|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School:** | Click or tap here to enter text. | **District:** | Click or tap here to enter text. | **Date:** | Click or tap to enter a date. |

**Team Members:**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Click or tap here to enter text. | 5. | Click or tap here to enter text. |
| 2. | Click or tap here to enter text. | 6. | Click or tap here to enter text. |
| 3. | Click or tap here to enter text. | 7. | Click or tap here to enter text. |
| 4. | Click or tap here to enter text. | 8. | Click or tap here to enter text. |

|  |  |  |
| --- | --- | --- |
| **Coach:** | **Click or tap here to enter text.** |  |

**Step 5: Testing the Intervention**

|  |  |
| --- | --- |
| **Check when completed** | **Item** |
|  | Implement Intervention  Click or tap here to enter text. |
|  | Collect Treatment Integrity data daily (teacher perspective) with IOA for 25% of sessions (outside team observer).  Click or tap here to enter text. |
|  | Collect Min of 5 data points (behavior measurement – same behavior and measurement system as baseline) – with 25% IOA [Report as number of sessions, % of sessions, and actual IOA %]  Click or tap here to enter text. |
| \_\_ data points | How many intervention data points did your collect?  Click or tap here to enter text. |
| \_\_ pts with IOA | How many intervention data points included IOA?  Click or tap here to enter text. |
| \_\_ % | What was your IOA for intervention?  Click or tap here to enter text. |
|  | Graph your intervention data. *(Coaches’ review for support for deciding when to withdrawal the intervention)*  Click or tap here to enter text. |
|  | Withdrawal of the intervention with at least 3 data points (1 IOA)  **\*Note phase change decisions for each phase are guided by student performance on variables measured**  Click or tap here to enter text. |
|  | Complete Treatment Integrity Form  (daily by interventionist [teacher] 25% IOA)  Click or tap here to enter text. |
|  | Graph withdrawal data  *(Coaches’ review for support for deciding when to reintroduce the intervention)*  Click or tap here to enter text. |
|  | Reintroduce the intervention.  **\*Note phase change decisions for each phase are guided by student performance on variables measured**  Click or tap here to enter text. |
|  | Collect Treatment Integrity data daily (teacher perspective) with IOA for 25% of sessions (outside team observer).  Click or tap here to enter text. |
|  | Collect Min of 3 data points (behavior measurement – same behavior and measurement system throughout all phases) – with 25% IOA [Report as number of sessions, % of sessions, and actual IOA %]  Click or tap here to enter text. |
|  | Plan for follow up data collection to assess maintenance. **HO 6 FABI Planning** and **6.1 Behavior Intervention Plan (BIP)**  Click or tap here to enter text. |
|  | Work with your coaches to complete behavior intervention plan and graphed data to share with teacher and parents  Click or tap here to enter text. |
|  | Conduct final check of ethical considerations **HO 14 Ethics Checklist**  Click or tap here to enter text. |
|  | After reviewing final graph, assess POST social validity. **Adapted-IRP-15** and **Adapted-CIRP**  Click or tap here to enter text. |
|  | Complete and turn this checklist into your coach.  Click or tap here to enter text. |

**Suggested Readings**

1. In the Beyond Behavior Special Issues, read the method, results, and discussion section of articles 2-4 to see how the intervention was design, implemented, and evaluated
2. Read the following chapters in

Umbreit, J., Ferro, J., Liaupsin, C., & Lane, K. (2007). *Functional behavioral assessment and function-based intervention: An effective, practical approach.* Upper Saddle River, N. J.: Prentice-Hall.

* 1. Chapter 10 to learn how to test the intervention
  2. Chapter 13 to learn how to monitor the intervention and analyze intervention outcomes

**Step 5 Tips:**

1. Be sure you use an experimental design to make certain you can actually demonstrate a function relation between the introduction of the intervention and changes in student performance.
2. Phase changes are determined by examining data (e.g., stability, level, and trend) and are not determined by the amount of time a student spends in each phase.
3. Phase changes should not occur before or after breaks in the school year calendar.
4. Be certain to collect treatment integrity data with each introduction of the intervention.
5. The post-intervention social validity measures are completed by stakeholders after the intervention has been tested and the outcomes (e.g., graph and other data) have been shared with and explained to the stakeholders.
6. When you complete HO 6.1, remember it will be used by the current and future teachers. Be certain to include a blank copy of the treatment integrity form for future use as well as a completed graph showing the complete intervention outcomes.