**Tier 3 FBA/BIP Coach/Facilitation Innovation Configuration Map**

Component Level Criteria:

1 = Ideal Application

2 = Acceptable Application

3 = In need of additional support/practice

4 = Inadequate Application

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| **Component:** | **Scoring** | | |  |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **1.1 Interpersonal Communication Skills** | 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   * Active listening * Questioning   + Greater proportion of open ended or choice questions than closed questions * Paraphrasing * Empathizing * Synthesizing/integrating * Summarizing | 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 (>50%) of the following when appropriate:   * Active listening * Questioning   + Greater proportion of open ended or choice questions than closed questions * Paraphrasing * Empathizing * Synthesizing/integrating * Summarizing | 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 (<50%) of the following when appropriate:   * Active listening * Questioning   + Greater proportion of open ended or choice questions than closed questions * Paraphrasing * Empathizing * Synthesizing/integrating * Summarizing | Fails to clearly communicate through the use of interpersonal communication skills. |
| **1.2 Collaborative Process** | The facilitator successfully develops and maintains a collaborative process with a diverse group of professionals that includes at least 80% of the following (when appropriate).   * 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 * Use of teaming processes to actively engage all meeting/team participants * Provides feedback, comments, and questions in a nonjudgmental way * Uses teaming processes to assist the team in reaching consensus including brainstorming, ranking, voting, surveying | The facilitator successfully develops and maintains a collaborative process with a diverse group of professionals that includes most (>50%) of the following (when appropriate)   * 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 * Use of teaming processes to actively engage all meeting/team participants * Provides feedback, comments, and questions in a nonjudgmental way * Uses teaming processes to assist the team in reaching consensus including brainstorming, ranking, voting, surveying | The facilitator seldom develops and maintains a collaborative process with a diverse group of professionals. Meetings include <50% of the following (when appropriate):   * 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 * Use of teaming processes to actively engage all meeting/team participants * Provides feedback, comments, and questions in a nonjudgmental way * Uses teaming processes to assist the team in reaching consensus including brainstorming, ranking, voting, surveying | Fails to develop and maintain a collaborative process |
| **2.1 Facilitates the team to identify, define, and prioritize behaviors targeted for intervention and developing a daily progress-monitoring tool** | Successfully facilitates at least 80% of the following Step 1 behaviors as appropriate:   * Facilitates active participation of each team member to identify the behaviors to be decreased and to be increased * Determines the roles and responsibilities of each team member * Guides the team to operationally define the behaviors and differentiate distinct behaviors * 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 * 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 * Provides practice to the team/teacher in using the daily progress monitoring system | Successfully facilitates most (>50%) of the following Step 1 behaviors as appropriate:   * Facilitates active participation of each team member to identify the behaviors to be decreased and to be increased * Determines the roles and responsibilities of each team member * Guides the team to operationally define the behaviors and differentiate distinct behaviors * 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 * 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 * Provides practice to the team/teacher in using the daily progress monitoring system | Facilitates a few (<50%) of the following Step 1 behaviors as appropriate:   * Facilitates active participation of each team member to identify the behaviors to be decreased and to be increased * Determines the roles and responsibilities of each team member * Guides the team to operationally define the behaviors and differentiate distinct behaviors * 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 * 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 * Provides practice to the team/teacher in using the daily progress monitoring system | Fails to facilitate the team in identifying, defining, and prioritizing problem behaviors targeted for intervention and developing a daily progress monitoring tool. |
| **3.1 Developing a hypothesis linked to FBA data** | Successfully integrates FBA data collected from all team members into a hypothesis that links back to the data, is 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:   * Provides all of the data from FBA (including observation) into a summary table that is shared with the team * Asks clarifying questions about any ambiguous, incomplete, unclear data * 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 * Uses consensus building and collaborative processes to reach consensus on the final hypothesis statement. | Successfully integrates FBA data collected from all team members into a hypothesis that links back to the data, is clear and detailed so that a behavior plan can be generated, and achieves consensus from the team. The facilitator uses MOST (>50%) of the following:   * Provides all of the data from FBA (including observation) into a summary table that is shared with the team * Asks clarifying questions about any ambiguous, incomplete, unclear data * 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 * Uses consensus building and collaborative processes to reach consensus on the final hypothesis statement. | Successfully integrates FBA data collected from all team members into a hypothesis that links back to the data, is clear and detailed so that a behavior plan can be generated, and achieves consensus from the team. The facilitator uses FEW (<50%) of the following:   * Provides all of the data from FBA (including observation) into a summary table that is shared with the team * Asks clarifying questions about any ambiguous, incomplete, unclear data * 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 * Uses consensus building and collaborative processes to reach consensus on the final hypothesis statement. | Fails to integrate FBA data into a hypothesis that links to the data and/or fails to attain consensus from the team. |
