**Order of Team Discussion Linked to BIP Lines for Pathway Charting**

**Setting Events**
(Immediate past antecedent affecting likelihood of problem behavior)
- Line 5/6
  - Sixth Step

**Triggering Antecedents**
(Immediate antecedent to problem behavior)
- Line 5/6
  - Fourth Step

**Problem Behavior**
(Addressed in Behavior Plan)
- Line 1
  - First Step

**Acceptable Alternative**
(Functionally equivalent replacement behavior)
- Line 9
  - Seventh Step

**Desired Alternative**
(General positive behavior for all students)
- Line 13
  - Second Step

**Maintaining Consequences**
(Function for student: getting or rejecting)
- Line 8
  - Fifth Step

**Typical Consequence**
(Educational outcome desired)
- Line 11
  - Third Step

**Intervention:**
- Teach FERB and reinforce and prompt as needed

**Intervention:**
- Shape, model and cue, alter environment to support general positive behaviors

**Intervention:**
- Use a neutralizing intervention

**Intervention:**
- Allow and reinforce functionally equivalent replacement behavior

Boxes summarize the FBA analysis

Steps on this chart are the order of discussing an FBA during a team meeting.

Lines correspond to the behavior intervention plan section: www.pent.ca.gov/forms.htm

Dotted arrows are the behavioral interventions based on the FBA analysis.

Browning Wright & Cook, 2008: See BIP Desk Reference for plan development instructions: www.pent.ca.gov

The BIP Desk Reference, See www.pent.ca.gov