

## Building a District-wide Process to Create Effective Functional Behavioral Assessment- Behavior Intervention Plans

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## Big Ideas

- Common forms, process and review that reflects best practice
- Necessary training and technical assistance targets
- Formative and Summative evaluation of the district process

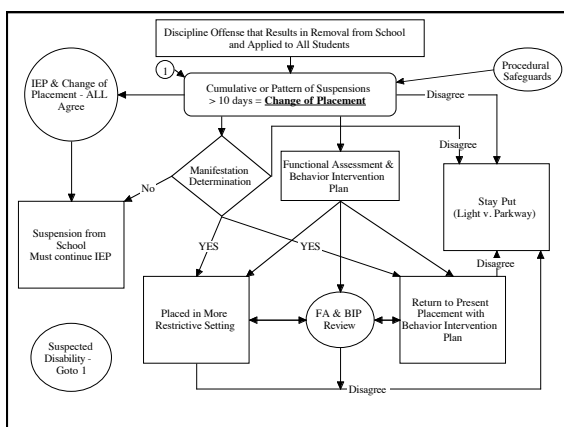
## When To Conduct a Functional Assessment

- When student exhibits patterns of challenging behavior
- When a change in placement is made as a result of a school "discipline" procedure
- When current behavioral intervention plan is not changing the pattern and/or outcome of behavior

## 300.530

- (f) Determination that behavior was a manifestation. If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must--
  - (1) Either--
    - (i) Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
    - (ii) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and
  - (2) Except as provided in paragraph (g) of this section, return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.

*IDEA.ED.GOV*



## An Example District Review

### Key Points Across the Review

- Therapy is not an FBA-based intervention.
- Response to appropriate/replacement behavior must lead to the same functional outcome as the problem behavior (i.e., get/avoid).
- Response to problem behavior must be the opposite of the current function (e.g., avoid adult attention if problem behavior functions to access adult attention).
- Hypotheses should only include "get what student finds reinforcing" and/or "avoid what student finds aversive." Power, control, emotion expression are not observable/manipulable functions.

### Key Points Across the Review

- Teaching replacement behavior should focus on how to build student fluency with replacement behavior, not what the adults will do or what incentives will be built into the system.
- Environment manipulations should focus on prompting replacement behavior and altering antecedent conditions to lessen likelihood of problem behavior occurring.
- Training and technical assistance should focus on a range of strategies for escape-motivated students.

### FBA – PBS Plan Process

*Success requires:*

1. Individual(s) with expertise in FBA-PBS
2. Fluency with a clear process among all staff whereby roles are clearly defined
3. A basic understanding of Applied Behavior Analysis (*Behavior is functionally related to the teaching environment*) among all school staff

### FBA-BIP/PBS-IEP

- Present Level
  - Hypothesis & supporting data
- Goals & Objectives
  - Target replacement behavior
  - Conditions in which FBA targeted
  - Measurable criteria
- Teaching plan separate from IEP
- *Dynamic – need to reassess when significant changes in environment*

### Key Features of Successful Plans

- Behavior within objective based on a "functionally equivalent" replacement
- Supplemental teaching plan clearly delineates
  - What environment changes should be made
  - What adults will do when replacement behavior displayed (Same/Similar Function!!!)
  - What adults will do if problem behavior displayed (Not feed function)

### District –Wide Planning

## District-Wide Considerations

- Common forms & process
- Training & Technical assistance targets
- Evaluation
  - FBA
  - BIP
  - School & District Process

### Functional Behavioral Assessment - Behavioral Intervention Plan Process Evaluation and Professional Development Action Plan

