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| --- | --- | --- | --- | --- | --- |
| **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. |

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

**Step 4: Designing the Intervention**

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| --- | --- |
| **Check when completed** | **Item** |
|  | **Step 4.1 Select an Intervention Method**  Select Intervention Method and confirm with teacher – **HO 6 FABI Planning**  Click or tap here to enter text. |
|  | **Step 4.2 Develop Intervention Components**  Draft A-R-E components (**A**ntecedent adjustments, **R**einforcement adjustments, and **E**xtinction components)  Link each intervention tactic to the hypothesized function on the planning sheet (depending on the method you select according to the functional assessment intervention decision model).  Click or tap here to enter text. |
|  | **Step 4.3 Components Related to Valid Inference Making**  Draft Treatment Integrity Form including quality rubric **HO 11** **Treatment Integrity Checklist.**  Click or tap here to enter text. |
|  | Select and review social validity forms **Adapted-IRP-15 and Adapted-CIRP**  Click or tap here to enter text. |
|  | Prepare a plan for introducing the intervention to the teacher – include a check for understanding.  Describe how it was done here:  Click or tap here to enter text. |
|  | Prepare a plan for introducing the intervention to the students – include a check for understanding.  Describe how it was done here:  Click or tap here to enter text. |
|  | Revise and finalize A-R-E Intervention Components using feedback from the teacher and draft final TI form HO 11  Click or tap here to enter text. |
|  | Prepare intervention materials  Click or tap here to enter text. |
|  | Collect additional baseline data after any school breaks (3 pts.) with at least 1 IOA.  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:
   1. Read the first article to learn more about how to use the Function Based Intervention Decision Model to select an intervention method.
   2. Read in the method section of articles 2-4 to see how the Function Based Intervention Decision Model was used to identify an intervention method and how the A-R-E tactics were linked back to the students’ maintaining function of their target behavior.
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 6 and 14 to learn about Method 1: Teach the Replacement Behavior
  2. Chapter 7 and 15 to learn about Method 2: Improve the Environment
  3. Chapter 8 and 16 to learn about Method 3: Adjust the Contingencies
  4. Chapter 12 to learn more factors that impact success: social validity, treatment integrity, as well as generalization and maintenance

**Step 4 Tips:**

1. Make sure you have sufficient evidence to answer the two questions constituting the Function Based Intervention Decision Model.
2. Align the A-R-E intervention tactics with the maintaining functions determined using the function matrix.
3. Make certain all stakeholders are comfortable with the specific A-R-E tactics and have sufficient training and support to put these in place as designed.