Primary Questions	Behavioral Consultation ("4-step" Problem Solving) (Upah, 2008; Upah & Tilly, 2002)	Team Initiated Problem Solving ("TiPS") (Deno, 1989, 2005; Todd, et al., 2011)	Functional Behavioral Assessment ("FBA/BIP Process') (Iovannone, et al., 2014; Van Acker, et al., 2005)
WHAT IS THE PROBLEM?	Problem Identification: 1. Define the behavior of concerns and the desired behaviors in observable & measurable terms. 2. Collect baseline data on the problem behavior and desired behavior. 3. Validate there is a problem by comparing baseline data with peer performance or school expectations.	Problem Identification: 1. Measure baseline student performance 2. Decide if a problem exists by comparing actual status with desired status. Problem Definition: 3. Measure degree of discrepancy between desired student performance and actual student performance. 4. Decide whether the problem is important enough to address.	Functional Behavioral Assessment: 1. Identify and define the behavior in clear, observable, and measurable terms. 2. Collect baseline data on the behavior. 3. Identify potential setting events. 4. Identify antecedent events associated with the presence and absence of the behavior. 5. Identify consequences typically following the behavior. 6. Develop hypothesis statements linked to the identified antecedents and consequences (Function)
WHY IS IT HAPPENING?	Problem Analysis: 4. Identify relevant known information 5. Identify relevant unknown information 6. Generate hypothesis and prediction statement (Function) 7. Validate the hypothesis or prediction statement 8. Use assessment information to select intervention design	Design Intervention Plan: 5. Generate alternative hypotheses for why the problem persists and solutions regarding the problem (Function) 6. Decide which hypotheses/solutions appear to be effective, feasible, and contextually appropriate.	
WHAT WILL BE DONE?	Plan Development and Implementation 9. Set Intervention Goal 10. Develop intervention plan 11. Plan to measure student response to intervention 12. Plan to measure treatment integrity 13. Develop data-based decision-rules	Implement Intervention: 7. Initiate selected solution 8. Measure fidelity of implementation 9. Collect student performance data 10. Decide if intervention is being implemented as intended and is beginning to reduce discrepancy	Behavior Intervention Plan: 7. Develop a plan based on the assessment results. 8. Select interventions based on the validated hypotheses about the behavior. 9. Select a strategy to address or modify antecedent events, 10. Identify one replacement behavior to be taught to the student that is linked to the assessment results. 11. Select a strategy to minimize the maintaining consequence(s) identified in the assessment. 12. Develop a crisis plan with sufficient procedural detail if applicable. 13. Plan to collect monitoring data on problem behavior and replacement behavior. 14. Plan to collect fidelity data on the intervention being implemented. 15. Evaluate the effectiveness of the intervention.
IS IT WORKING?	Plan Evaluation 14. Evaluate progress monitoring data and formative data. 15. Evaluate integrity of treatment 16. Evaluate summative results using established decision-rules.	Problem Solution: 11. Use collected data to continue measuring possible discrepancy 12. Decide if the solution has solved the problem 13. Adapt solution in response to new information	