**FBA and BIP Technical Adequacy Tool for Evaluation (TATE): Scoring Form**

District/State       Evaluator       Date of Review       IRR  Yes  No IRR Score:

ID  Date of FBA  Date of BIP

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

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| **Component** | **Item** | **Scoring Guide** | **Score** |
| **Part I. FUNCTIONAL BEHAVIOR ASSESSMENT**  Data Gathering  and  Hypothesis  Development | 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  Team members participating listed  Record Review  Efficient FBA (team meeting, ERASE, etc.)  Other | **0** = unable to determine  **1** = 1 source/person or list of names with no detail  **2** = two or more sources with supporting details |  |
| 1. 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** = no problem behavior identified;  **1** = behaviors are identified but definitions are ambiguous or subjective  **2** = ALL identified behaviors are operationally defined. |  |
| 1. 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 at least one of the essential details  **2** = data collected, AND includes all 4 essential details |  |
| 1. 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/pattern  **2** = identified, AND contingency/pattern described, OR clear indication no setting events exist |  |
| 1. Antecedent events (immediate triggers) that precede and predict the occurrence of problem behavior are identified and specified.   List antecedents (triggers): | **0** = none, OR not antecedents  **1** = identified, lacks detail  **2** = identified AND detailed |  |

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|  | 1. 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: | **0** = none, OR not antecedents  **1** = identified, lacks detail  **2** = identified AND detailed |  |
| 1. Consequences (i.e., how others respond immediately after problem behavior occurs) are identified.   List consequence(s): | **0** = none, OR not consequences  **1** = identified, lacks detail  **2** = identifiedAND detailed |  |
| 1. An identifiable hypothesis or summary statement that includes three essential components (i.e., antecedent events, behavior, function) is present and linked to the antecedent events and consequences listed in the FBA.   Check each component present in the hypothesis and the presence of its ink to the FBA data  Antecedent events  Description of problem behavior  Function of behavior  Link: Yes/No Link: Yes/No Link: Yes/No | **0** = no identifiable hypothesis, OR only one component or no (zero) components linked to FBA data  **1** = identifiable hypothesis with 2 components linked to FBA data.  **2** = includes all 3 components AND all 3 components are linked |  |
| 1. 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) | **0** = no function identified,OR no hypothesis, OR function not in research literature  **1** = function identified in research literature, not linked to FBA data.  **2** = function identified in research literature, AND linked |  |
| **FUNCTIONAL BEHAVIOR ASSESSMENT SCORE** | | **/18** |

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| **Component** | **Item** | **Scoring Guide** | **Score** |
| **II. BEHAVIOR**  **INTERVENTION**  **PLAN** | 1. 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 but <60 days  **2** = <30 days |  |
| 1. 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) |  |
| 1. A minimum of one strategy that directly addresses and modifies antecedent events listed in the “when” component of 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,ANDsufficient detail |  |
| 1. A minimum of one socially valid 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 functionnot identified in research literature.  **1** = identified, linked, NOT sufficient detail  **2** = identified, linked, ANDsufficient detail. |  |
| 1. A minimum of one strategy that will reinforce the replacement behavior and provide the same outcome/function 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,NOTsufficient detail  **2** = identified, linked, AND sufficient detail |  |
| 1. A minimum of one strategy that eliminates the maintaining consequences identified in the hypothesis 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  **2** = identified, linked, ANDsufficient detail. |  |

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| **Component** | **Item** | **Scoring Guide** | **Score** |
|  | 1. A need for a safety plan is considered, justified, and described with sufficient detail if a need is indicated. | **0** = not addressed OR need identified but no plan  **1** = plan but procedures unclear  **2** = specific procedures identified, OR no need for plan indicated. |  |
| 1. A specific plan for collecting monitoring data on both the problem and replacement behaviors following implementation of the behavior plan is included.   When/How often  Who  Method  Review date | **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. |  |
| 1. A specific plan for collecting fidelity data on BIP implementation is included.   When/How often  Who  Method  Review date | **0** = no plan, OR unable to determine  **1** = partial plan, lacks details  **2** = plan fully described |  |
| **behavior intervention plan TOTAL SCORE** | | **/18** |

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| **Feature** | **Score Obtained** | **Score Possible** | **Percent Obtained** |
| I. Functional Behavior Assessment |  | 18 |  |
| II. Behavior Intervention Plan |  | 18 |  |
| Total Product Score |  | 36 |  |