

## Coach/Coachee Planning Form and Checklist

Facilitator/Coachee:

Master Facilitator/Coach:

Meeting date:

Goal: (# of steps the coachee will do)

Score: Total # of Yesses/Total # of Yes/No's = \_\_%

Facilitator Activity	Assignment	Yes	No	N/A	Notes
<b>Goal Setting/Daily Progress Monitoring (Step 1)</b>					
1. Opened the meeting with a positive comment.					
2. Described purpose of meeting and expected outcomes by end of meeting.					
3. Confirmed that team included all relevant team members (at secondary, consider inclusion of the student)					
4. If additional team members were needed, developed an action plan for who will contact the person and by what date (action plan can be verbal)					
5. Obtained input from each team member on behaviors to be decreased.					
6. Guided team to clearly define each behavior identified in observable and measurable terms.					
7. Reached consensus on primary problem behavior(s) to be targeted					
8. Obtained input from team on behaviors to be increased that would replace the problem behavior(s) identified as targets.					
9. Guided team to clearly define each behavior identified in observable and measurable terms.					
10. Reached consensus on primary replacement behavior(s) to be targeted					
11. Guided the team to develop the Individualized Behavior Rating Scale Tool (IBRST) ( <i>see Guiding Questions for Developing the Behavior Rating Scale</i> ) or an alternate daily progress monitoring tool that specifically measures the behaviors to be targeted.					
12. Provided a practice opportunity for the teacher and any other staff member (if applicable) to use the IBRST or other progress monitoring tool.					
13. Established a start date for using the IBRST or other progress monitoring tool.					
14. Scheduled a day/time to observe the student..					
15. For <b>each</b> problem behavior identified, offered one or more of the following choices to complete the PTR Assessment. <ul style="list-style-type: none"> <li>• Complete at meeting—If you have time left to do the PTR Assessment (FBA), decide if (a) time will be given during</li> </ul>					

<p>the meeting for each team member to individually complete a PTR assessment on each of the problem behavior(s) targeted.</p> <ul style="list-style-type: none"> <li>• If the team consists of one teacher, conduct as an interview</li> <li>• Homework—If time is running out, decide if each team member who knows the child and the performance of the behavior well to complete a PTR Assessment or other FBA form prior to next meeting. Or, if the team does not choose to do the PTR Assessment as homework, decide how they will do it at the next meeting (see bullet above—complete at meeting).</li> </ul>					
<p>16. Asked the team for feasible deadlines if PTR assessment is being done as homework.</p>					
<p>17. Scheduled day/time for next meeting/session and confirmed with team that master facilitator would be sending out confirmation email.</p>					
<p>18. Summarized the outcomes of the meeting and activities to complete.</p>					
<p>19. Ensured that no team member was assigned too many activities.</p>					
<p>20. Offered to assist teacher/team to do specific activities.</p>					
<p>21. Thanked team for their time and input.</p>					
<p>Total Fidelity Score (# of Yesses/# of Yesses + No's)</p>					

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Facilitator Behavior/Action	Assignment	Yes	No	N/A	Notes
<b>Functional Behavior Assessment (Step 2)</b>					
1. Opened the meeting with a positive comment and thanked team for completing assignments.					
2. Described purpose of meeting and expected outcomes by end of meeting.					
3. Asked team/teacher to review IBRST or alternate daily progress monitoring tool to determine if the tool was functional for the teacher.					
4. If the data tool is not functional, facilitated a discussion on refining/editing the tool.					
5. If PTR Assessment was done as homework, provided team members with a visual (hard copy or LCD) of the Assessment Organizational Summary Table or Competing Behavior Pathway and the draft hypothesis(es)					
6. If PTR Assessment was not done as homework, either gave each team member ~ 15 minutes to complete it in the meeting and completed the Assessment Organization Summary Table during the meeting (if time permits).					
7. Reviewed information on Summary Table and asked questions to get clarification on antecedents, functions, consequences.					
8. Added, removed, or adapted information on Summary Table as needed after clarifications.					
9. Gained team consensus on hypothesis(es).					
10. If consensus not obtained, guided the team to determine next steps: <ul style="list-style-type: none"> <li>• Additional information needed? If yes, schedule classroom observation</li> <li>• Additional measures needed? If yes, determine measures and provide</li> <li>• Scheduled brief follow-up meeting to review additional information and/or measures (if applicable)</li> </ul>					
11. Asked the team for feasible deadlines if PTR Intervention menu is being done as homework.					

12. Scheduled day/time for next meeting/session and confirmed with team that master facilitator would be sending out confirmation email.					
13. Summarized the outcomes of the meeting activities to be completed for next meeting (e.g., complete PTR Intervention Menu) and provided examples and clear explanation on how to complete the activity.					
14. Ensured that no team member was assigned too many activities.					
15. Offered to assist teacher/team to do specific activities.					
16. Thanked team for their time and input.					
Total Fidelity Score (# of Yesses/# of Yesses + No's)					

### Coach/Coachee Planning Form and Checklist

Facilitator:

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Meeting date:

Goal: (# of steps the coachee will do):

