



# FBA/BIP Technical Adequacy Tool for Evaluation (TATE)

**Autism** Professional Learning &  
**Universal Supports Project (A+)**  
Supporting Schools Implementation **of** Evidence-Based  
Practices **to** Positively Impact Student Outcomes

December 2022

# Agenda



**What is A+?**



**Context for FBA/BIPs in Schools**



**Technical Adequacy Research**



**TATE Components**



**FAQs**

# The Quiet Rooms

Chicago Tribune

 PROPUBLICA

Journalism in the Public Interest



# **Autism Professional Learning & Universal Supports Project**

# Autism Professional Learning & Universal Supports Projects

Funded by:

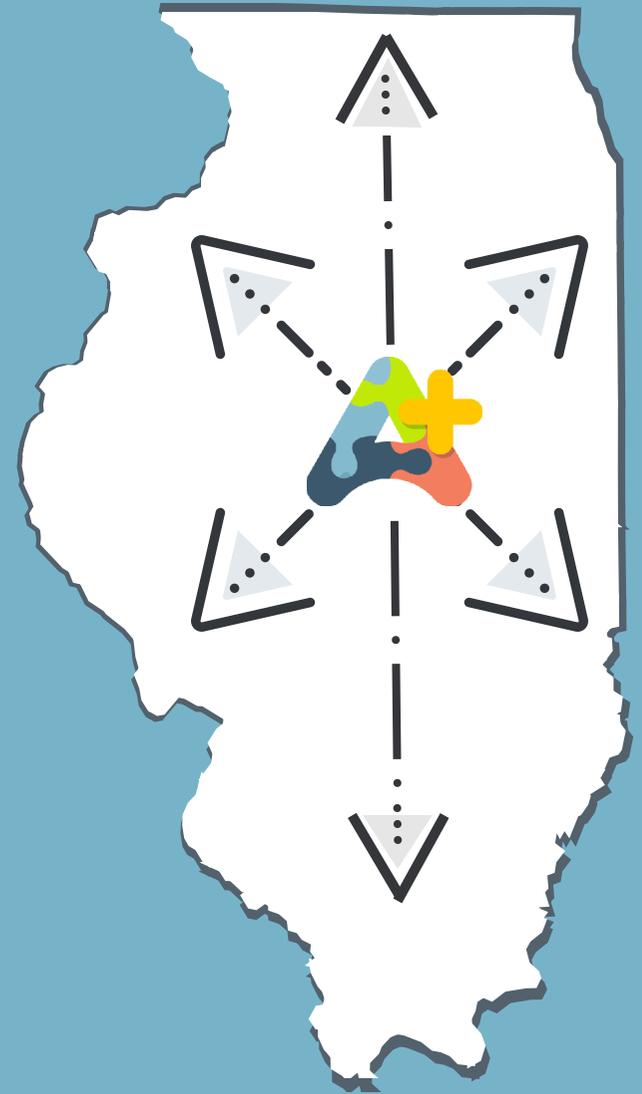


**Illinois  
State Board of  
Education**

Located:



**ILLINOIS STATE  
UNIVERSITY**  
*Illinois' first public university.*





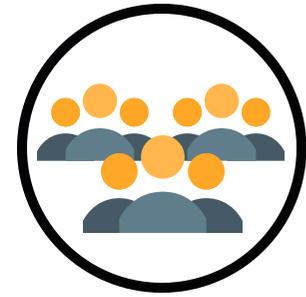
# Grant Goals



Provide technical assistance to identified districts, special education cooperatives, & nonpublic entities



Provide professional learning



Collaborate with other projects that have statewide and national impact

# ONLINE PROFESSIONAL LEARNING OPPORTUNITIES



Check out our FREE online professional learning opportunities for educators.

