 = ALL identified behaviors are operationally defined. |       |
|        | 3. Baseline data on the problem behaviors are collected and detailed or summarized. The data are in addition to office discipline referrals (ODR), in-school suspension (ISS), and/or out of school suspension (OSS) data.  
☐ Target Behavior  
☐ Method  
☐ Time Frame  
☐ Analysis | 0 = unable to determine  
1 = data collected, but omits one or more essential details  
2 = data collected, AND includes all 4 essential details |       |
|        | 4. Setting events (i.e., slow triggers; antecedent events that provide the context or "set the stage" for a higher likelihood of problem behavior) are considered, identified (if present) and the contingency to the problem behavior is described. *List setting events (slow triggers):*  
Distant event_______  
Environmental, social, or physiological events_______ | 0 = unable to determine, OR no indication setting events were considered  
1 = identified, no contingency  
2 = identified, AND contingency described, OR clear indication no setting events exist |       |
|        | 5. Antecedent events (immediate triggers) that precede and predict the occurrence of problem behavior are identified and specified. | 0 = none, OR not antecedents |       |

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### Antecedent Events

6. Antecedent events in which problem behavior is least likely to occur (or appropriate behavior is more likely to occur) are identified and specified.

   **List antecedents:**
   - identified, lacks detail
   - identified AND detailed

   **Antecedent events in which problem behavior is least likely to occur (or appropriate behavior is more likely to occur) are identified and specified.**

   **List antecedents:**
   - none
   - identified, lacks detail
   - identified AND detailed

   **Consequences (i.e., how others respond immediately after problem behavior occurs) are identified.**

   **List consequence(s):**
   - none
   - identified, lacks detail
   - identified AND detailed

   **An identifiable hypothesis or summary statement that includes three essential components (i.e., antecedent events, behavior, function) is present and linked to the antecedents and consequences listed in the FBA.**

   **Check each component present in the hypothesis and the presence of its link to the FBA data:**
   - Antecedent events
   - Description of problem behavior
   - Function of behavior

   **Function of behavior is one identified in research literature, provides specificity, and is linked to FBA data.**

   - Positive reinforcement—To get/obtain (attention, tangible, sensory stimulation)
   - Negative reinforcement—To escape/avoid/delay (tasks, attention, tangibles; painful/uncomfortable stimuli)
   - Multiple functions (positive and negative reinforcement)

   **FUNCTIONAL BEHAVIOR ASSESSMENT SCORE**

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| II. BEHAVIOR INTERVENTION PLAN | 10. Behavior plan is developed in a timely manner (e.g., within 30 days) upon completion of the FBA. | 0 = no dates, OR >60 days  
1 = >30 days  
2 = <30 days |       |
|                            | 11. Hypothesis developed from the FBA is included or referenced on the behavior plan. | 0 = no hypothesis, OR substantially different  
1 = similar (1-2 components)  
2 = identical (3 components) |       |
|                            | 12. A minimum of one strategy that addresses and modifies antecedent events listed in the FBA hypothesis (Item 8) is identified and described in enough detail for implementation.  
List antecedents in hypothesis  
List strategy(ies): | 0 = none identified, OR no link with hypothesis, OR not antecedent strategies  
1 = identified, linked, NOT sufficient detail  
2 = identified, linked, AND sufficient detail |       |
|                            | 13. A minimum of one replacement behavior that will be taught to the student is identified, linked to FBA hypothesis (item 8), and described in enough detail for implementation.  
List replacement behavior(s) to be taught:  
List intervention strategies to teach replacement behavior | 0 = none identified, different function, OR function not identified in research literature.  
1 = identified, linked, NOT sufficient detail  
2 = identified, linked, AND sufficient detail |       |
|                            | 14. A minimum of one strategy that will reinforce the replacement behavior and provide the same outcome/function stated in the hypothesis (item 8) as did the problem behavior is identified, and described in enough detail to implement.  
Function identified in hypothesis:  
List reinforcement strategy(ies): | 0 = none identified, no link, OR no replacement behavior identified  
1 = identified, linked, NOT task analyzed  
2 = identified, linked, AND task analyzed |       |
|                            | 15. A minimum of one strategy that eliminates the maintaining consequences identified in the FBA is described with sufficient detail to implement (i.e., changes the way others respond to problem behavior).  
Function identified in hypothesis:  
List strategies: | 0 = none identified, OR continue to provide same outcome  
1 = identified, linked, NOT sufficient detail |       |
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<th>Score Possible</th>
<th>Percent Obtained</th>
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<tbody>
<tr>
<td>I. Functional Behavior Assessment</td>
<td></td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>II. Behavior Intervention Plan</td>
<td></td>
<td>18</td>
<td></td>
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<tr>
<td>Total Product Score</td>
<td></td>
<td>36</td>
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#### BEHAVIOR INTERVENTION PLAN TOTAL SCORE

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<td>16. A need for a crisis plan is identified and justified by the team and plan procedures are described with sufficient detail if a need is indicated.</td>
<td>2 = identified, linked, AND sufficient detail.</td>
<td>0 = not addressed OR need identified but no plan 1 = procedures unclear 2 = specific procedures identified, OR no need indicated.</td>
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<td>17. A specific plan for collecting monitoring data on both the problem and replacement behaviors following implementation of the behavior plan is included.</td>
<td>0 = no plan, OR unable to determine 1 = partial plan, lacks details, AND/OR does not address both problem and replacement behaviors 2 = plan fully described AND addresses both problem and replacement behaviors.</td>
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<td>18. A specific plan for collecting fidelity data on BIP implementation is included.</td>
<td>0 = no plan, OR unable to determine 1 = partial plan, lacks details 2 = plan fully described</td>
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