Score: Total # of Yesses/Total # of Yes/No's = \_\_%

Facilitator Behavior/Action	Assignment	Yes	No	N/A	Notes
<b>PTR Behavior Intervention Plan (Step 3a)</b>					
1. Opened the meeting with a positive comment and thanked team for completing assignments.					
2. Described purpose of meeting and expected outcomes by end of meeting.					
3. Asked team/teacher to review IBRST or alternate daily progress monitoring tool to determine if the tool was functional for the teacher.					
4. If the data tool is not functional, facilitated a discussion on refining/editing the tool.					
5. If Intervention Menu was not provided as homework, gave each team member a PTR Intervention Checklist and intervention fact sheets or document describing interventions OR specific intervention fact sheets that may work well with the hypothesis. Asked them to rank order interventions (between 2-4 in Prevent; must teach replacement skill/behavior, must reinforce replacement behavior with functional equivalence)					
6. Provided a visual of the PTR Intervention Scoring Table with results.					
7. Reviewed intervention rankings, ensured match to hypothesis, and came to consensus on a minimum of one prevent, one way to teach replacement behavior, one reinforce (providing same function as hypothesis), and one strategy changing the way of responding to problem behavior.					
8. Discussed the rankings and interventions selected by team members in each category (prevent-teach-reinforce)					
9. Reached consensus on top ranked interventions from each category to be included in behavior intervention plan.					
10. Ensured that the interventions selected from each category match the hypothesis information.					
11. Ensured that the top ranked interventions selected were also selected by the teacher or the person responsible for implementing the intervention.					

12. If top interventions were not the ones selected by the teacher: a. Ensured that the teacher was willing to do the interventions selected by the team b. If the teacher was not willing, asked the other team members if it is agreeable to go with the interventions selected by the teacher.					
13. Developed each intervention selected by the team by: a. Asking the team for a description of how they wish to use the intervention b. If the team is unable to describe the intervention in the required detail, provided some examples of how the intervention might work and asked guiding questions to help determine the specific steps of the intervention c. Wrote each step down (task analysis) so that the behavior intervention could be clearly understood and implemented by anyone working with the student.					
14. Once the plan was completed, reviewed the steps of the interventions to make sure they are accurate and feasible.					
15. Confirmed who on the team would be doing the interventions and the materials/resources that would be needed (if necessary). a. If materials needed to be made, developed an action plan with the team to assign responsibilities.					
16. Ensured that no team member was assigned too many activities					
17. Scheduled a date and time to train the teacher) in the intervention plan.					
18. Scheduled day/time for next meeting/session and confirmed with team that master facilitator would be sending out confirmation email.					
19. Summarized the outcomes of the meeting activities to be completed for next meeting (e.g., complete PTR Intervention Menu) and provided examples and clear explanation on how to complete the activity.					
20. Offered to assist teacher/team to do specific activities.					
21. Thanked team for their time and input.					
Total Fidelity Score (# of Yesses/# of Yesses + No's)					

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Facilitator Behavior/Action	Assignment	Yes	No	N/A	Notes
<b>PTR Coaching/Training the Plan (Step 3b)</b>					
1. Thanked the teacher for providing the time to do the training.					
2. Described purpose of coaching and expected outcomes by end of meeting.					
3. Provided the teacher with the detailed plan (if not already provided to the teacher) and the coaching/fidelity checklist.					
4. Asked the teacher to describe/explain each strategy intervention in his/her own words.					
5. After teacher explained interventions, asked key question about the interventions to ensure teacher understood.					
6. Offered to model the intervention (role-play) and asked the teacher to play the role of the student.					
7. Asked the teacher to demonstrate the interventions through a role play.					
8. Recorded on coaching/fidelity checklist whether teacher did or did not do step correctly.					
9. Provided positive feedback on the steps that the teacher did accurately.					
10. Guided a discussion about any steps that the teacher did not do correctly.					
11. If applicable, asked the teacher to role play specific interventions again.					
12. For any interventions that were not role-played accurately, gave the teacher several options: <ul style="list-style-type: none"> <li>a. Revise the strategy so that it would be easier to implement</li> <li>b. Select a different strategy from the menu that was selected by the teacher and would match the hypothesis</li> <li>c. Continue with current plan as is and schedule a date to retrain.</li> <li>d. Continue with current plan as is and schedule a date for implementation.</li> </ul>					
13. If teacher reached acceptable criteria, scheduled first data of implementation with student.					

14. Asked teacher preference on how student would be trained to do the plan. a. Facilitator can train the student b. Facilitator and teacher can co-train the teacher. c. Teacher can train the student.					
15. Offered to model implementing the intervention with the student for teacher to observe.					
16. Asked the teacher his/her preference on fidelity measurements. The options are: a. Self-assessment b. External observation c. Combination					
17. Discussed with the teacher the frequency of fidelity measures and method of debriefing.					
18. Thanked the teacher for his/her time.					
Total Fidelity Score (# of Yesses/# of Yesses + No's)					



