**Team-Based FBA-BIP**

**Roles and Responsibilities**

Identify the members of the Pupil Support Team:

|  |  |
| --- | --- |
|  | Administrator |
|  | Parent /Caregiver |
|  | Teacher |
|  | School Psychologist |
|  | Social Worker |
|  | Guidance Counselor (if applicable) |
|  | Student |
|  | Other (if applicable) |

**For initial referrals to the CSE, which include FBAs, the General Education teacher will be responsible for the areas that list Teacher/Case Manager as the responsible role through the assessment process.**

**Part 1: FBA**

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| --- | --- | --- | --- | --- |
| **Step** | **Forms** | **Role** | **Persons Assigned** | **Date Assigned** |
| Determine if an FBA is necessary by ensuring tiered interventions (Tier I and Tier II) have been implemented and documented and if required by Special Education Regulations 200.22(a) | [Classroom Description of Tier I](FBA_BIP%20&%20MDR%20Manual/Classroom%20tier%201%20with%20checklist.docx) | Pupil Support Team (PST) Meeting |  |  |
| Obtain parental consent  200.1 (l) | **For students with an IEP and those “deemed to know,” contact the Special Education Dept. for Prior Written Notice and the consent form.** | Case Manager  Student Services |  |  |
| Define target behavior(s)  200.1 (r) | See [Defining and Prioritizing Behavior](FBA_BIP%20&%20MDR%20Manual/Defining%20and%20Prioritizing%20Target%20Behavior.doc) | Teacher(s)/Case Manager and School Psychologist |  |  |
| Review records  200.22 (a) (2) | i.e., IEP, progress reports, prior FBA/BIP, attendance records, other evaluations | School Administrator  School Psychologist  Social Worker  Guidance Counselor  Classroom Teacher(s) |  |  |
| Parent Interview  200.22(a) (2) | [FBA Parent Information Form](FBA_BIP%20&%20MDR%20Manual/FBA%20Parent%20Information%20Form-%20Blank.docx) | Social Worker |  |  |
| Student Interview  200.22(a) (2) | [Student Interview Form.docx](FBA_BIP%20&%20MDR%20Manual/Student%20Interview%20Form.docx) | Teacher/Case Manager |  |  |
| Staff Interview  (Interview staff members familiar with the target behavior)  200.22(a) (2) | [FBA Staff/Teacher Questionaire](FBA_BIP%20&%20MDR%20Manual/FBA%20staff%20teacher%20questionaire.docx) | School Psychologist |  |  |
| Identify Contextual Factors | Obtain data from records and interviews | School Administrator  School Psychologist  Social Worker  Guidance Counselor  Classroom Teacher(s) |  |  |
| Identify where, when, and with whom the behavior is most likely and least likely to occur.  200.22 (a) (3) | FBA Staff Questionnaire, and/or Review of record | School Psychologist,  Classroom Teacher,  Social Worker, Guidance Counselor, or Administrator |  |  |
| Conduct Preference Assessment  200.22(a) (2) | [Forced Choice Menu](FBA_BIP%20&%20MDR%20Manual/Forced%20Choice%20Menu.doc) | Teacher/Case Manager |  |  |
| Collect ABC Data  200.22(a) (2) | [ABC Log](FBA_BIP%20&%20MDR%20Manual/ABC%20Log.docx)  [How to Use ABC Log](FBA_BIP%20&%20MDR%20Manual/How%20to%20Use%20the%20ABC%20Log.docx) | Teacher/Case Manager |  |  |
| Collect Baseline Data  200.22(a) (3) | Use data collection instrument based on previous step [Frequency](FBA_BIP%20&%20MDR%20Manual/Blank%20Frequency%20Data%20Sheet.doc) , Intensity, [Duration](FBA_BIP%20&%20MDR%20Manual/Blank%20Duration%20Data%20Sheet.doc) and/or [Latency](FBA_BIP%20&%20MDR%20Manual/Blank%20Latency%20Data%20Sheet.doc) Data Sheets) | Teacher/Case Manager |  |  |
| Summarize Baseline Data  200.22(a) (3) | [Baseline Data Summary Sheet](FBA_BIP%20&%20MDR%20Manual/Baseline%20Data%20Summary%20Blank.docx)  [Baseline Data Summary Graph.docx](FBA_BIP%20&%20MDR%20Manual/Baseline%20Data%20Summary%20Graph.docx) | School Psychologist and Teacher/Case Manager |  |  |
| FBA Writing | [FBA Template](FBA%20template.docx) | Teacher/Case Manager, Psychologist, Social Worker, Counselor and additional staff as needed |  |  |