## Current Modules:

Understanding  
Autism

ISBE Rules for Time  
Out and Restraint

Evidence-based  
Practices: Visual  
Schedules

Functional  
Communication  
Training

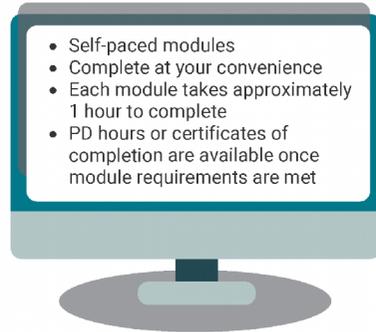
Functional  
Behavior  
Assessment

ABCs of Behavior

Planning for  
Personal  
Independence

Prompting  
Strategies to  
Promote Effective  
Instruction

- Self-paced modules
- Complete at your convenience
- Each module takes approximately 1 hour to complete
- PD hours or certificates of completion are available once module requirements are met



If you are working with your first student with autism or have a new classroom with learners with autism, or want to confirm your existing knowledge, take our online modules.

Check out our  
**FREE**  
online modules





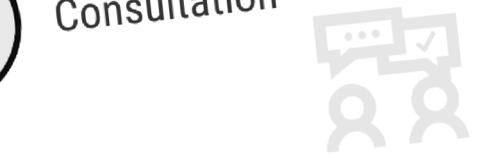
# Types of Support



Coaching



Consultation



Professional Learning



# Intensive Coaching Support Pathway

FIRST

- Initial Meet-n-Greet 
- Intake Paperwork

- Meet with Behavior Change Team 

- Autism Programmatic Environmental Rating Scale (APERS)
  - Preschool/Elementary
  - Middle School- High School


NEXT

THEN

- Onsite and Virtual Coaching  
I Do → We Do → You Do 
- Professional Learning
  - Face-to-Face Training
  - Online Modules
  - Virtual Trainings



# Center *for* Intensive Behavioral Supports



## Ready for Access: Restraint and Time Out Training Platform

Please use the Sign Up or Login buttons (top right of screen) to gain access!

NOW LIVE!



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Welcome to the  
**RESTRAINT AND TIME OUT**  
Professional Learning  
Platform

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**Illinois**  
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Education

# Professional Learning



The following professional learning meets the requirements of PA 102-0339, which requires teachers who use time out or restraint to obtain eight hours of training targeting the following: identifying signs of distress during physical restraint and time out, crisis de-escalation, trauma-informed practices, restorative practices, and behavior management practices. Professional development hours are provided upon successful completion.

## Course Description

### Rules & Regulations

This module outlines the newly amended rules and regulations developed by the Illinois State Board of Education and the Illinois State Board of Regulation which educators are mandated to follow when using emergency intrusive or restrictive student interventions like time-out, isolated time-out, and restraint. These laws have been revised to support proactive strategies to prevent serious situations and protect the safety of staff and students.

1 hour 30 minutes

## Learning Outcomes

- Define basic terms used in the regulations, time-out, isolated time-out, physical restraint, and imminent danger
- Recognize proactive strategies that reduce the need for time-out, isolated time-out, and restraint
- Recognize the basic guidelines for implementation of time-out and restraint

## Course Description

### Identifying Signs of Distress

This module focuses on interrupting an escalating behavior cycle to minimize the need for physical intervention or exclusionary discipline. By providing a structured, nurturing environment, using specific strategies, and teaching students appropriate replacement behaviors, school staff can help protect themselves, protect students, and calm tensions to avoid physical or isolative consequences.

30 minutes

## Learning Outcomes

- Identify the functions of student behavior
- Understand how adult practices can influence student actions and reactions
- Describe signs and characteristics of an acting-out cycle
- Recognize adult responses to interrupt the escalating behavior chain at each stage

## Course Description

### Crisis De-escalation

This module focuses on interrupting an escalating behavior cycle to minimize the need for physical intervention or exclusionary discipline. By providing a structured, nurturing environment, using specific strategies, and teaching students appropriate replacement behaviors, school staff can help protect themselves, protect students, and calm tensions to avoid physical or isolative consequences.

1 hour 30 minutes

## Learning Outcomes

- Identify contributing causes for negative student behavior
- Understand how adult perceptions can influence actions and reactions
- Define how supportive environments provide appropriate student regulation skills
- Describe signs and characteristics of an acting-out cycle
- Recognize adult responses to interrupt the escalating behavior chain at each stage

## Course Description

### Trauma-Informed Practices

This module focuses on the lasting impacts a child can experience as a result of exposure to adverse childhood experiences (ACEs) or trauma. ACEs can alter a child's development, ability to learn, and control their emotions. Schools that observe students through a trauma lens and use strategies that support all stakeholders have an opportunity to disrupt these negative impacts.