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Facilitator Behavior/Action	Assignment	Yes	No	N/A	Notes
<b>PTR Progress Monitoring/Next Steps (Step 4)</b>					
1. Opened the meeting with a positive comment and thanked team for completing assignments.					
2. Described purpose of meeting and expected outcomes by end of meeting.					
3. Guided the team to develop decision rules for: <ul style="list-style-type: none"> <li>a. Adequate fidelity</li> <li>b. Adequate student behavior change</li> </ul>					
4. Guided the team to review fidelity data measures and provide input on the results.					
5. Guided the team to review student outcome data. Provided summary/overview of baseline and post-intervention.					
6. If fidelity was less than adequate and student outcome data showed no improvement, problem solved with the team and developed strategies to address fidelity.					
7. Guided the team to determine next steps based on improved student outcome data. <ul style="list-style-type: none"> <li>a. Expanded/generalize the intervention (e.g., additional routines, classes, settings; additional people)</li> <li>b. Faded parts of the intervention (e.g., schedule of reinforcement, amount of prompting, time delay, moving to student self-management, reduce number of steps)</li> <li>c. Revised/shaped goals of intervention (e.g., IBRST measures for fantastic day can be raised)</li> </ul>					
8. Guided the team to determine next steps based on stable or worsening student outcome data. <ul style="list-style-type: none"> <li>a. Modified the intervention plan to make more intensive (greater frequency of reinforcement, greater dosage of intervention, additional prompting, etc.)</li> <li>b. Reexamined the hypothesis and collect more FBA data to confirm.</li> </ul>					

<p>c. Selected different interventions from menu that match hypothesis (scheduled a time to develop interventions and coach the teacher)</p> <p>d. Expanded the team by bringing in expertise to do a functional analysis.</p>					
<p>9. Scheduled a follow-up meeting to review data.</p>					
<p>10. Summarized the results of the meeting and decisions that were made.</p>					
<p>11. Guided the team to assign activities to team members.</p>					
<p>12. Ensured that no team member was overwhelmed.</p>					
<p>13. Thanked the team for their time.</p>					
<p>Total Fidelity Score (# of Yesses/# of Yesses + No's)</p>					

**FBA/BIP Coaching Guide for Evaluating Competency (Products)**

<b>Product</b>	<b>FBA/BIP Component</b>	<b>Criteria for Competency</b>	<b>Fidelity</b>	<b>Comments</b>
<b>INDIVIDUALIZED BEHAVIOR RATING SCALE TOOL/Progress monitoring tool</b> <input type="checkbox"/> Yes a progress monitoring tool was developed <input type="checkbox"/> No progress monitoring tool was developed	Identifying and defining the target behaviors	1. One problem behavior identified & clearly defined (measurable and objective terms)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
		2. One appropriate behavior identified & clearly defined	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
		3. Behaviors selected are socially valid.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
		4. Measurement tool is measuring the behaviors selected in 1 and 2 above	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
		5. Measurement tool is feasible for daily use by teacher and provides quick snapshot of child performance on target behaviors.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
<b>Progress Monitoring Tool Score (# of Yes boxes checked)</b>			/5	
<b>FBA ASSESSMENT SUMMARY</b> <input type="checkbox"/> Yes a summary of the FBA information was developed <input type="checkbox"/> No summary was developed	Development of Hypothesis	6. Hypothesis developed is linked to the information from FBA	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
		7. Hypothesis provides a description of the predictors (antecedents), the behavior targeted (from #1 above), and a valid function.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
<b>FBA Assessment Summary Score (# of Yes boxes checked)</b>			/2	

<b>BEHAVIOR INTERVENTION PLAN</b> <input type="checkbox"/> Yes a plan was developed <input type="checkbox"/> No plan was developed	Development of the function-based behavior intervention plan	8. Prevention intervention addresses the “when” (i.e., antecedents/predictors/triggers identified from the FBA) section of the hypothesis by modifying them so that they no longer trigger problem behavior.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
		9. The Prevention intervention has steps that are described in enough detail so that the intervention would be implemented consistently by anyone reading the plan.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
		10. There is a replacement behavior intervention that clearly addresses instruction of a new skill to replace the problem behavior.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
		11. The new skill being taught is (a) a functionally equivalent communicative replacement behavior, or (b) a physically incompatible behavior.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
		12. The replacement behavior intervention has steps that are described in enough detail so that the intervention would be implemented consistently by anyone reading the plan.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
		13. There is a reinforcement intervention that provides the same outcome (function) as the	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

		problem behavior (function identified in the hypothesis).		
		14. The reinforcement intervention has steps that are described in enough detail so that the intervention would be implemented consistently by anyone reading the plan.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
<b>Behavior Intervention Plan Score (# of Yes boxes checked)</b>			<b>/9</b>	
<b>FIDELITY /COACHING</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		15. There is evidence that the teacher was coached/trained to implement the plan.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
		16. For each intervention identified on the behavior intervention plan, the primary, observable components that would be performed by the implementer are listed.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
		17. The measure indicates the date, method (external observation/self-assessment), and whether each intervention component was implemented.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
<b>POST-INTERVENTION</b> Progress monitoring <input type="checkbox"/> Yes, there is post-intervention progress monitoring data <input type="checkbox"/> No data provided		18. The post-intervention BRS shows behavior change moving in desired direction	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
<b>Post-Intervention Progress Monitoring Score (# of Yes boxes checked/Total)</b>				

### Tier 3 Behavior Coach/Facilitation Innovation Configuration Map

Component Level Criteria:

1 = Ideal Application

2 = Acceptable Application

3 = In need of additional support/practice

4 = Inadequate Application

Component:	Scoring			
	Level 1	Level 2	Level 3	Level 4
<b>1.1 Interpersonal Communication Skills</b>	<p>The facilitator clearly communicates purposes of each step/process and provides explanations that are jargon free. The facilitator uses interpersonal communication skills that include at least 80% of the following when appropriate</p> <ul style="list-style-type: none"> <li>• Active listening</li> <li>• Questioning <ul style="list-style-type: none"> <li>○ Greater proportion of open ended or choice questions than closed questions</li> </ul> </li> <li>• Paraphrasing</li> <li>• Empathizing</li> <li>• Synthesizing/integrating</li> <li>• Summarizing</li> </ul>	<p>The facilitator clearly communicates purposes of each step/process and provides explanations that are jargon free. The facilitator uses interpersonal communication skills that include most (<math>\geq 50\%</math>) of the following when appropriate:</p> <ul style="list-style-type: none"> <li>• Active listening</li> <li>• Questioning <ul style="list-style-type: none"> <li>○ Greater proportion of open ended or choice questions than closed questions</li> </ul> </li> <li>• Paraphrasing</li> <li>• Empathizing</li> <li>• Synthesizing/integrating</li> <li>• Summarizing</li> </ul>	<p>The facilitator rarely communicates purposes of each step/process and provides explanation that are jargon free. The facilitator uses interpersonal communication skills that include few (<math>&lt; 50\%</math>) of the following when appropriate:</p> <ul style="list-style-type: none"> <li>• Active listening</li> <li>• Questioning <ul style="list-style-type: none"> <li>○ Greater proportion of open ended or choice questions than closed questions</li> </ul> </li> <li>• Paraphrasing</li> <li>• Empathizing</li> <li>• Synthesizing/integrating</li> <li>• Summarizing</li> </ul>	<p>Fails to clearly communicate through the use of interpersonal communication skills.</p>
<b>1.2 Collaborative Process</b>	<p>The facilitator successfully develops and maintains a collaborative process with a diverse group of professionals</p>	<p>The facilitator successfully develops and maintains a collaborative process with a diverse group of professionals that</p>	<p>The facilitator seldom develops and maintains a collaborative process with a diverse group of</p>	<p>Fails to develop and maintain a collaborative process</p>

	<p>that includes at least 80% of the following (when appropriate).</p> <ul style="list-style-type: none"> <li>• Uses active listening, open ended questions, and choice-offerings when guiding teams in the process. The facilitator uses questions at a greater proportion than “expert” statements</li> <li>• Use of teaming processes to actively engage all meeting/team participants</li> <li>• Provides feedback, comments, and questions in a nonjudgmental way</li> <li>• Uses teaming processes to assist the team in reaching consensus including brainstorming, ranking, voting, surveying</li> </ul>	<p>includes most (<math>\geq 50\%</math>) of the following (when appropriate)</p> <ul style="list-style-type: none"> <li>• Uses active listening, open ended questions, and choice-offerings when guiding teams in the process. The facilitator uses questions at a greater proportion than “expert” statements</li> <li>• Use of teaming processes to actively engage all meeting/team participants</li> <li>• Provides feedback, comments, and questions in a nonjudgmental way</li> <li>• Uses teaming processes to assist the team in reaching consensus including brainstorming, ranking, voting, surveying</li> </ul>	<p>professionals. Meetings include <math>&lt; 50\%</math> of the following (when appropriate):</p> <ul style="list-style-type: none"> <li>• Uses active listening, open ended questions, and choice-offerings when guiding teams in the process. The facilitator uses questions at a greater proportion than “expert” statements</li> <li>• Use of teaming processes to actively engage all meeting/team participants</li> <li>• Provides feedback, comments, and questions in a nonjudgmental way</li> <li>• Uses teaming processes to assist the team in reaching consensus including brainstorming, ranking, voting, surveying</li> </ul>	
<p><b>2.1 Facilitates the team to identify, define, and prioritize behaviors targeted for intervention and developing a daily progress-monitoring tool</b></p>	<p>Successfully facilitates at least 80% of the following Step 1 behaviors as appropriate:</p> <ul style="list-style-type: none"> <li>• Facilitates active participation of each team member to identify the behaviors to be decreased and to be increased</li> <li>• Determines the roles and responsibilities of each team member</li> </ul>	<p>Successfully facilitates most (<math>\geq 50\%</math>) of the following Step 1 behaviors as appropriate:</p> <ul style="list-style-type: none"> <li>• Facilitates active participation of each team member to identify the behaviors to be decreased and to be increased</li> <li>• Determines the roles and responsibilities of each team member</li> <li>• Guides the team to operationally define the</li> </ul>	<p>Facilitates a few (<math>&lt; 50\%</math>) of the following Step 1 behaviors as appropriate:</p> <ul style="list-style-type: none"> <li>• Facilitates active participation of each team member to identify the behaviors to be decreased and to be increased</li> <li>• Determines the roles and responsibilities of each team member</li> </ul>	<p>Fails to facilitate the team in identifying, defining, and prioritizing problem behaviors targeted for intervention and developing a daily progress monitoring tool.</p>

