# **Functional Assessment-based Intervention Process Guide:**

# **Component Checklist: Target and Replacement Behavior**

The purpose of this document is to help teams who are designing, implementing, and evaluating functional assessment-based interventions (FABI; Umbreit, Ferro, Liaupsin, & Lane, 2007; See Table 1) develop accurate target and replacement behaviors.

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| *Table 1. Five Steps of FABI: Designing, Implementing, and Evaluating Functional Assessment-based Interventions.* |
| Five steps |
| Step 1: Identifying students who need a FABI  Step 2: Conducting the functional assessment  Step 3: Collecting Baseline Data  Step 4: Designing the Intervention  Step 5: Testing the Intervention |

The Target and Replacement Behavior are developed in Step 2. The target behavior, also referred to as the problem behavior is the behavior selected to decrease as a result of implementing the functional assessment-based intervention (Cooper, Heron & Heward, 2007; Umbreit et al., 2007). Target behaviors are defined topographically and include a brief description of the behavior as well as detailed examples and nonexamples.

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| *Table 2. Conducting the Functional Assessment* | |
| **Step 2:** Conducting the functional assessment | |
| **.1** | Cumulative File |
| **.2** | Teacher Interview |
| **.3** | Parent Interview |
| **.4** | Student Interview |
| **.5** | ABC Data Collection |
| **.6** | Function Matrix |

The target behavior is identified during the Teacher Interview. Teams working through the process are encouraged to confirm (e.g., with a Coach) the target behavior using the Target Behavior Component Checklist, after questions 1-2 of the teacher interview (i.e., Preliminary Functional Assessment Survey; Dunlap et al., 1993) before proceeding to question 3 to ensure the operational definition is observable, measurable and includes both examples and nonexamples. This target behavior will carry forward through all remainder sub-steps of Step 2 (See Table 2). The logic of focusing on one target behavior, ensures the identified function(s) of the target behavior accurately reflect the specific behavior and setting of interest.

*Table 3. Identify a Target Behavior*

* Suggested Tip

| **Team: Step in identifying *target behavior*** | **Coaching: Tip for reviewin*g target behavior*** |
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| Step 2.2. Interview the teacher using the Preliminary Functional Assessment Survey (Dunlap et al., 1993):  The following two questions, come from the Preliminary Functional Assessment Survey   1. *Q1. List and describe behavior(s) of concern.* 2. *Q2: Prioritize these behaviors (which is the most important?)*  * If the behavior is aggression or tantrums for example, can you identify a behavior earlier in the cycle? * RESOURCE: Addressing Disruptive and Noncompliant Behavior (Part 1): Understanding the Acting Out cycle: <http://iris.peabody.vanderbilt.edu/module/bi1/>  1. Draft operational definition of target behavior, including: -Label -Definition -Examples -Non-examples 2. Focus on the identified target behavior through duration of teacher interview, and remainder of functional assessment. | When reviewing the target behavior, consider these coaching tips, which parallel the team process.   * Is the behavior of concern an acting out behavior? If so, has the team included behaviors across the phases of the acting out cycle (i.e., triggers, agitation, acceleration, and peak)? * Has the team prioritized a behavior earlier rather than later in the acting out cycle? * It is possible to also measure higher intensity behavior, however, we want to focus intervention efforts earlier in the acting out cycle, when behaviors are more amenable to change. * Does the behavior include all four components of an operational definition, including: label, definition, examples, and non-examples? * Is the behavior repeatable, measurable and observable? * Does it pass the dead man’s test? * Does the definition refrain from including possible function or reason why the behavior is occurring? * Does the team use the same target behavior across interviews (e.g., teacher, parent, and student) and direct observation (A-B-C data)? |

| **TARGET BEHAVIOR COMPONENT CHECKLIST** | | | |
| --- | --- | --- | --- |
| *Directions: Review target behavior criterion for each item. Check and date when completed.*  *Who completed this component checklist (Check):*  Team  Coach | | | |
| **Check and date when completed** | **Item** | **Criterion** | |
| Date: Click or tap to enter a date. | **Teacher Interview** | Is the coach available during the teacher interview to approve the target behavior before proceeding?  Yes  No | |
| Date: Click or tap to enter a date. | **Teacher Interview:**  **Operational Definition of Target Behavior** | Does the target behavior include?  Label  Definition  Examples  Non-examples | Are all 4 components included in the definition:  No – revise  Yes – proceed |
| Does it pass the dead man’s testa?  Yes, the behavior can be performed and measurably demonstrated – proceed  No, if a dead man can do it, it is not a behavior – revise | Does the definition include a possible function, assumed motivation or reason why the behavior is occurring?  Yes – revise  No – proceed |
| Date: Click or tap to enter a date. | **Parent Interview** | Does the parent interview focus on the same target behavior identified (and confirmed with coach) during the teacher interview?  Yes – include this information in function matrix  No – exclude this information from function matrix, may misguide intervention design | |
| Date: Click or tap to enter a date. | **Student Interview** | Does the student interview focus on the same target behavior identified (and confirmed with coach) during the teacher interview?  Yes – include this information in function matrix  No – exclude this information from function matrix, may misguide intervention design | |
| Date:Click or tap to enter a date. | **Direct Observation**  **(A-B-C Data Collection)** | Does information gathered during direct observations focus on the same target behavior identified (and confirmed with coach) during the teacher interview  Yes – include this information in function matrix  No – exclude this information from function matrix, may misguide intervention design | |
| Note: Does it pass the dead man’s testa? *Q:* *Can the behavior be performed and be measurably demonstrated (is it observable, measurable and repeatable)? A: If a dead man can do it, it is not behavior.* | | | |

| **REPLACEMENT BEHAVIOR COMPONENT CHECKLIST** | | | |
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| *Directions: Review replacement behavior criterion for each item. Check and date when completed.*  *Who completed this component checklist (Check):*  Team  Coach | | | |
| **Check and date when completed** | **Item** | **Criterion** | |
| Date: Click or tap to enter a date. | **Planning Form: Operational Definition for Replacement Behavior:** | Is the coach available during training to approve the replacement behavior before proceeding?  Yes  No | |
| Date: Click or tap to enter a date. | **Planning Form: Operational Definition for Replacement Behavior:** | Does the replacement behavior include?  Label  Definition  Examples  Non-examples | Are all 4 components included in the definition:  No – revise  Yes – proceed |
| Does it pass the dead man’s testa?  Yes, the behavior can be performed and measurably demonstrated – proceed  No, if a dead man can do it, it is not a behavior – revise | Does the definition include a possible function, assumed motivation or reason why the behavior is occurring?  Yes – revise  No – proceed |
| Note: Does it pass the dead man’s testa? *Q:* *Can the behavior be performed and be measurably demonstrated (is it observable, measurable and repeatable)? A: If a dead man can do it, it is not behavior.* | | | |