School/ District/Agency

Essential Feature/Step	In Place	Action* (Information Dissemination, Training + Follow-up, Material Development, Process Development, Resource Procurement)	Who/Date
<b>Systems</b>			
Representative school-based team established to conduct, develop, review and monitor FBA-BIP development			
Staff with behavioral expertise	Yes No		
Building administrator	Yes No		
Special Educator	Yes No		
General Educator	Yes No		
Other staff involved in plan and/or with student	Yes No		
All faculty and staff in building familiar with basic logic and process of FBA-BIP	Yes No		
All faculty and staff understand their role in FBA-BIP development	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
<b>Systems - cont.</b>			
Building administrator and all school staff understand the basic IDEA requirements related to FBA-BIP	Yes No		
Special education case manager monitors FBA-BIP process for IDEA compliance	Yes No		
Standard protocol developed with all essential features, steps, and timelines	Yes No		
FBA related forms identified / developed and assembled into useable format with instructions for use	Yes No		
Direct and indirect data collection tools identified / developed and assembled into useable format with instructions for use	Yes No		
FBA-BIP rubric used to evaluate FBA-BIPs on a regular basis	Yes No		
Fidelity measures developed to check implementation			
Assessment	Yes No		
Plan implementation	Yes No		
Progress monitoring	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
<b>Systems - cont.</b>			
Trained personnel available to:			
Lead FBA-BIP process	Yes No		
Conduct & interpret indirect FBA measures	Yes No		
Conduct & interpret FBA direct observation	Yes No		
Develop data-based hypotheses	Yes No		
Conduct analogue manipulations if necessary	Yes No		
Evaluate FBA-BIP plans	Yes No		
Assist with identifying data collection systems and progress monitoring	Yes No		

### Functional Behavior Assessment and Behavior Intervention Plan - Rubric

<b>(Page 1) Part 3: Defining the Problem Behavior (Target Behavior)</b>	
Meets Expectations	Does Not Meet Expectations
Description of the problem behavior includes <b>all</b> of the following characteristics: <input type="checkbox"/> <b>Specific</b> (observable, unambiguous, can be replicated by anyone) <input type="checkbox"/> <b>Objective</b> (description of specific, overt actions, not inferred traits) <input type="checkbox"/> <b>Measurable</b> (frequency and/or duration can be counted; beginning and ending of behavior are clearly delineated)	Description of the problem behavior includes <b>one or more</b> of the following characteristics: <input type="checkbox"/> <b>Specific</b> /clear <input type="checkbox"/> <b>Objective</b> <input type="checkbox"/> <b>Measurable</b> *or problem behavior description is not included
+ Strengths	NEEDS Improvement

<b>(Page 2) Part 5: Identifying the FUNCTION of the Behavior</b>	
Meets Expectations	Does Not Meet Expectations
Description of the function of the behavior includes <b>all</b> of the following characteristics: <input type="checkbox"/> it identifies what the student is trying to communicate <input type="checkbox"/> it is based on data and analysis <input type="checkbox"/> it includes reinforcing factors (i.e. to encourage or discourage) <input type="checkbox"/> it identifies reinforcing consequences of the behavior (i.e. sensory input, activity/event/object (tangible), social interaction)	Description of the function of the behavior includes <b>none or some</b> of the following characteristics: <input type="checkbox"/> it identifies what the student is trying to communicate <input type="checkbox"/> it is based on data and analysis <input type="checkbox"/> it includes reinforcing factors (i.e. to encourage or discourage) <input type="checkbox"/> it identifies reinforcing consequences of the behavior (i.e. sensory input, activity/event/object (tangible), social interaction) *or the function is not included
+ Strengths	NEEDS Improvement

## Key Features of FBA

## Functional Behavior Assessment

- FBA Essentials
- Defining Behavior
- Function
- Data Collection
- Hypothesis
- Final Decision
- Big Picture

## FBA Essentials

- Function of Behavior
- Children engage in behavior(s) to "get" what they find reinforcing or to "avoid" what they find aversive
- Need is determined through ABC's (before, during and after)
- Can't guarantee behavior change, we can only increase the likelihood.



## Defining Behavior

Define behavior so that it is **observable** and **measureable**!

What does this look like?

- Frequency
- Topography
  - Force or intensity
- Locus
- Duration
- Latency

## Defining Behavior

- Goals specific/clear
  - Observable
  - Unambiguous
  - Replicated by a stranger
- Objective
  - Descriptions of specific actions, not inferences

## Replacement Behavior

- Antecedents
  - Triggers
  - When?
- Behavior
  - What?
- Function
  - Why?
- Setting (if known)
  - Environmental, physical, instructional, or interpersonal factors

### Function

- What's the student communicating?
- Based on data and analysis
- Includes motivating factors
  - Escape/avoid
  - Obtain/acquire
- Identifies reinforcing consequences
  - i.e. activity/event/object, social interaction, sensory input

### Data Collection

- Indirect
  - Archival Records Review
  - Teacher Reports
  - Rating Scales
- Direct
  - Observations (Checklists, ABC's)
    - Data observation type

### Hypothesis

- When this occurs....
- The student does....
- To get/avoid...