	<ul style="list-style-type: none"> <li>• Guides the team to operationally define the behaviors and differentiate distinct behaviors</li> <li>• Uses collaborative process to guide the team in prioritizing and coming to consensus on a minimum of one behavior to target for the FBA and one behavior that could be a potential replacement behavior</li> <li>• Guides the team through questioning strategies in the development of a daily progress monitoring system that collects data on the specific behaviors targeted for the FBA and for replacement. The daily progress monitoring system identifies the criteria for successful performance of each targeted behavior</li> <li>• Provides practice to the team/teacher in using the daily progress monitoring system</li> </ul>	<p>behaviors and differentiate distinct behaviors</p> <ul style="list-style-type: none"> <li>• Uses collaborative process to guide the team in prioritizing and coming to consensus on a minimum of one behavior to target for the FBA and one behavior that could be a potential replacement behavior</li> <li>• Guides the team through questioning strategies in the development of a daily progress monitoring system that collects data on the specific behaviors targeted for the FBA and for replacement. The daily progress monitoring system identifies the criteria for successful performance of each targeted behavior</li> <li>• Provides practice to the team/teacher in using the daily progress monitoring system</li> </ul>	<ul style="list-style-type: none"> <li>• Guides the team to operationally define the behaviors and differentiate distinct behaviors</li> <li>• Uses collaborative process to guide the team in prioritizing and coming to consensus on a minimum of one behavior to target for the FBA and one behavior that could be a potential replacement behavior</li> <li>• Guides the team through questioning strategies in the development of a daily progress monitoring system that collects data on the specific behaviors targeted for the FBA and for replacement. The daily progress monitoring system identifies the criteria for successful performance of each targeted behavior</li> <li>• Provides practice to the team/teacher in using the daily progress monitoring system</li> </ul>	
<p><b>3.1 Developing a hypothesis linked to FBA data</b></p>	<p>Successfully integrates FBA data collected from all team members into a hypothesis that links back to the data, is</p>	<p>Successfully integrates FBA data collected from all team members into a hypothesis that links back to the data, is clear and detailed so</p>	<p>Successfully integrates FBA data collected from all team members into a hypothesis that links back to the data, is</p>	<p>Fails to integrate FBA data into a hypothesis that links to the data and/or fails to attain consensus from the team.</p>



	<p>clear and detailed so that a behavior plan can be generated, and achieves consensus from the team. The facilitator uses at least 80% of the following:</p> <ul style="list-style-type: none"> <li>• Provides all of the data from FBA (including observation) into a summary table that is shared with the team</li> <li>• Asks clarifying questions about any ambiguous, incomplete, unclear data</li> <li>• Uses consensus building and collaborative processes to reach consensus on the primary data that best explains the relation between the student's problem behavior and the environmental context</li> <li>• Uses consensus building and collaborative processes to reach consensus on the final hypothesis statement.</li> </ul>	<p>that a behavior plan can be generated, and achieves consensus from the team. The facilitator uses MOST (<math>\geq 50\%</math>) of the following:</p> <ul style="list-style-type: none"> <li>• Provides all of the data from FBA (including observation) into a summary table that is shared with the team</li> <li>• Asks clarifying questions about any ambiguous, incomplete, unclear data</li> <li>• Uses consensus building and collaborative processes to reach consensus on the primary data that best explains the relation between the student's problem behavior and the environmental context</li> <li>• Uses consensus building and collaborative processes to reach consensus on the final hypothesis statement.</li> </ul>	<p>clear and detailed so that a behavior plan can be generated, and achieves consensus from the team. The facilitator uses FEW (<math>&lt; 50\%</math>) of the following:</p> <ul style="list-style-type: none"> <li>• Provides all of the data from FBA (including observation) into a summary table that is shared with the team</li> <li>• Asks clarifying questions about any ambiguous, incomplete, unclear data</li> <li>• Uses consensus building and collaborative processes to reach consensus on the primary data that best explains the relation between the student's problem behavior and the environmental context</li> <li>• Uses consensus building and collaborative processes to reach consensus on the final hypothesis statement.</li> </ul>	
<b>4.1 Facilitates development of a hypothesis-linked, multi-component behavior</b>	<p>Successfully facilitates the development of behavior intervention plan that includes at least 80% of the following:</p> <ul style="list-style-type: none"> <li>• Provides a menu/choice list of intervention</li> </ul>	<p>Successfully facilitates the development of behavior intervention plan that includes MOST (<math>\geq 50\%</math>) of the following:</p> <ul style="list-style-type: none"> <li>• Provides a menu/choice list of intervention strategies from</li> </ul>	<p>Facilitates the development of behavior intervention plan that includes FEW (<math>&lt; 50\%</math>) of the following:</p> <ul style="list-style-type: none"> <li>• Provides a menu/choice list of intervention</li> </ul>	<p>Fails to facilitate the development of a multi-component behavior intervention plan that links to the hypothesis.</p>

