

Guiding Questions for Developing The Systems that Support FBA/BIP

- I. A Standing, Behavior Intervention Plan Development Team: A team that uses the function of behavior to develop a strong Behavior Intervention Plan for Tier II levels of behavioral needs.
 - a. Who will participate as a member of this team?
 - i. Consider behavioral expertise, administrative authority, strong skill sets around classroom practices (and ability to coach and support those), etc.
 - ii. Remember, the parent/family, student, (and teacher) will be attending this meeting as well and their voices should be central in the development process
 - b. When will this team meet?
 - i. Consider starting with a time about every other week
 - ii. Most school meetings average about an hour. Think about being able to develop one student plan in this amount of time, and perhaps in the future a team could potentially develop two plans in one hour?
 - c. Who will run the meeting?
 - i. The meeting ideally would be facilitated by the lead of the FBA process that is connected to the BIP being developed
 - d. How will you ensure that the FBA was done prior to this meeting, with fidelity, and by a trained facilitator?

- II. Facilitators
 - a. How many **trained facilitators** do you need?
 - i. What is your student **enrollment** number?
 - ii. We can assume approximately 5%-15% of youth will need Tier II supports and 1%-5% will need Tier III supports. FBA/BIP straddles Tier II/III. Think about the number of youth that currently have FBA/BIPs through the SPED system and then perhaps **consider someplace around 5%** as a starting place.
 - b. **Who** will you identify to lead/facilitate Functional Behavior Assessments? What soft skills do you want your facilitators to possess and who in your building has those?
 - c. How will you make sure they receive the **professional development** that they need?
 - d. How will you ensure they have the **time** necessary to do the work? (i.e. interviews with family, student, teacher for the FBA and attend the BIP meetings as a facilitator.)

- e. What will the systematized plan be for follow-up on Behavior Intervention Plans that are developed (i.e. the expectation is to set up a meeting 2 weeks later to look at data and assess modification where necessary, OR Facilitators will be checking in with teachers daily", etc.)

III. Professional Development

- a. What professional development is needed for:
 - i. Administrators?
 - ii. Facilitators
 - iii. Teachers
 - iv. Teachers Assistants
 - v. Bus drivers, librarians, hall monitors, etc?
- b. Who will provide the professional development?
- c. When will it take place?
- d. How will Boosters and Coaching (modeling) opportunities be incorporated into the process?

IV. Data

- a. What data will be tracked on individual Behavior Intervention Plans?
 - i. **Student Outcome Data-** Most plans consider things like grades, attendance, and referrals.
 - 1. For BIPs we can also consider **perception data** as well as specific goals the parent/family/student identify. What data will you use to track these?
 - ii. **Fidelity Data-** How will the team ensure that the plan is being done with fidelity?
 - iii. **Feedback-** Will there be a process for giving feedback to teachers, facilitators, etc?
- b. What data will be tracked as a school across ALL plans?
 - i. **TATE data?** Does your team want to score plans and look at fidelity over time?
 - ii. Response across the intervention- Have a process for looking at how many youth are receiving the intervention as well as if they are responding in aggregate to get a sense of overall fidelity. The **Tier II/III Tracking Tool** can be used for this purpose.
 - iii. Take a look at the Tier III Section of the Tiered Fidelity Inventory (TFI). There is a supplemental page that allows teams to check fidelity of plans.