### Final Decision

Create a replacement behavior goal(s) based on FBA data!

- Will it meet the students need in a more appropriate manner?
- Begin planning for success....

### Key Features of BIPs

### Behavior Intervention Plan

- The BIP is a product of the FBA
- Goals of the BIP
  - Provide school staff with a clear plan to
    - Increase positive student behavior
    - Ensure student access to the curriculum

### Big Ideas of the FBA

- Make preventative changes to the environment
- Teach student replacement behaviors
- Make the problem behavior ineffective
- Develop a plan for reinforcement
- Contingency plan for safety

### Changing the Environment

- Based on the FBA
  - Physical changes
  - Evaluate classroom and school expectations
  - Evaluate classroom and school routines

### Replacement Behaviors

- Based on the results of the FBA
  - Goal is to make the problem behavior inefficient
  - The FBA identified a possible replacement behavior
  - Student need be taught the replacement behavior
  - Don't make assumptions that the student knows how to "behave"

### Extinction

- Make problem behavior ineffective
  - The FBA defined the function of the behavior
  - All school staff must be taught how to avoid reinforcement of problem behavior

### Reinforcement

- Reinforce use of replacement behavior
- Increase behavior specific praise
- Teachers can build reinforcement into the curriculum

### Safety

- BIP should focus on prevention
- Plan for dangerous situation
  - Protect the student, other students, and school staff
- Only if absolutely needed

### Educating School Staff

- School staff must know student replacement behaviors and reinforcement plan
- School staff must know extinction plan
- School staff must be trained if adjustments in teacher behavior are required

### Collect Data

- Data collection doesn't end with the FBA.
- Monitor both student and staff behavior
  - Frequency or duration of problem behavior
  - Student use of replacement behavior
  - Teacher use of new skills and reinforcement
- The goal is self-monitoring

### Review and Evaluate

- Based on our data collection
  - Is the BIP working?
  - Can you show teachers, parents, and administrators results?
  - Integrity of interventions?
    - Are school staff following the plan?
  - Do adjustments need to be made?
    - Re-evaluate function?
    - Further adjustments to environment?

### The Big Picture

- Transition
  - Student changes classrooms, teachers, schools?
- Generalization
  - Can student use the replacement behavior in other settings?
- Home/Parent Partnerships
  - Parents are part of the team
  - Reinforcement at home
  - Reporting progress and changes to the plan

**Functional Behavioral Assessment – Behavioral Intervention Plan  
Process Evaluation and Professional Development Action Plan**

School/ District/Agency \_\_\_\_\_

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All faculty and staff understand their role in FBA-BIP development	Yes No		



