Step 2: Conducting the Functional Assessment

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

Team Members:

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

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

## Checklist – 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 (or Ci3T Implementation Manual if available); instructional schedule; classwide system for behavior management.** |
|[ ]  Complete, confirm, and turn in **Universal Checklist.** (Handout A [HOA] on ci3t.org/fabi) |
|[ ]  **Step 2.1 Records Review**Complete **School Archival Records Search (SARS) Forms**.(Handouts 2 [HO2] and 3 [HO3] on ci3t.org/fabi) |
|[ ]  **Step 2.2 Interviews**Complete, confirm, and turn in **Teacher Interview**, including **operational definition of target behavior.**(Handout 4 [HO4] on ci3t.org/fabi). |
|[ ]  Complete and confirm **FABI Planning** for **Target Behavior** with operational definition.(Handout 6 [HO6] on ci3t.org/fabi). |
|[ ]  Complete, confirm, and turn in **Parent Interview.**(Handout 4 [HO4] on ci3t.org/fabi). |
|[ ]  Complete, confirm, and turn in **Student Interview.** |
|[ ]  **Step 2.3 Rating Scales**Review, confirm, and turn in **Social Skills Improvement System – Rating Scale (Teacher Version**) |
|[ ]  Review, confirm, and turn in **Social Skills Improvement System – Rating Scale (Parent Version).** |
|[ ]  **Step 2.4 Direct Observation (A-B-C Data Collection)**Review, confirm, and turn in **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).(Handout 8 [HO8] on ci3t.org/fabi).

|  |  |
| --- | --- |
|  | hours |
|  | instances |

 |
|[ ]  **Step 2.5 Identify the Function**Write and confirm **FABI Planning**, for **Function Matrix**, include a **hypothesis statement** as to what is maintaining the behavior.(Handout 6 [HO6] on ci3t.org/fabi). |
|[ ]  Complete, confirm, and turn in **FABI Planning** for **Replacement Behavior** with operational definitions.(Handout 6 [HO6] on ci3t.org/fabi). |
|[ ]  Complete and turn this checklist into your coach. (To clarify: Complete HO 6 FABI Planning up to function matrix and hypothesis) |

## Suggested Readings

1. In the *Beyond Behavior* special issue (2011, Vol. 20, No. 3):
	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. B., Lane, K. L., & Liaupsin, C. J. (2024). *Functional assessment-based intervention: Effective individualized support for students*. Guilford.
	1. Chapter 6 to learn how to identify the target and replacement behaviors
	2. Chapter 6 to learn more about teacher, parent, and student interviews
	3. Chapter 7 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.