

Practical guidance for conducting and documenting a comprehensive Functional Behavior Assessment

A Functional Behavior Assessment (FBA) helps school teams understand a student's behavior well enough to make informed support decisions and develop an effective, function-based Behavior Intervention Plan (BIP) when needed.

This guide walks teams through conducting and documenting a comprehensive FBA, from planning and gathering information to identifying patterns, developing a functional hypothesis, and using the findings to guide the BIP.

Not sure whether a comprehensive FBA is needed? Start with the *Behavior Support Pathways* guide to determine the appropriate depth of assessment.

Guide at a Glance

Use the sections below to navigate the assessment process. Because an FBA is not always linear, new information may lead the team to revisit or refine earlier findings.

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What an FBA Has to Answer

A useful FBA should help the team answer three connected questions:

- 1 What is happening, and in what context?** Clearly define the behavior and identify the settings, activities, people, events, and circumstances that make it more or less likely. Understanding context helps the team identify prevention opportunities and provides a foundation for understanding function.
- 2 What is the behavior doing for the student?** Determine what the behavior helps the student obtain, avoid, communicate, or regulate. Understanding function helps the team identify more

appropriate and effective ways for the student to meet the same need.

- 3 What does the student need to be successful instead?** Identify what the student can already do to communicate needs, manage difficult situations, regulate, cope, and access support. Determine which skills need to be taught or strengthened to help the student succeed in relevant routines and situations.

A functional hypothesis without sufficient information about context provides an incomplete picture. Likewise, identifying the context and likely function without assessing the student's current skills makes it difficult to determine what to teach.

Together, these answers help the team determine whether a BIP is needed and develop practical prevention, teaching, and response strategies matched to the student's behavior, context, function, strengths, and skill needs.

Who FBAs Are For and Procedural Considerations

The U.S. Department of Education's November 2024 guidance, *Using Functional Behavioral Assessments to Create Supportive Learning Environments*, establishes several principles that inform this resource.

FBAs are not just for students with IEPs. They can support students with or without disabilities when behavior interferes with learning, including disruptive or unsafe behaviors and less visible concerns such as withdrawal, non-participation, or shutting down.

Some situations carry procedural requirements. An FBA may be conducted as part of a special education evaluation, reevaluation, disciplinary process, or other circumstance governed by federal, state, or local requirements.

Confirm state and district requirements before beginning. Requirements may vary, including when an FBA is considered part of an evaluation, who is qualified to conduct one, and applicable consent, notice, timelines, and assessment procedures. Follow district procedures and any more specific or restrictive state or local requirements. Involve special education leadership when questions arise.

An FBA does not replace other required evaluations. It should not delay or deny an evaluation when a disability is suspected or be used simply to justify removal or a more restrictive placement.

STEP 1

Identify the Team and Plan the Assessment

Begin with the key people who know and support the student, when possible. Clarify the concern, confirm the purpose and need for the FBA, review what is already known, and plan the assessment process. If a meeting is not practical, the assessor can gather input individually and coordinate across contributors.

1. Confirm applicable consent and procedural requirements according to district policy.
2. Identify who will coordinate the assessment and manage the timeline.
3. Identify who should contribute information. Prioritize people who know the student well, work with them regularly, or will help implement the resulting BIP.
4. Involve specialized expertise as needed. This may include academic specialists for possible skill gaps, speech-language pathologists for communication concerns, counseling or mental health staff for emotional or mental health factors, a Board Certified Behavior Analyst (BCBA) for intensive or complex behavioral needs, or nursing staff for possible health-related contributors.
5. Invite family participation and determine how their perspective will be gathered.
6. Include the student's perspective when developmentally appropriate.

7. Identify the student's strengths, interests, successful routines, and known motivators. Interviews, questionnaires, or direct observation may help assess motivation and reinforcement preferences.

✓ **You are done with this step when** the purpose and plan for the FBA are clear, procedural requirements are confirmed, contributors and information sources are identified, and the student's strengths, interests, and known motivators are documented.

Things to Consider

- **Start with strengths.** These provide valuable context and help ensure the BIP focuses on building success, not just reducing problem behavior.
- **Offer flexible ways for families to participate.** If contact is difficult, document outreach attempts and continue according to applicable procedures.
- **Prioritize meaningful contributors.** A small, engaged group is often more effective than a large team that cannot realistically participate.