Essential Feature/Step	In Place	Action*	Who/Date
<b>Systems – cont.</b>			
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Assessment	Yes No		
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Essential Feature/Step	In Place	Action*	Who/Date
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Trained personnel available to:			
Lead FBA-BIP process	Yes No		
Conduct & interpret indirect FBA measures	Yes No		
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Conduct analogue manipulations if necessary	Yes No		
Evaluate FBA-BIP plans	Yes No		
Assist with identifying data collection systems and progress monitoring	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
<b>FBA Process</b>			
Archival data reviewed for functional patterns and to rule out contributing factors (e.g., hearing problems, inconsistent medications)	Yes No		
Classroom(s) environment assessed for prevention / possible supports	Yes No		
Problem and replacement behavior operationally defined and a matching data collection system identified/ developed	Yes No		
Indirect measures identified with directions and scoring guides:			
Checklist(s)	Yes No		
Teacher(s) interview	Yes No		
Student interview	Yes No		
Parent interview	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
<b>FBA Process- cont.</b>			
Targeted settings identified for direct observation based on archival review and indirect FBA measures	Yes No		
Multiple direct observations conducted within problem and non-problem settings	Yes No		
Hypothesis developed based on FBA	Yes No		
Analogue manipulations developed and implemented when a clear hypothesis is not evident	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
<b>Behavioral Intervention Plan Elements</b>			
Replacement behavior is identified that is functionally equivalent to problem behavior (linked to school-wide expectations)	Yes No		
Plan to teach replacement behavior outlined	Yes No		
Environmental modifications outlined (antecedent and consequent events)	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
<b>Behavioral Intervention Plan Elements – cont.</b>			
Environmental responses to behavior based on hypothesis of behavior function	Yes No		
What will adults/peers do when replacement behavior displayed	Yes No		
What will adults/peers do when problem behavior displayed (including escalations)	Yes No		
Measurable goal for replacement behavior established	Yes No		
Progress monitoring schedule established	Yes No		
Plan includes maintenance and generalization strategies:			
Self-management	Yes No		
Classroom strategies	Yes No		
School-wide strategies	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
<b>FBA-BIP and the IEP</b>			
FBA-BIP developed for all students with social behavior goals/objectives	Yes No		
FBA-BIP and manifestation determination procedural safeguard process followed when student meets 10 day removal rule	Yes No		
FBA measures/steps used and hypothesis listed in present level within the IEP	Yes No		
Replacement behavior and desired criteria listed within IEP objective(s)	Yes No		
Teaching plan (BIP) in student file	Yes No		

\* Attach prioritized comprehensive plans including what supports are necessary from the state department.

a. List/describe the student's strengths, interests, and preferences:





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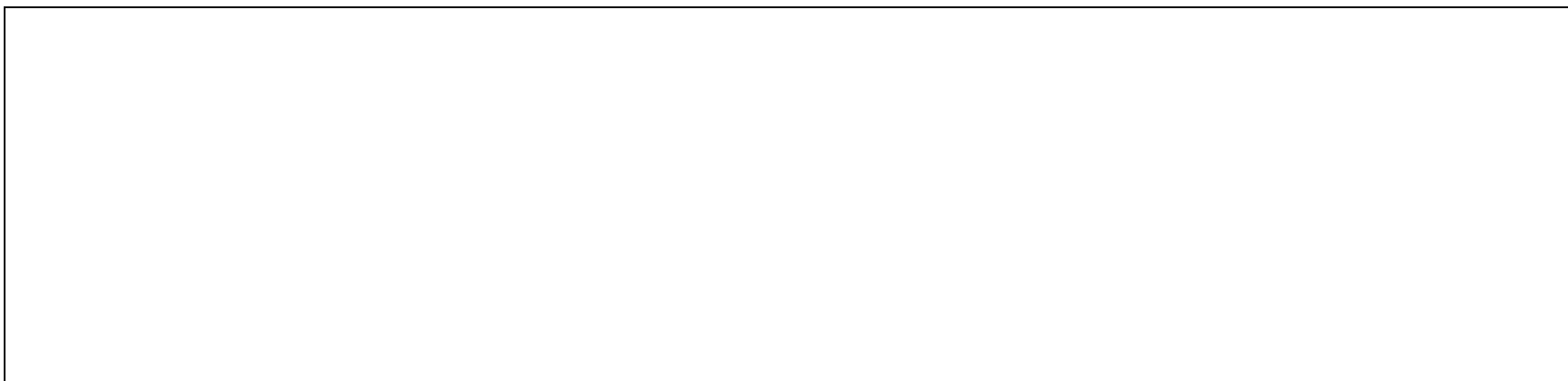



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## Functional Behavior Assessments and Behavior Intervention Plan – Rubric

(Page 1) Part 3: Defining the Problem Behavior (Target Behaviors)	
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+ Strengths	<input type="checkbox"/> NEEDS Improvement