1 hour

## Learning Outcomes

- Define trauma and adverse childhood experiences (ACEs)
- Identify the prevalence of childhood trauma and its impact on brain development, learning, behavior, and relationships
- Understand the connections between risk factors, protective factors, and resilience
- Explain the sequence of engagement
- Recall classroom and school-wide trauma-informed practices that support all students

## Course Description

### Restorative Practices

The module focuses on an alternative to traditional punitive discipline. Educators who have come to realize that punishment alone does not make students behave or lead to school environments that are safe, supportive, and conducive to teaching and learning. Restorative practices are a whole-school relational approach to building school climate and peacefully addressing student behavior. This module will provide a foundational overview of restorative practices in schools.

2 hours 30 minutes

## Learning Outcomes

- Understand the evolution of restorative practices
- Identify how perceptions may influence disciplinary outcomes
- Define critical concepts and practices to create restorative-focused schools

## Course Description

### Proactive Approaches to Behavior Management

There are multiple modules within Proactive Approaches for Behavior Management that focus on creating supportive classroom environments by teaching appropriate student behaviors, accelerating learning, and decreasing inappropriate behaviors to minimize the use of punitive discipline. Factors that enable staff to craft the most supportive structures and strategies to enhance classroom management are integrated throughout the content.

1 hour 15 minutes

### The ABCs of Understanding Behavior

This module focuses on the basics of understanding behavior. Examination includes the antecedents, or A; the behavior, or B; and the consequences, or C of the ABCs of behavior. We will describe strategies to support our learners who are demonstrating challenging behaviors.

60 minutes

### Functional Behavior Assessment

This module focuses on the lasting impacts a child can experience as a result of exposure to adverse childhood experiences (ACEs) or trauma. ACEs can alter a child's development, ability to learn, and control their emotions. Schools that observe students through a trauma lens and use strategies that support all stakeholders have an opportunity to disrupt these negative impacts. The learning outcomes include:

45 minutes

Check it out!



## Today's Objectives:

- Identify essential features for effective FBA/BIP behavior intervention processes
- Describe the purpose and use of the Technical Adequacy Evaluation Tool
- Discuss further use of the evaluation in your settings

# What is your familiarity with the TATE?

- 1 Huh? What's the TATE? Do you mean tape?
- 2 I've heard someone mention it before.... but no, I don't know much.
- 3 I TATE all my FBAs.

“

POLL QUESTION

TATE assesses the

Quality  
of

Functional Behavior Assessments  
and Behavior Intervention Plans

# Context for FBA/BIPs in Schools

- Substantial evidence-base
- "Gold standard" for research supported behavioral practices at the individual level
- Systemic and skill issues impeding implementation
- Wealth of literature providing evidence-basis
- Conceptually, FBA seen as tool for use in multi-tiered systems of supports rather than separate process

# CURRENT STATUS OF FBA/BIP IMPLEMENTATION IN SCHOOLS

## FEDERAL REGULATIONS

- No systematic policies adopted at the federal level or guidance for implementation
- Special Education guided by the Individuals with Disabilities Education Act (IDEA)
- IDEA does not define FBA/BIPs nor describe criteria for adequacy
- FBAs mandated only under certain conditions
  - When a child with a disability is removed from the current placement
  - When behavior is a manifestation of the child's disability

# CURRENT STATUS OF FBA/BIP IMPLEMENTATION IN SCHOOLS

- FBA is considered an “evaluation” and requires parental consent (Letter to Christensen, 2007)
- ABC data collection alone does not require parental consent, but if collected as part of the FBA, requires consent (Letter to Gallo, 2013)
- An independent educational evaluation (IEE) for the FBA can be conducted at public expense (Letter to Christensen, 2007)
  - Dear Colleague letters
  - OCR complaints and resolutions
- Due process related to FBAs/BIPs
- In absence of federal guidance, state guidance is important for LEAs

## Context for FBA/BIPs in Schools

### Three Primary Flaws:

- ① Used as a reactive process
- ② Expert model / Collaborative model
- ③ Rigid, rigorous procedures not feasible in school setting

In response, schools have implemented a variety of inexact practices and procedures that have been loosely labeled as FBA, the majority of which are not tied to any solid evidence base (Scott, Anderson, & Spaulding, 2008).

