|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 2: Conducting the functional assessment**

|  |  |
| --- | --- |
| **Check when completed** | **Item** |
|  | Complete, confirm, and turn in **Data collected from Informal Observation: Classroom Map; copy of PBIS plan; instructional schedule; classwide system for behavior management.**  Click or tap here to enter text. |
|  | Complete, confirm, and turn in **Universal Checklist HO A.**  Click or tap here to enter text. |
|  | **Step 2.1 Records Review**  Complete **HO 2 and 3 SARS Forms.**  Click or tap here to enter text. |
|  | **Step 2.2 Interviews**  Complete, confirm, and turn in **HO 4 Teacher Interview**, including **operational definition of target behavior.**  Click or tap here to enter text. |
|  | Complete and confirm **HO 6 FABI Planning** for **Target Behavior** with operational definition.  Click or tap here to enter text. |
|  | Complete, confirm, and turn in **HO 4 Parent Interview.**  Click or tap here to enter text. |
|  | Complete, confirm, and turn in **HO 7 Student Interview.**  Click or tap here to enter text. |
|  | **Step 2.3 Rating Scales**  Review, confirm, and turn in **Social Skills Improvement System – Rating Scale (Teacher Version**)  Click or tap here to enter text. |
|  | Review, confirm, and turn in **Social Skills Improvement System – Rating Scale (Parent Version).**  Click or tap here to enter text. |
| \_\_/hours  \_\_/instances | **Step 2.4 Direct Observation (A-B-C Data Collection)**  Review, confirm, and turn in **HO 8 A-B-C data (data collection form);** write in the number of hours (N = 3) you collected A-B-C and the number of instances (N = 8 minimum) you saw the target behavior occur (Check that data and time are recorded).  Click or tap here to enter text. |
|  | **Step 2.5 Identify the Function**  Write and confirm **HO 6 FABI Planning**, for **Function Matrix,** include a **hypothesis statement** as to what is maintaining the behavior.  Click or tap here to enter text. |
|  | Complete, confirm, and turn in **HO 6 FABI Planning** for **Replacement Behavior** with operational definitions.  Click or tap here to enter text. |
|  | Complete and turn this checklist into your coach. (To clarify: Complete HO 6 FABI Planning up to function matrix and hypothesis)  Click or tap here to enter text. |

**Suggested Readings**

1. In the Beyond Behavior Special Issues:
   1. Read the first article to learn more about the tools and overall process.
   2. Read in the method section of articles 2-4 to see how the functional assessment process was conducted and learn how to complete the function matrix
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 2 to learn how to identify the target and replacement behaviors
  2. Chapter 3 to learn more about teacher, parent, and student interviews
  3. Chapter 4 to learn more about how to collect A-B-C data

**Step 2 Tips:**

1. When defining the target behavior, make certain to include a label, definition, examples, and nonexamples. Also, remember to observe the “dead man’s rule.”
2. A-B-C data (3 hours; 8-10 instances) are analyzed using the function matrix to determine the reasons why the target behavior occurs. These data are not graphed.