



Fall 2022 Conference, Day 3, Session 3: TATE Assessment Tool

Frequently Asked Questions (FAQ)

1. What is the TATE Assessment Tool?

The TATE (Technical Adequacy Tool for Evaluation) assists schools with evaluating the quality of the FBAs and BIPs they conduct. The tool is used to provide a baseline of the FBAs and BIPs for districts, schools, and individual students. The TATE scores each item within the FBAs and BIPs from 0-2, 0 being the lowest score and 2 being the highest.

2. What is a good score on the TATE Assessment Tool for FBAs and BIPs?

FBAs and BIPs each have 9 items. Since a 2 is the highest score that a single item can receive, the highest score the FBA and BIP can each receive is 18. The highest overall score for an FBA and a BIP that are evaluated using the TATE is 36.

3. What is convergent validity and does the TATE meet this criterion?

Convergent validity is “the degree to which two measures of theoretically related constructs are in fact related.” The TATE assessment tool meets the convergent validity criterion. The tool is designed to be general so that any FBA and BIP can be used for evaluation.

4. What factors must be included in FBAs and BIPs?

- Input obtained from multiple sources
- Problem behavior that is the focus of the FBA is identified and defined in measurable terms
- Baseline data is provided on the identified problem behavior
- Setting events are considered and identified if pattern of predictability is present

- Antecedent events triggering problem behavior are identified and described adequately
- Antecedent events present when no problem behavior occurs are identified and described adequately
- Responses made by others following the problem behavior are identified and described adequately
- Hypothesis statement is written and uses the information from the FBA
- Function in hypothesis is valid (escape/avoid/delay; access/obtain
- BIP is developed in timely manner after FBA
- Hypothesis from FBA is included or referenced in the BIP
- A minimum of one antecedent strategy is described that links with the hypothesis and provides enough detail so that it would be implemented consistently each day by multiple people
- A minimum of one teaching (functionally equivalent replacement behavior/alternate skill) strategy is described that links with the hypothesis and provides enough detail so that it could be implemented consistently each day by multiple people
- A minimum of one reinforcement strategy is described that links with the hypothesis (provides the function and provides enough detail so that it could be implemented consistently each day by multiple people)
- A minimum of one strategy that changes the response after problem behavior is present, is linked with the hypothesis and provides enough detail so that it could be implemented consistently each day by multiple people
- A crisis plan was considered and if necessary, is described in enough detail so that it could be implemented consistently each day by multiple people
- An evacuation plan for determining effectiveness is described
- A plan for measuring fidelity is described