# What does the FBA process look like in your building?

- 1 Following a major behavior, the FBA process is initiated
- 2 We use a data-driven team approach
- 3 Too much red tape, it's too difficult to navigate

“

POLL QUESTION

# TECHNICAL ADEQUACY RESEARCH

Recent studies conducted exploring technical adequacy of FBAs

- Blood, E., & Neel, R. S. (2007). From FBA to implementation: A look at what is actually being delivered. *Education and Treatment of Children*, 30, 67-80.
- Cook, C. R., Crews, S. D., Wright, D. B., Mayer, G. R., Gale, B., Kraemer, B., & Gresham, F. M. (2007). Establishing the substantive adequacy of positive behavioral support plans. *Journal of Behavioral Education*, 16, 191-206.
- Van Acker, R., Boreson, L., Gable, R. A., & Potterton, T. (2005). Are we on the right course? Lessons learned about current FBA/BIP practices in schools. *Journal of Behavioral Education*, 14, 35-56.

# Themes of Technical Adequacy Research



Limited  
input from  
teachers  
and others



Target  
behaviors  
missing or  
inadequately  
defined



FBA  
hypotheses  
flawed



Behavior  
intervention  
strategies  
not linked  
with  
hypothesis  
statement(s)



Replacement  
behaviors not  
included



No follow-  
through  
on next  
steps

# Purpose of The TATE

Develop a “district/educator” friendly tool that could be used by practitioners to evaluate FBA/BIPs

Determine the technical adequacy of FBA/BIPs and establish baseline for:

- District
- School
- Individual

Provide information to generate data to guide district action planning

# Development of the TATE



Review of literature to identify essential components for adequate FBA/BIPs



Original measure included 24 items (FBA/BIP)



Edited to 20 items



Sent to three national experts for review



Final tool contains 18 items (9 FBA/9 BIP)



Rubric provides scoring guidelines and ranges 0-2

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

District/State \_\_\_\_\_  
ID \_\_\_\_\_

Evaluator \_\_\_\_\_  
Date of FBA \_\_\_\_\_

Date of Review \_\_\_\_\_  
Date of BIP \_\_\_\_\_

IRR  Yes  No IRR Score: \_\_\_\_\_

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

Component	Item	Scoring Guide	Score
<p><b>Part I. FUNCTIONAL BEHAVIOR ASSESSMENT</b></p> <p>Data Gathering and Hypothesis Development</p>	<p>1. Input is collected from multiple people/sources to complete the functional behavior assessment. <i>Check all that apply.</i></p> <p><input type="checkbox"/> Student interview   <input type="checkbox"/> Parent interview   <input type="checkbox"/> Teacher interview   <input type="checkbox"/> Rating Scales   <input type="checkbox"/> Direct Observations   <input type="checkbox"/> Team members participating listed <input type="checkbox"/> Record Review   <input type="checkbox"/> Efficient FBA (team meeting, ERASE, etc.)   <input type="checkbox"/> Other _____</p>	<p>0 = unable to determine 1 = 1 source/person or list of names with no detail 2 = two or more sources with supporting details</p>	
	<p>2. Problem behaviors are <b>identified</b> and <b>operationally defined</b>. (Easily observable and measurable). If more than one behavior is identified, it is clear which behaviors will be the focus of the FBA</p> <p>List problem behavior(s): _____</p>	<p>0 = no problem behavior identified; 1 = behaviors are identified but definitions are ambiguous or subjective 2 = ALL identified behaviors are operationally defined.</p>	
	<p>3. 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.</p> <p><input type="checkbox"/> Target Behavior   <input type="checkbox"/> Method   <input type="checkbox"/> Time Frame   <input type="checkbox"/> Analysis</p>	<p>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</p>	
	<p>4. 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. <i>List setting events (slow triggers):</i></p> <p>Distant event _____ Environmental, social, or physiological events _____</p>	<p>0 = unable to determine, OR no indication setting events were considered 1 = identified, no contingency</p>	