| **4.1 Facilitates development of a hypothesis-linked, multi-component behavior intervention plan** | Successfully facilitates the development of behavior intervention plan that includes at least 80% of the following:   * Provides a menu/choice list of intervention strategies from which the team/teacher can select:   + A minimum of one prevention intervention that modifies the context so that problem behavior is irrelevant   + A minimum of one replacement behavior strategy (FERB or alternate skill) that is a socially valid behavior   + A reinforcement strategy that provides the functional outcome for the replacement behavior that was obtained for problem behavior * 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. * Uses questioning methods to ask the teacher/implementer how the behavior strategy selected will be implemented in the classroom * 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. * 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. * Evaluates the teacher’s/implementer’s comfort and competency at various points during the development of the plan by asking questions * 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 * Ends the meeting by scheduling a time to train/coach the teacher/implementer in the behavior plan | Successfully facilitates the development of behavior intervention plan that includes MOST (>50%) of the following:   * Provides a menu/choice list of intervention strategies from which the team/teacher can select:   + A minimum of one prevention intervention that modifies the context so that problem behavior is irrelevant   + A minimum of one replacement behavior strategy (FERB or alternate skill) that is a socially valid behavior   + A reinforcement strategy that provides the functional outcome for the replacement behavior that was obtained for problem behavior * 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. * Uses questioning methods to ask the teacher/implementer how the behavior strategy selected will be implemented in the classroom * 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. * 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. * Evaluates the teacher’s/implementer’s comfort and competency at various points during the development of the plan by asking questions * 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 * Ends the meeting by scheduling a time to train/coach the teacher/implementer in the behavior plan | Facilitates the development of behavior intervention plan that includes FEW (<50%) of the following:   * Provides a menu/choice list of intervention strategies from which the team/teacher can select:   + A minimum of one prevention intervention that modifies the context so that problem behavior is irrelevant   + A minimum of one replacement behavior strategy (FERB or alternate skill) that is a socially valid behavior   + A reinforcement strategy that provides the functional outcome for the replacement behavior that was obtained for problem behavior * 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. * Uses questioning methods to ask the teacher/implementer how the behavior strategy selected will be implemented in the classroom * 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. * 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. * Evaluates the teacher’s/implementer’s comfort and competency at various points during the development of the plan by asking questions * 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 * Ends the meeting by scheduling a time to train/coach the teacher/implementer in the behavior plan | Fails to facilitate the development of a multi-component behavior intervention plan that links to the hypothesis. |
| **4.2 Coaching/training the behavior intervention plan** | Successfully coaches/trains the teacher/implementer in the behavior intervention plan. The coaching/training includes at least 80% of the following:   * 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 * Provides the teacher/implementer with an introduction/explanation on the goals of coaching and the methods of coaching * Makes sure that the teacher/implementer has a copy of the behavior intervention plan and the coaching/training checklist. * Uses effective instruction to train the teacher/implementer in the plan that includes:   + Having the teacher explain, discuss, describe strategies   + Asking the teacher questions about the strategies that ensures understanding   + Conducting role plays that includes the facilitator modeling the steps of the plan and the teacher demonstrating/practicing the steps of the plan. * 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. * If performance met criteria, identified who else needed to be trained (including the student) and made plans for how that training would occur | Successfully coaches/trains the teacher/implementer in the behavior intervention plan. The coaching/training includes MOST (>50%) of the following:   * 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 * Provides the teacher/implementer with an introduction/explanation on the goals of coaching and the methods of coaching * Makes sure that the teacher/implementer has a copy of the behavior intervention plan and the coaching/training checklist. * Uses effective instruction to train the teacher/implementer in the plan that includes:   + Having the teacher explain, discuss, describe strategies   + Asking the teacher questions about the strategies that ensures understanding   + Conducting role plays that includes the facilitator modeling the steps of the plan and the teacher demonstrating/practicing the steps of the plan. * 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. * If performance met criteria, identified who else needed to be trained (including the student) and made plans for how that training would occur | Coaches/trains the teacher/implementer in the behavior intervention plan. The coaching/training includes FEW (<50%) of the following:   * 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 * Provides the teacher/implementer with an introduction/explanation on the goals of coaching and the methods of coaching * Makes sure that the teacher/implementer has a copy of the behavior intervention plan and the coaching/training checklist. * Uses effective instruction to train the teacher/implementer in the plan that includes:   + Having the teacher explain, discuss, describe strategies   + Asking the teacher questions about the strategies that ensures understanding   + Conducting role plays that includes the facilitator modeling the steps of the plan and the teacher demonstrating/practicing the steps of the plan. * 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. * If performance met criteria, identified who else needed to be trained (including the student) and made plans for how that training would occur | Fails to coach/train the teacher/implementer to do the behavior intervention plan. |
