CRITICAL FEATURES OF FBAS & BIPS

Student_____School/Program_____

FBA Date_____BIP Date_____Review Date_____

MiBLSI recommends all FBAs and BIPs meet these criteria. Find more information at https://miblsi.org/.

1. FBA Critical Features
   - ☐ The behavior to decrease (target behavior) and behavior to increase (replacement behavior) are operationally defined in observable and measurable terms
   - ☐ Baseline data are collected
   - ☐ Interviews with teacher, student, parent/family and other relevant staff who have direct experience with the student are conducted
   - ☐ Daily routines that are and are not associated with the target behavior are identified
   - ☐ Setting events that are associated with the target behavior are identified
   - ☐ Direct observations in settings where the behavior is likely to occur and likely to not occur are conducted
   - ☐ Summary statement(s) that includes any setting event, antecedent/trigger, operational definition of target behavior and consequence/outcome are included
   - ☐ A hypothesis statement that expands upon the summary statement to include perceived the function of the behavior is included

2. BIP Critical Features
   - ☐ The BIP was developed in a timely manner after FBA
   - ☐ Includes the hypothesis developed from FBA
   - ☐ Includes at least 1 strategy that addresses and modifies antecedent events listed in FBA with enough detail for implementation
   - ☐ Identifies the desired long-term replacement behavior
   - ☐ Includes at least 1 short-term replacement behavior that will be taught to student and is linked to FBA data and described in enough detail for implementation
   - ☐ Includes at least 1 strategy that will reinforce the replacement behavior and provide the same outcome as the problem behavior that is linked to FBA data and described in enough detail to implement
   - ☐ Includes at least one strategy that eliminates the maintaining consequences identified in the FBA and is described with enough detail to implement
   - ☐ Includes, if appropriate, support for the need for a crisis plan and plan procedures are described with sufficient detail to implement
   - ☐ Includes a specific plan for collecting monitoring data on both the target and replacement behaviors (or other behaviors being taught) while the BIP is implemented
   - ☐ Includes a specific plan for collecting fidelity data on BIP implementation

3. BIP Additional Essentials
   - ☐ The BIP was developed with consideration of parent, student, and staff input
   - ☐ The BIP is manageable for staff

Rev 2/17

- ☐ The BIP is an action plan for those working directly with the student
- ☐ The BIP is simple and easy to read
- ☐ The BIP is discussed and practiced with all appropriate staff prior to implementation
- ☐ Every person who implements the plan has a copy
- ☐ Any specialized training necessary to implement the plan occurred prior to implementation
- ☐ Data collection procedures have been reviewed and practiced with staff
- ☐ Staff are trained and able to practice any updates to the plan in a timely manner after any change