## Functional Behavior Assessment/Behavior Intervention Plan Technical Adequacy Evaluation Tool-(TATE) Scoring Guide

Component	0 – Not Addressed	1 – Partially Addressed	2- Completely Addressed
Part 1: Functional Behavior Assessment (Data Gathering and Hypothesis Development)			
<p>1. Input is collected from multiple people/sources to complete the functional behavior assessment.</p> <p><i>*Note: If the FBA/BIP indicates that a brief process was used in alignment with a problem-solving meeting (e.g., PTR-Brief, ERASE) and at least two people were participants in the meeting, score this item as a 2.</i></p>	<p>Unable to determine if input was collected from multiple people/sources OR FBA indicates that input was only gathered from one source.</p>	<p>Vague indication that input was collected from more than one person/source; details missing</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Checklist or list of names of people who participated in the FBA but no explanation of how they participated.</li> </ul>	<p>Clear documentation that input was collected from more than one source with supporting details or the FBA/BIP used a brief process aligned with a problem-solving format (e.g., PTR-Brief, ERASE) and indicated that at least 2 people participated in the meeting.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Direct observation AND teacher/parent rating scales indicated or checked.</li> <li>• Statements such as, "The teacher(s) and the parent(s) were interviewed."</li> </ul>
<p>2. Problem behavior(s) are identified and operationally defined (easily observable and measurable). If more than one behavior is identified, it is clear which behavior(s) are/will be the focus of the FBA.</p> <p><i>*Note: There needs to be a link between the behavior identified as the problem, the definition, and the behavior listed in the hypothesis to get full credit for this item.</i></p>	<ul style="list-style-type: none"> <li>• No problem behavior(s) are identified OR</li> <li>• Problem behaviors are identified and may be defined, but none of the behaviors identified is the focus of the FBA.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviors are <b>identified</b> but definitions are ambiguous or subjective and do not provide enough information so that a person who is unfamiliar with the student would agree, upon observation, that the behavior identified has started and stopped. OR</li> <li>• Behavior definitions are identified and defined in "dead man" terminology (i.e., a dead person could perform the behaviors).OR</li> <li>• Problem behavior(s) are checked from a stock or dropdown list with no further definitions. OR</li> <li>• Definition of target behavior includes a list of multiple problem behavior names or multiple unique behaviors</li> </ul> <p><b>Examples:</b> Ambiguous/subjective examples</p>	<ul style="list-style-type: none"> <li>• ALL identified problem behaviors are operationally defined (observable and measurable; can be seen, heard, counted), AND</li> <li>• If more than one behavior is identified, it is clear which behavior(s) are the focus of the assessment</li> </ul> <p><i>*Note: If the FBA only identifies one problem behavior the problem behavior is clearly defined and is the focus of the FBA, score 2.</i></p> <p><i>*Note: There may not be a clear statement that indicates the behaviors that will be the focus of the FBA. If the antecedents, functions, and hypothesis in questions 4 through 8 clearly identify the behavior(s) of concern, the criterion has been met.</i></p> <p><i>*Note: Behaviors do not need to be broken down into discrete units (e.g., pushes until other person is moved 1.5 meters/inches)</i></p>

# Preliminary Findings

N = 151

13 school districts (FL)

3 sources

- 35.1% FL Department of Education
- 11.3% Volunteer
- 53.6% FL PBS Project Evaluation Project

n = 38 (25.2%) evaluated by two trained raters

Interrater Reliability: in the 90s. This means that when you have 2 people independently scoring the same FBA/BIP using the TATE, their total scores will be very similar.

# Validity

Does the  
TATE score  
what it says  
it is going  
to score?

Convergent Validity: Degree to which two measures of theoretically related constructs are in fact related

Behavior Support Plan Quality Evaluation (BSP-QE) as compared to the TATE

- There was some association between the two
- BSP-QE is very form dependent (does not address the BIP)
- TATE is suppose to be general enough that any FBA/BIP could be used for evaluation

# TATE Components

Open the scoring tool and rubric

# Essential Components of FBAs/BIPs

- ① Input obtained from multiple sources
- ② Problem behavior that is the focus of the FBA is identified and defined in measurable terms
- ③ Baseline data is provided on the identified problem behavior
- ④ Setting events are considered and identified if pattern of predictability is present
- ⑤ Antecedent events triggering problem behavior are identified and described adequately
- ⑥ Antecedent events present when no problem behavior occurs are identified and described adequately

