Step 4: Designing the Intervention

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| School |  | District |  | Date |  |

Team Members:

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| 1. |  | 5. |  |
| 2. |  | 6. |  |
| 3. |  | 7. |  |
| 4. |  | 8. |  |

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| Coach |  |

## Checklist – 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 – **FABI Planning**  (Handout 6 [HO6] on ci3t.org/fabi). |
|  | **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). |
|  | **Step 4.3 Components Related to Valid Inference Making**  Draft Treatment Integrity Form including quality rubric **Treatment Integrity Checklist.**  (Handout 11 [HO11] on ci3t.org/fabi). |
|  | Select and review social validity forms **Adapted-IRP-15 and Adapted-CIRP** |
|  | Prepare a plan for introducing the intervention to the teacher – include a check for understanding.  Describe how it was done here: |
|  | Prepare a plan for introducing the intervention to the student – include a check for understanding.  Describe how it was done here: |
|  | Revise and finalize A-R-E Intervention Components using feedback from the teacher and draft final treatment integrity form  (Handout 11 [HO11] on ci3t.org/fabi). |
|  | Prepare intervention materials. |
|  | Collect additional baseline data after any school breaks (3 pts.) with at least 1 IOA. |
|  | Complete and turn this checklist into your coach. |

## Suggested Readings

1. In the *Beyond Behavior* special issue (2011, Vol. 20, No. 3):
   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. B., Lane, K. L., & Liaupsin, C. J. (2024). *Functional assessment-based intervention: Effective individualized support for students*. Guilford.
   1. Chapter 11 to learn about the Function-based Intervention Decision Model
   2. Chapter 12 to learn about Method 1: Teach the Replacement Behavior
   3. Chapter 13 to learn about Method 2: Adjust the Environment
   4. Chapter 14 to learn about Method 3: Shift the Contingencies
   5. Chapter 15 to learn about application of both Method 1: Teach the Replacement Behavior and Method 2: Adjust the Environment
   6. Chapter 16-18 to learn more factors that impact success: treatment integrity, social validity, as well as generalization and maintenance
   7. Chapter 19 to learn more about drafting A-R-E components and tips for introducing the intervention to teachers and students

## Step 4 Tips

1. Make sure you have sufficient evidence to answer the two questions constituting the Function Based Intervention Decision Model.
2. Align A-R-E intervention tactics with 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.