<p><b>intervention plan</b></p>	<p>strategies from which the team/teacher can select:</p> <ul style="list-style-type: none"> <li>○ A minimum of one prevention intervention that modifies the context so that problem behavior is irrelevant</li> <li>○ A minimum of one replacement behavior strategy (FERB or alternate skill) that is a socially valid behavior</li> <li>○ A reinforcement strategy that provides the functional outcome for the replacement behavior that was obtained for problem behavior</li> </ul> <ul style="list-style-type: none"> <li>● Uses questioning techniques to ensure match of the interventions selected to the hypothesis and guides the team to selection of alternate strategies when the link is absent.</li> </ul>	<p>which the team/teacher can select:</p> <ul style="list-style-type: none"> <li>○ A minimum of one prevention intervention that modifies the context so that problem behavior is irrelevant</li> <li>○ A minimum of one replacement behavior strategy (FERB or alternate skill) that is a socially valid behavior</li> <li>○ A reinforcement strategy that provides the functional outcome for the replacement behavior that was obtained for problem behavior</li> </ul> <ul style="list-style-type: none"> <li>● Uses questioning techniques to ensure match of the interventions selected to the hypothesis and guides the team to selection of alternate strategies when the link is absent.</li> <li>● Uses questioning methods to ask the teacher/implementer how the behavior strategy selected will be implemented in the classroom</li> <li>● Provides enough questioning so that the teacher/implementer describes the sequence of steps</li> </ul>	<p>strategies from which the team/teacher can select:</p> <ul style="list-style-type: none"> <li>○ A minimum of one prevention intervention that modifies the context so that problem behavior is irrelevant</li> <li>○ A minimum of one replacement behavior strategy (FERB or alternate skill) that is a socially valid behavior</li> <li>○ A reinforcement strategy that provides the functional outcome for the replacement behavior that was obtained for problem behavior</li> </ul> <ul style="list-style-type: none"> <li>● Uses questioning techniques to ensure match of the interventions selected to the hypothesis and guides the team to selection of alternate strategies when the link is absent.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Uses questioning methods to ask the teacher/implementer how the behavior strategy selected will be implemented in the classroom</li> <li>• Provides enough questioning so that the teacher/implementer describes the sequence of steps (e.g., task analysis) of the intervention as it will be implemented.</li> <li>• Keeps the development of the plan visible to the team/teacher by seating arrangement or using technology so that everyone can view the plan as it is being developed.</li> <li>• Evaluates the teacher's/implementer's comfort and competency at various points during the development of the plan by asking questions</li> <li>• Summarizes the plan once developed, identifies the items that need to be completed in order to implement the plan, and assigns responsibilities in</li> </ul>	<p>(e.g., task analysis) of the intervention as it will be implemented.</p> <ul style="list-style-type: none"> <li>• Keeps the development of the plan visible to the team/teacher by seating arrangement or using technology so that everyone can view the plan as it is being developed.</li> <li>• Evaluates the teacher's/implementer's comfort and competency at various points during the development of the plan by asking questions</li> <li>• Summarizes the plan once developed, identifies the items that need to be completed in order to implement the plan, and assigns responsibilities in a way so that the teacher is not solely responsible for doing all of the activities</li> <li>• Ends the meeting by scheduling a time to train/coach the teacher/implementer in the behavior plan</li> </ul>	<ul style="list-style-type: none"> <li>• Uses questioning methods to ask the teacher/implementer how the behavior strategy selected will be implemented in the classroom</li> <li>• Provides enough questioning so that the teacher/implementer describes the sequence of steps (e.g., task analysis) of the intervention as it will be implemented.</li> <li>• Keeps the development of the plan visible to the team/teacher by seating arrangement or using technology so that everyone can view the plan as it is being developed.</li> <li>• Evaluates the teacher's/implementer's comfort and competency at various points during the development of the plan by asking questions</li> <li>• Summarizes the plan once developed, identifies the items that need to be completed in order to implement the plan, and assigns responsibilities in</li> </ul>	
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	<p>a way so that the teacher is not solely responsible for doing all of the activities</p> <ul style="list-style-type: none"> <li>• Ends the meeting by scheduling a time to train/coach the teacher/implementer in the behavior plan</li> </ul>		<p>a way so that the teacher is not solely responsible for doing all of the activities</p> <ul style="list-style-type: none"> <li>• Ends the meeting by scheduling a time to train/coach the teacher/implementer in the behavior plan</li> </ul>	
<b>4.2 Coaching/training the behavior intervention plan</b>	<p>Successfully coaches/trains the teacher/implementer in the behavior intervention plan. The coaching/training includes at least 80% of the following:</p> <ul style="list-style-type: none"> <li>• Develops a coaching/training checklist that includes the primary adult behaviors that would be observed for each strategy if implemented with 100% accuracy/quality/dosage</li> <li>• Provides the teacher/implementer with an introduction/explanation on the goals of coaching and the methods of coaching</li> <li>• Makes sure that the teacher/implementer has a copy of the behavior intervention plan and the</li> </ul>	<p>Successfully coaches/trains the teacher/implementer in the behavior intervention plan. The coaching/training includes MOST (<math>\geq 50\%</math>) of the following:</p> <ul style="list-style-type: none"> <li>• Develops a coaching/training checklist that includes the primary adult behaviors that would be observed for each strategy if implemented with 100% accuracy/quality/dosage</li> <li>• Provides the teacher/implementer with an introduction/explanation on the goals of coaching and the methods of coaching</li> <li>• Makes sure that the teacher/implementer has a copy of the behavior intervention plan and the coaching/training checklist.</li> <li>• Uses effective instruction to train the teacher/implementer in the plan that includes:</li> </ul>	<p>Coaches/trains the teacher/implementer in the behavior intervention plan. The coaching/training includes FEW (<math>&lt; 50\%</math>) of the following:</p> <ul style="list-style-type: none"> <li>• Develops a coaching/training checklist that includes the primary adult behaviors that would be observed for each strategy if implemented with 100% accuracy/quality/dosage</li> <li>• Provides the teacher/implementer with an introduction/explanation on the goals of coaching and the methods of coaching</li> <li>• Makes sure that the teacher/implementer has a copy of the behavior intervention plan and the</li> </ul>	<p>Fails to coach/train the teacher/implementer to do the behavior intervention plan.</p>