# Essential Components of FBAs/BIPs

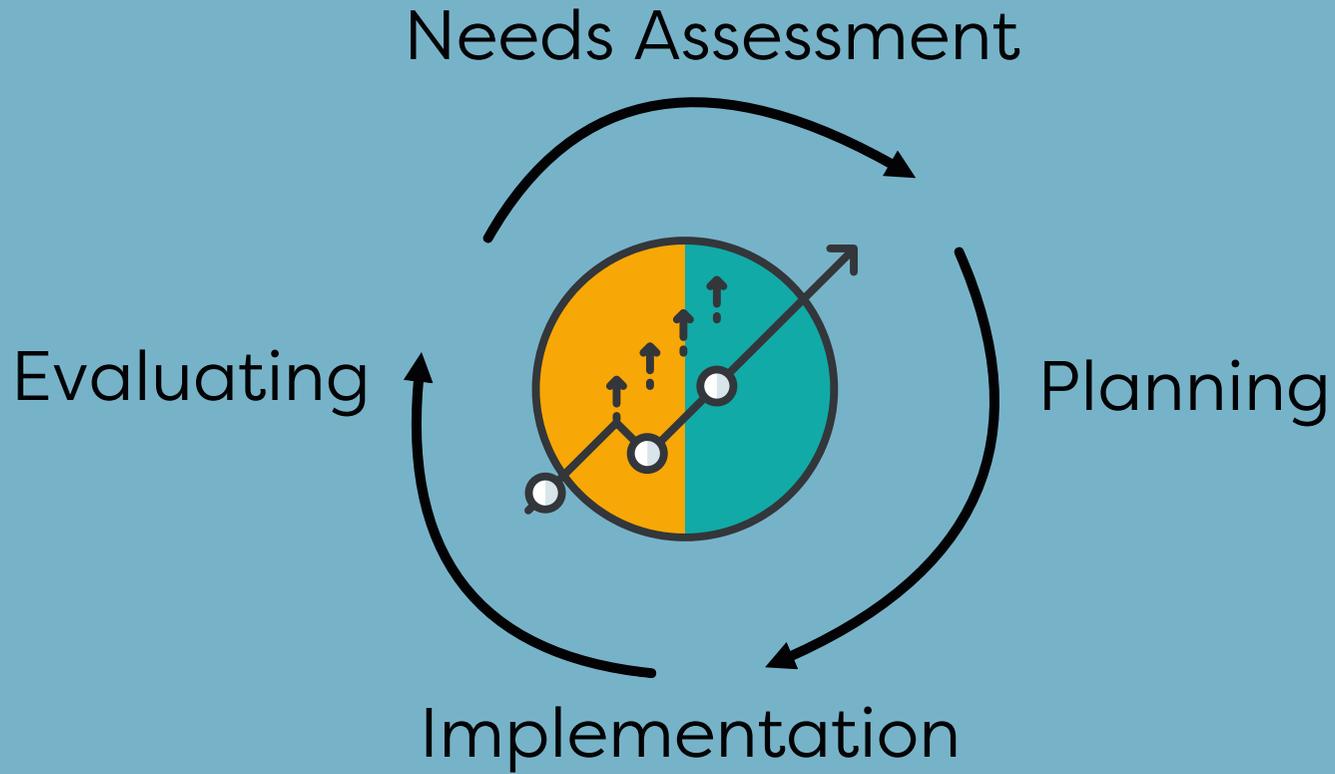
- ⑦ Responses made by others following the problem behavior are identified and described adequately
- ⑧ Hypothesis statement is written and uses the information from the FBA
- ⑨ Function in hypothesis is valid (escape/avoid/delay; access/obtain)
- ⑩ BIP is developed in timely manner after FBA
- ⑪ Hypothesis from FBA is included or referenced in BIP
- ⑫ 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

# Essential Components of the FBAs/BIPs

- 13 A minimum of one teach (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
- 14 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
- 15 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

# Essential Components of the FBAs/BIPs

- ⑮ 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.
- ⑯ 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.
- ⑰ An evaluation plan for determining effectiveness is described.
- ⑱ A plan for measuring fidelity is described.



# Wrap-Up

What did you like?

What did you dislike?

Do you see yourself utilizing this  
tool?

What questions do you still have?



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# **Autism Professional Learning & Universal Supports Project**