**Reflection**

 The Functional Assessment Based Intervention assignment was completed for the course SPED 743: Functional Behavioral assessment, Positive Behavior Support and Classroom Management. The assignment was an opportunity to progress through the steps of developing a functional assessment based intervention form, identifying a student and target behavior, assessing the behavior, and developing and implementing an intervention based on the function of the behavior. The project stretched throughout the duration of the course with this document as the final product and the attached checklists outlining the process of developing the intervention plan.

 This project was completed with a group, Group 3 for identification purposes, and we each completed various parts of the checklists as we worked and learned together in our roles of the group. My team members were Robin Hogan, Courtney Barrett, Victoria Corte, and Leteia Schwander. The purpose of this assignment was to learn how to appropriately and effectively follow the steps of an FABI. In Step 1 we identified a student who needed an FABI, then in Step 2 we conducted a functional assessment of his behavior. Step 3 revolved around collecting baseline data so that we could determine a plan of action. This brings us to Step 4 where we designed the intervention for the student, and Step 5 we were able to test the intervention.

 The overarching purpose of this assignment is to learn how to appropriately and effectively follow the steps of an FABI. This project was stretched across the course of the minimester so that we could thoroughly learn the process of how to identify target behavior, the various reinforcements that can be applied, as well as how to collect data that will assist in designing an intervention. Along with creating an intervention, we further we allowed to test our design to determine effectiveness and support for the student. In the end, our intervention was successful, and I enjoyed this applied learning experience.

 Through the research, planning, and implementation of this FABI, I have learned the importance of collaboration and positive behavior support. Each student will react differently, and it is our responsibility to research and know what practices and supports can be available and applied in order to reach the target behavior. Additionally, every student is unique and will have different reasons for their behavior. We are not only teachers but also investigators for our students. In other words, it is important that we pay attention to more than our students’ academic success and engagement. Through proper classroom management, positive behavioral support, and functional behavior assessment, we can effectively instruct and support our students.

 As a result of our hard work and dedication, we received full marks on the final paper and all but one of the checklist steps. Professor Eric Common was extremely helpful in this project as he provided comments and light edits throughout the entire project. These can be seen in the original assignment with feedback document attached as screenshots or copied in blue text. It was our job to edit the checklists before each step provided that we received feedback, and so there were no additional revisions needed for the purpose of this reflection. Additionally, I did review for grammatical and structural errors. There were none, and so I made sure to examine the final paper and checklists carefully to determine if there was any other changes I wanted to make that might improve the product.

 Overall, this assignment was an exceptional way to learn the process of an FABI. As a special educator, I now know that I need to research and stay current on positive behavior supports as well as functional behavioral assessments. Moreover, I am knowledgeable and excited to apply the skills, including classroom management strategies, which I have learned in this course especially from this FABI assignment.