(Page 2) Part 5: Identifying the FUNCTION of the Behavior	
Meets Expectations	Does Not Meet Expectations
<p>Description of the function of the behavior includes <b>all</b> of the following characteristics:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> it identifies what the student is trying to communicate</li> <li><input type="checkbox"/> it is based on data and analysis</li> <li><input type="checkbox"/> it includes motivating factors (i.e. to escape/avoid or obtain/acquire)</li> <li><input type="checkbox"/> it identifies reinforcing consequences of the behavior (i.e. sensory input, activity/event/object (tangible), social interaction)</li> </ul>	<p>Description of the function of the behavior includes <b>one or none</b> of the following characteristics:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> it identifies what the student is trying to communicate</li> <li><input type="checkbox"/> it is based on data and analysis</li> <li><input type="checkbox"/> it includes motivating factors (i.e. to escape/avoid or obtain/acquire)</li> <li><input type="checkbox"/> it identifies reinforcing consequences of the behavior (i.e. sensory input, activity/event/object (tangible), social interaction)</li> </ul> <p><b>*Or the function is not included</b></p>
+ Strengths	<input type="checkbox"/> NEEDS Improvement

(Page 2) Part 5: Identifying the FUNCTION of the Behavior (Hypothesis)	
Meets Expectations	Does Not Meet Expectations
<p>There is a summary statement that provides a hypothesis and includes the following components:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the <b>antecedents</b> (immediate triggers) of the behavior (when?)</li> <li><input type="checkbox"/> the <b>behavior</b> (what?)</li> <li><input type="checkbox"/> <b>function</b> of the behavior (indicating what the student is trying to either get/obtain or escape/avoid) (why?)</li> <li><input type="checkbox"/> <b>setting events</b> for the behavior (the environmental, physical, instructional, or interpersonal factors that may influence whether or not the behavior is likely to occur), <b>if known</b></li> </ul>	<p>Description of the function of the behavior includes <b>one or none</b> of the following components:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> antecedents</li> <li><input type="checkbox"/> behavior</li> <li><input type="checkbox"/> function of behaviors</li> <li><input type="checkbox"/> setting events for the behavior</li> </ul> <p><b>*Or a summary statement is not included</b></p>
+ Strengths	<input type="checkbox"/> NEEDS Improvement

(Page 3) Part B: Proactive/Preventative Strategies	
Meets Expectations	Does Not Meet Expectations
<p>Strategies (supports) to prevent the behavior are described in the Behavior Intervention Plan and include both:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Strategies which are general</b>, prevention supports (such as providing choices, reinforcing alternative acceptable behavior, self- monitoring checklist, or other</li> <li><input type="checkbox"/> <b>Strategies that are based on the function</b> (e.g., if escape work, then reduce work stress; if for social attention from peers, then design opportunities for peer interaction.</li> </ul>	<p>Strategies (supports) to prevent the behavior are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> NOT described in the Behavior Intervention Plan</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does not describe how to RESPOND when the behavior occurs (i.e., how to prevent the behavior from becoming worse when it has already occurred)</li> </ul>
+ Strengths	<input type="checkbox"/> NEEDS Improvement



(Page 3) Part C: Strategies to teach replacement skills	
Meets Expectations	Does Not Meet Expectations
<p>A 'replacement' behavior is defined that serves the same function as the problem behavior (i.e. allows the student to communicate the SAME need in a more acceptable way)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Strategies to teach replacement behaviors have been identified               <ul style="list-style-type: none"> <li>◦ When</li> <li>◦ How often</li> <li>◦ What will be used</li> <li>◦ Who</li> </ul> </li> </ul>	<p>An alternative behavior is identified, but it describes what the student will NOT do.</p> <p>*Or no replacement behavior is included</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Strategies to teach replacement behaviors are not identified</li> </ul>
+ Strengths	<input type="checkbox"/> NEEDS Improvement

(Page 4) Part D - 1: Consequence Strategies (Replacement Behavior)	
Meets Expectations	Does Not Meet Expectations
<p>Strategies that describe how to respond when/if the student demonstrates the replacement behaviors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify what reinforcers will be used</li> <li><input type="checkbox"/> Reinforcement serves the same function which has been identified as _____</li> <li><input type="checkbox"/> Identify the schedule of reinforcers</li> <li><input type="checkbox"/> Identify who will provide the reinforcement</li> </ul>	<p>Strategies that describe how to respond when/if the student demonstrates the replacement behaviors are not identified.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reinforcement not identified</li> <li><input type="checkbox"/> Function is not clearly stated</li> <li><input type="checkbox"/> Schedule of reinforcement is not provided</li> <li><input type="checkbox"/> Individual to provide reinforcement not provided</li> </ul>
+ Strengths	<input type="checkbox"/> NEEDS Improvement

