Step 5: Testing the Intervention

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| --- | --- | --- | --- | --- | --- |
| School |  | District |  | Date |  |

Team Members:

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

|  |  |
| --- | --- |
| Coach |  |

## Checklist – Step 5: Testing the Intervention

|  |  |
| --- | --- |
| **Check when completed** | **Item** |
|[ ]  Implement Intervention |
|[ ]  Collect treatment integrity data daily (teacher perspective) with IOA for 25% of sessions (outside team observer). |
|[ ]  Collect a minimum 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 %] |
|[ ]  How many intervention data points did your collect?

|  |  |
| --- | --- |
|  | data points |

 |
|[ ]  How many intervention data points included IOA?

|  |  |
| --- | --- |
|  | points with IOA |

 |
|[ ]  What was your IOA for intervention?

|  |  |
| --- | --- |
|  | % |

 |
|[ ]  Graph your intervention data. *(Coaches’ review for support for deciding when to withdrawal the intervention)* |
|[ ]  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** |
|[ ]  Complete Treatment Integrity Form(daily by interventionist [teacher] 25% IOA) |
|[ ]  Graph withdrawal data*(Coaches’ review for support for deciding when to reintroduce the intervention)* |
|[ ]  Reintroduce the intervention.**\*Note phase change decisions for each phase are guided by student performance on variables measured** |
|[ ]  Collect treatment integrity data daily (teacher perspective) with IOA for 25% of sessions (outside team observer). |
|[ ]  Collect a minimum 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 %] |
|[ ]  Plan for follow up data collection to assess maintenance. **FABI Planning** and **Behavior Intervention Plan (BIP)**(Handout 6.0 [HO6.0] and 6.1 [HO6.1] on ci3t.org/fabi). |
|[ ]  Work with your coach to complete behavior intervention plan and graphed data to share with teacher and parents |
|[ ]  Conduct final check of ethical considerations **Ethics Checklist**(Handout 14 [HO14] on [www.ci3t.org/fabi](http://www.ci3t.org/fabi)). |
|[ ]  After reviewing final graph, assess POST social validity. **Adapted-IRP-15** and **Adapted-CIRP** |
|[ ]  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 method, results, and discussion section of articles 2-4 to see how the intervention was designed, implemented, and evaluated.
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 20 to learn how to test the intervention

## 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 typically 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.