	<p>coaching/training checklist.</p> <ul style="list-style-type: none"> <li>• Uses effective instruction to train the teacher/implementer in the plan that includes: <ul style="list-style-type: none"> <li>○ Having the teacher explain, discuss, describe strategies</li> <li>○ Asking the teacher questions about the strategies that ensures understanding</li> <li>○ Conducting role plays that includes the facilitator modeling the steps of the plan and the teacher demonstrating/practicing the steps of the plan.</li> </ul> </li> <li>• Provides feedback on teacher/implementer performance that includes positive comments related to successful performance and guided questions about steps/strategies in which performance was below the criterion.</li> <li>• If performance met criteria, identified who</li> </ul>	<ul style="list-style-type: none"> <li>○ Having the teacher explain, discuss, describe strategies</li> <li>○ Asking the teacher questions about the strategies that ensures understanding</li> <li>○ Conducting role plays that includes the facilitator modeling the steps of the plan and the teacher demonstrating/practicing the steps of the plan.</li> </ul> <ul style="list-style-type: none"> <li>• Provides feedback on teacher/implementer performance that includes positive comments related to successful performance and guided questions about steps/strategies in which performance was below the criterion.</li> <li>• If performance met criteria, identified who else needed to be trained (including the student) and made plans for how that training would occur</li> </ul>	<p>coaching/training checklist.</p> <ul style="list-style-type: none"> <li>• Uses effective instruction to train the teacher/implementer in the plan that includes: <ul style="list-style-type: none"> <li>○ Having the teacher explain, discuss, describe strategies</li> <li>○ Asking the teacher questions about the strategies that ensures understanding</li> <li>○ Conducting role plays that includes the facilitator modeling the steps of the plan and the teacher demonstrating/practicing the steps of the plan.</li> </ul> </li> <li>• Provides feedback on teacher/implementer performance that includes positive comments related to successful performance and guided questions about steps/strategies in which performance was below the criterion.</li> <li>• If performance met criteria, identified who</li> </ul>	
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	else needed to be trained (including the student) and made plans for how that training would occur		else needed to be trained (including the student) and made plans for how that training would occur	
<b>4.3 Provided in-class support to the teacher/implementer</b>	<p>Successfully provides in-class support to the teacher/implementer in implementing the behavior intervention plan that includes at least 80% of the following when appropriate:</p> <ul style="list-style-type: none"> <li>• A goal or criteria for initial successful performance</li> <li>• Feedback provides objective description of the teacher/implementer's performance in relation to the criteria</li> <li>• Feedback is provided in a timely manner following observed performance or receiving self-assessments</li> <li>• Feedback is provided positively and is treated as a formative process focused on improving performance or adjusting/modifying interventions to match skillset and acceptability of implementer while remaining linked to</li> </ul>	<p>Successfully provides the in-class support to the teacher/implementer that incorporates MOST (<math>\geq 50\%</math>) of the following when appropriate:</p> <ul style="list-style-type: none"> <li>• A goal or criteria for initial successful performance</li> <li>• Feedback provides objective description of the teacher/implementer's performance in relation to the criteria</li> <li>• Feedback is provided in a timely manner following observed performance or receiving self-assessments</li> <li>• Feedback is provided positively and is treated as a formative process focused on improving performance or adjusting/modifying interventions to match skillset and acceptability of implementer while remaining linked to functional behavior assessment hypothesis.</li> </ul>	<p>Provides in-class support to the teacher/implementer that incorporates FEW (<math>&lt; 50\%</math>) of the following when appropriate:</p> <ul style="list-style-type: none"> <li>• A goal or criteria for initial successful performance</li> <li>• Feedback provides objective description of the teacher/implementer's performance in relation to the criteria</li> <li>• Feedback is provided in a timely manner following observed performance or receiving self-assessments</li> <li>• Feedback is provided positively and is treated as a formative process focused on improving performance or adjusting/modifying interventions to match skillset and acceptability of implementer while remaining linked to functional behavior assessment hypothesis.</li> </ul>	<p>Fails to use the behaviors to provide in-class support to the teacher/implementer</p>

	functional behavior assessment hypothesis.			
<b>5.1 Facilitates progress monitoring meetings and data-based decision making</b>	<p>Successfully facilitates data-based decision making by including at least 80% of the following:</p> <ul style="list-style-type: none"> <li>Assists the team in determining criteria for successful performance including level at which fidelity is considered adequate and level at which student outcomes are considered successful</li> <li>Guides the team in reviewing implementation fidelity data and making decisions on whether the interventions were implemented with fidelity</li> <li>Guides the team in reviewing student outcome data and making decision on whether the behavior plan was having its intended effect on student behavior change.</li> <li>Provides graphic or other visual display that assists the team in viewing data and making decisions</li> <li>Uses guided questioning to identify and analyze problems</li> </ul>	<p>Successfully facilitates data-based decision making by including MOST (<math>\geq 50\%</math>) of the following:</p> <ul style="list-style-type: none"> <li>Assists the team in determining criteria for successful performance including level at which fidelity is considered adequate and level at which student outcomes are considered successful</li> <li>Guides the team in reviewing implementation fidelity data and making decisions on whether the interventions were implemented with fidelity</li> <li>Guides the team in reviewing student outcome data and making decision on whether the behavior plan was having its intended effect on student behavior change.</li> <li>Provides graphic or other visual display that assists the team in viewing data and making decisions</li> <li>Uses guided questioning to identify and analyze problems</li> <li>If fidelity is inadequate, guides the team to analyze the reasons for low fidelity, brainstorm strategies, and select a strategy</li> </ul>	<p>Facilitates data-based decision making by including SOME (<math>&lt; 50\%</math>) of the following:</p> <ul style="list-style-type: none"> <li>Assists the team in determining criteria for successful performance including level at which fidelity is considered adequate and level at which student outcomes are considered successful</li> <li>Guides the team in reviewing implementation fidelity data and making decisions on whether the interventions were implemented with fidelity</li> <li>Guides the team in reviewing student outcome data and making decision on whether the behavior plan was having its intended effect on student behavior change.</li> <li>Provides graphic or other visual display that assists the team in viewing data and making decisions</li> <li>Uses guided questioning to identify and analyze problems</li> </ul>	<p>Fails to facilitate progress monitoring meetings and make decisions based on data.</p>