(Page 4) Part D - 2: Consequence Strategies (Target Behavior)	
Meets Expectations	Does Not Meet Expectations
<p>Strategies that describe how to respond when/if the problem behavior does occur designed to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Minimize the impact of the problem behavior on other students</li> <li><input type="checkbox"/> Reduce the reinforcement (desired consequences) of the problem behavior</li> <li><input type="checkbox"/> Minimize damage to the student's reputation</li> <li><input type="checkbox"/> Identify strategies to teach peers responses to target behavior</li> </ul>	<p>Strategies that describe how to respond when/if the problem behavior does occur and focus only on punishing the student and may actually reinforce the problem behavior</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule of reinforcement is not provided</li> <li><input type="checkbox"/> Strategies to teach peers responses are not identified</li> </ul> <p>*No response strategies are identified</p>
+ Strengths	<input type="checkbox"/> NEEDS Improvement

(Page 4) Part F: Crisis Management	
Meets Expectations	Does Not Meet Expectations
<p>Describes the procedures that will be used by staff to ensure safety and de-escalate the target behaviors in emergency situations:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify a crisis management plan</li> <li><input type="checkbox"/> Crisis plan matches the intensity of behavior</li> </ul>	<p>Does not describe the procedures that will be used by staff to ensure safety and de-escalate the target behaviors in emergency situations:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Crisis plan not identified</li> <li><input type="checkbox"/> Crisis plan does not match the intensity of behavior</li> </ul>
+ Strengths	<input type="checkbox"/> NEEDS Improvement

(Page 4) Part G - 1: Generalization and Maintenance Strategies	
Meets Expectations	Does Not Meet Expectations
<p>Describes how interventions will be implemented across time, people and settings.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies who is responsible</li> <li><input type="checkbox"/> Identifies the time line</li> <li><input type="checkbox"/> Identifies where the interventions will be implemented</li> </ul>	<p>Does not describe how interventions will be implemented across time, people and settings.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> No one was indentified as the responsible party</li> <li><input type="checkbox"/> Time line not identified</li> <li><input type="checkbox"/> Unclear as to where the interventions will be implemented</li> </ul>
+ Strengths	<input type="checkbox"/> NEEDS Improvement

(Page 4) Part G - 2: Generalization and Maintenance Strategies	
Meets Expectations	Does Not Meet Expectations
<p>Identify the strategies that will be used to maintain positive behavior skills.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Addresses reinforcement schedule</li> <li><input type="checkbox"/> Addresses prompting</li> <li><input type="checkbox"/> Identifies how reinforcement will change as student demonstrates success</li> <li><input type="checkbox"/> Identifies a change in criteria of reinforcement</li> </ul>	<p>Does not identify the strategies that will be used to maintain positive behavior skills.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Changes in criteria of reinforcement no identified</li> <li><input type="checkbox"/> Reinforcement schedule not identified</li> </ul>
+ Strengths	<input type="checkbox"/> NEEDS Improvement

(Page 4) Part H: Monitoring and Evaluation

Meets Expectations	Does Not Meet Expectations
<p>Methods and timelines for evaluating the effectiveness of plan are identified.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Timeline identified for team to meet, review plan and analyze data</li><li><input type="checkbox"/> Identify what type of data collection will be used for the replacement skill and target behaviors</li><li><input type="checkbox"/> The same type of data collection identified that was used during the baseline and intervention phase</li><li><input type="checkbox"/> Quantitative data identified for collection (frequency, duration)</li><li><input type="checkbox"/> Identified who will collect data</li></ul>	<p>Methods and timelines for evaluating the effectiveness of plan are not identified.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Timeline not identified</li><li><input type="checkbox"/> Data collection not identified</li><li><input type="checkbox"/> No one identified to collect data</li></ul>
<p>+ Strengths</p>	<p><input type="checkbox"/> NEEDS Improvement</p>