| **4.3 Provided in-class support to the teacher/implementer** | 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:   * A goal or criteria for initial successful performance * Feedback provides objective description of the teacher/implementer’s performance in relation to the criteria * Feedback is provided in a timely manner following observed performance or receiving self-assessments * 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. | Successfully provides the in-class support to the teacher/implementer that incorporates MOST (>50%) of the following when appropriate:   * A goal or criteria for initial successful performance * Feedback provides objective description of the teacher/implementer’s performance in relation to the criteria * Feedback is provided in a timely manner following observed performance or receiving self-assessments * 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. | Provides in-class support to the teacher/implementer that incorporates FEW (<50%) of the following when appropriate:   * A goal or criteria for initial successful performance * Feedback provides objective description of the teacher/implementer’s performance in relation to the criteria * Feedback is provided in a timely manner following observed performance or receiving self-assessments * 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. | Fails to use the behaviors to provide in-class support to the teacher/implementer |
| **5.1 Facilitates progress monitoring meetings and data-based decision making** | Successfully facilitates data-based decision making by including at least 80% of the following:   * 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 * Guides the team in reviewing implementation fidelity data and making decisions on whether the interventions were implemented with fidelity * 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. * Provides graphic or other visual display that assists the team in viewing data and making decisions * Uses guided questioning to identify and analyze problems * 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:   + Re-coach the teacher/implementer   + Modify the interventions so that they will be more feasible for the teacher to implement   + Select different interventions that are linked with the hypothesis and are feasible/acceptable to the teacher * 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:   + Intensify interventions   + Add additional intervention strategies that are linked with the hypothesis   + Reexamine the FBA data and modify the hypothesis if applicable and develop new interventions to match the revised hypothesis   + Gather more data and/or conduct another more comprehensive FBA or a functional analysis * 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:   + Maintaining the intervention   + Fading components of the intervention   + Increasing criteria for target behavior performance   + Shaping behavior   + Generalizing the intervention * Schedules a follow-up meeting for progress-monitoring and making data-based decisions | Successfully facilitates data-based decision making by including MOST (>50%) of the following:   * 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 * Guides the team in reviewing implementation fidelity data and making decisions on whether the interventions were implemented with fidelity * 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. * Provides graphic or other visual display that assists the team in viewing data and making decisions * Uses guided questioning to identify and analyze problems * 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:   + Re-coach the teacher/implementer   + Modify the interventions so that they will be more feasible for the teacher to implement   + Select different interventions that are linked with the hypothesis and are feasible/acceptable to the teacher * 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:   + Intensify interventions   + Add additional intervention strategies that are linked with the hypothesis   + Reexamine the FBA data and modify the hypothesis if applicable and develop new interventions to match the revised hypothesis   + Gather more data and/or conduct another more comprehensive FBA or a functional analysis * 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:   + Maintaining the intervention   + Fading components of the intervention   + Increasing criteria for target behavior performance   + Shaping behavior   + Generalizing the intervention * Schedules a follow-up meeting for progress-monitoring and making data-based decisions | Facilitates data-based decision making by including SOME (<50%)of the following:   * 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 * Guides the team in reviewing implementation fidelity data and making decisions on whether the interventions were implemented with fidelity * 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. * Provides graphic or other visual display that assists the team in viewing data and making decisions * Uses guided questioning to identify and analyze problems * 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:   + Re-coach the teacher/implementer   + Modify the interventions so that they will be more feasible for the teacher to implement   + Select different interventions that are linked with the hypothesis and are feasible/acceptable to the teacher * 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:   + Intensify interventions   + Add additional intervention strategies that are linked with the hypothesis   + Reexamine the FBA data and modify the hypothesis if applicable and develop new interventions to match the revised hypothesis   + Gather more data and/or conduct another more comprehensive FBA or a functional analysis * 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:   + Maintaining the intervention   + Fading components of the intervention   + Increasing criteria for target behavior performance   + Shaping behavior   + Generalizing the intervention * Schedules a follow-up meeting for progress-monitoring and making data-based decisions | Fails to facilitate progress monitoring meetings and make decisions based on data. |
| **Score:** | Number of components with a score of Level 1  Total (# of components X 1)  Number of components with a score of Level 2  Total (# of components X 2)  Number of components with a score of Level 3  Total (# of components X 3)  Number of components with a score of Level 4  Total (# of components X 4)  Mean (Sum/4) | | | |

**Coaching Professional Development Action Plan**

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| **Weekly Targets**-List all targets self-identified and/or discussed with your mentor; add targets as needed. | **IC Map #** | **Start Date** | **End Date** | **Notes** | **Goal Met?** |
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