	<ul style="list-style-type: none"> <li>• If fidelity is inadequate, guides the team to analyze the reasons for low fidelity, brainstorm strategies, and select a strategy to use that will improve fidelity that can include one or more of the following: <ul style="list-style-type: none"> <li>○ Re-coach the teacher/implementer</li> <li>○ Modify the interventions so that they will be more feasible for the teacher to implement</li> <li>○ Select different interventions that are linked with the hypothesis and are feasible/acceptable to the teacher</li> </ul> </li> <li>• If fidelity is adequate and student outcomes have not changed, guides the team to analyze the reasons, brainstorm strategies, and select a strategy to use to address the problem that can include one or more of the following:</li> </ul>	<p>to use that will improve fidelity that can include one or more of the following:</p> <ul style="list-style-type: none"> <li>○ Re-coach the teacher/implementer</li> <li>○ Modify the interventions so that they will be more feasible for the teacher to implement</li> <li>○ Select different interventions that are linked with the hypothesis and are feasible/acceptable to the teacher</li> </ul> <ul style="list-style-type: none"> <li>• If fidelity is adequate and student outcomes have not changed, guides the team to analyze the reasons, brainstorm strategies, and select a strategy to use to address the problem that can include one or more of the following: <ul style="list-style-type: none"> <li>○ Intensify interventions</li> <li>○ Add additional intervention strategies that are linked with the hypothesis</li> <li>○ Reexamine the FBA data and modify the hypothesis if applicable and develop new</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• If fidelity is inadequate, guides the team to analyze the reasons for low fidelity, brainstorm strategies, and select a strategy to use that will improve fidelity that can include one or more of the following: <ul style="list-style-type: none"> <li>○ Re-coach the teacher/implementer</li> <li>○ Modify the interventions so that they will be more feasible for the teacher to implement</li> <li>○ Select different interventions that are linked with the hypothesis and are feasible/acceptable to the teacher</li> </ul> </li> <li>• If fidelity is adequate and student outcomes have not changed, guides the team to analyze the reasons, brainstorm strategies, and select a strategy to use to address the problem that can include one or more of the following:</li> </ul>	
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	<ul style="list-style-type: none"> <li>○ Intensify interventions</li> <li>○ Add additional intervention strategies that are linked with the hypothesis</li> <li>○ Reexamine the FBA data and modify the hypothesis if applicable and develop new interventions to match the revised hypothesis</li> <li>○ Gather more data and/or conduct another more comprehensive FBA or a functional analysis</li> </ul> <ul style="list-style-type: none"> <li>● If student outcomes/trajectory shows desired change, guides the team to use the data to make next-step decisions that can include one or more of the following: <ul style="list-style-type: none"> <li>○ Maintaining the intervention</li> <li>○ Fading components of the intervention</li> </ul> </li> </ul>	<p>interventions to match the revised hypothesis</p> <ul style="list-style-type: none"> <li>○ Gather more data and/or conduct another more comprehensive FBA or a functional analysis</li> </ul> <ul style="list-style-type: none"> <li>● If student outcomes/trajectory shows desired change, guides the team to use the data to make next-step decisions that can include one or more of the following: <ul style="list-style-type: none"> <li>○ Maintaining the intervention</li> <li>○ Fading components of the intervention</li> <li>○ Increasing criteria for target behavior performance</li> <li>○ Shaping behavior</li> <li>○ Generalizing the intervention</li> </ul> </li> <li>● Schedules a follow-up meeting for progress-monitoring and making data-based decisions</li> </ul>	<ul style="list-style-type: none"> <li>○ Intensify interventions</li> <li>○ Add additional intervention strategies that are linked with the hypothesis</li> <li>○ Reexamine the FBA data and modify the hypothesis if applicable and develop new interventions to match the revised hypothesis</li> <li>○ Gather more data and/or conduct another more comprehensive FBA or a functional analysis</li> </ul> <ul style="list-style-type: none"> <li>● If student outcomes/trajectory shows desired change, guides the team to use the data to make next-step decisions that can include one or more of the following: <ul style="list-style-type: none"> <li>○ Maintaining the intervention</li> <li>○ Fading components of the intervention</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>○ Increasing criteria for target behavior performance</li> <li>○ Shaping behavior</li> <li>○ Generalizing the intervention</li> <li>● Schedules a follow-up meeting for progress-monitoring and making data-based decisions</li> </ul>		<ul style="list-style-type: none"> <li>○ Increasing criteria for target behavior performance</li> <li>○ Shaping behavior</li> <li>○ Generalizing the intervention</li> <li>● Schedules a follow-up meeting for progress-monitoring and making data-based decisions</li> </ul>	
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