**Part 2: BIP**

|  |  |  |  |
| --- | --- | --- | --- |
| **Step** | **Forms** | **Role** | **Persons Assigned** |
| Convene a CSE Meeting to review the FBA and to determine if there is a need for a BIP. |  | School Psychologist, Teacher, CSE |  |
| BIP development | [BIP Template](https://drive.google.com/open?id=1EtPrf3OsRn-hjrpEvRgEEND7QSzKbMQK) | CSE, Teacher/Case Manager, Social Worker, Psychologist, Counselor, additional staff as needed. |  |
| Train implementers on the BIP |  | School Building Administrator/Psychologist |  |
| BIP Implementation |  | Teacher/Case manager, Identified Staff |  |

**Part 3: Progress Monitoring**

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| --- | --- | --- | --- |
| Self-Assess BIP Implementation  200.22 (b) (4) ii | [BIP Implementation Self-Assessment](FBA_BIP%20&%20MDR%20Manual/BIP%20Implementation%20self-assessment.doc) | All teachers implementing intervention on the BIP |  |
| Assess Intervention Integrity  200.22 (b) (4) ii | [BIP-Intervention Integrity Observation](FBA_BIP%20&%20MDR%20Manual/BIP%20-%20Intervention%20Integrity%20Checklist.pdf) | Administration/Psychologist |  |
| Collect Progress Monitoring Data  (same method as used in Baseline)  200.22 (b) (5) | [Frequency](FBA_BIP%20&%20MDR%20Manual/Blank%20Frequency%20Data%20Sheet.doc), Intensity, [Duration](FBA_BIP%20&%20MDR%20Manual/Blank%20Duration%20Data%20Sheet.doc) , and/or [Latency](FBA_BIP%20&%20MDR%20Manual/Blank%20Latency%20Data%20Sheet.doc) Data Sheets | Teachers/Case Manager |  |
| Summarize progress monitoring data for each day collected | Data collected in previous step and progress monitoring tool for BIP | Teachers, School Psychologist, Social Worker |  |
| Graph baseline and progress monitoring data, analyze data, determine effectiveness of intervention and decide if you will:  Continue interventions? Revise Interventions? Fade Interventions? Discontinue Interventions?  200.22 (b) (5) | [Chart Dog Instructions](FBA_BIP%20&%20MDR%20Manual/Chart%20Dog%20Instructions.docx)  [Excel Graphing Directions](FBA_BIP%20&%20MDR%20Manual/Excel%202016%20Graphing%20Data%20Directions.pdf)  [Graph Paper.pdf](FBA_BIP%20&%20MDR%20Manual/Graph%20Paper.pdf)  [Progress Monitoring Summary of Frequency, Intensity, Duration or Latency.pdf](FBA_BIP%20&%20MDR%20Manual/Progress%20Monitoring%20Summary%20of%20Frequency,%20Intensity,%20Duration%20or%20Latency.pdf) | PST Meeting |  |
| Set next meeting date to evaluate effectiveness of BIP  200.22 (b) (5) |  | PST Meeting |  |
| Update BIP to reflect changes |  | PST Meeting |  |
| BIP Quarterly Progress Report/IEP Goal and Objective/s |  | Teacher/Case Manager |  |