In Behavior Advantage FBA: Start an FBA/BIP and complete Basic Information and Student Motivations. Use Assessment Results to document the team's assessment process and information-gathering procedures. Consider using Notes in Student Info to maintain a communication log or other information for future reference. These notes are stored separately from the FBA/BIP and are not included in the assessment.

STEP 2

Define the Behavior and Establish a Baseline

1. **Identify the behavior or behaviors to assess.** Prioritize safety concerns and behaviors that most interfere with the student's access to instruction or participation. When several concerns exist, focus first on the behavior or related group of behaviors most important to address.
2. **Write an observable and measurable definition.** Describe what the behavior looks and sounds like, as if captured on video. "Making off-topic comments during instruction" is observable. "Will not pay attention and wants to control the class" is not.
3. **Check for potential bias.** Consider whether cultural, linguistic, or environmental differences may influence how the behavior is described or interpreted.
4. **Establish an initial baseline.** Select a measurement method appropriate to the behavior and document the method, timeframe, and results.
5. **Match the measurement method to the behavior and assessment question.** Frequency works well for discrete, countable behaviors. Duration measures how long a behavior lasts. Partial interval recording can help measure behaviors that are difficult to count individually or lack a clear beginning and end. Period-by-period ratings can provide a practical picture of performance across settings or times of day while minimizing staff burden.

✓ **You are done with this step when** the behavior is defined clearly enough that different observers can identify the same events, and an initial baseline has been documented using an appropriate measure.

Definitions and baseline measures may be refined as the assessment continues. Interviews, observations, and other findings may reveal a need to clarify the definition, separate behaviors, or adjust the measurement method.

Things to Consider

- **Establish a meaningful baseline.** Gather enough information to describe the current level or pattern of behavior and provide a starting point for measuring progress.
- **Group related behaviors.** Behaviors that occur in similar contexts and appear to serve the same function may be grouped as a response class. Assess behaviors separately when their patterns differ.
- **Avoid selecting replacement behaviors prematurely.** What the student needs to learn depends on the context, likely function, and skills the student already has.

In Behavior Advantage FBA: Complete Target Behaviors, including Operational Definition and Baseline fields. For baseline data collection, use Student Tracker for period-by-period ratings, Frequency and Duration Data Tools for counts or elapsed time, or Partial Interval Recording when appropriate.

STEP 3

Review Existing Information

Review existing information that may help explain the student's behavior and its context. Relevant sources may include:

- **Student history:** Cumulative records, enrollment history, and school transitions
- **Educational plans and evaluations:** IEPs, 504 plans, and prior evaluations, including relevant present levels
- **Discipline records:** Office referrals and patterns involving time, location, activity, or staff
- **Attendance:** Absences and tardiness
- **Health and well-being:** Relevant medical, health, counseling, or mental health information
- **Academic performance:** Current achievement, learning needs, and skill gaps
- **Current skills and successful supports:** Skills the student has already demonstrated, areas of difficulty, and supports or conditions that have helped the student succeed
- **Previous interventions:** Behavior supports and strategies attempted, how consistently they were implemented, and student outcomes
- **Other relevant circumstances:** Environmental or personal factors that may affect access to learning or support, when known

Document the sources reviewed and summarize findings that contribute meaningfully to understanding the behavior.

✓ **You are done with this step when** you have reviewed relevant history, identified previously attempted supports and their outcomes, and considered academic, health, environmental, trauma-related, skill-related, or other factors that may contribute to the behavior.

Things to Consider

- **Look beyond whether previous interventions worked.** Consider what was attempted, how consistently it was implemented, and how the student responded.
- **Look for patterns in discipline records.** Consider where, when, and with whom referrals occur, not just how often. Patterns concentrated in particular settings or interactions may provide important context.

- **Consider previous evaluation findings.** Language, processing, memory, executive functioning, communication, or academic needs may help explain why certain tasks or situations are difficult.
- **Involve appropriate expertise.** When trauma or significant mental health concerns are known or suspected, consult appropriately trained personnel rather than interpreting these factors through the FBA alone.
- **Consider potential bias.** Adult perceptions, expectations, and environmental conditions may influence how behavior is interpreted or addressed.

In Behavior Advantage FBA: Document relevant record review findings within the applicable sections of Assessment Results.

STEP 4

Gather Input From People Who Know the Student

1. **Gather input from teachers and staff** who know the student across relevant settings. Structured interviews or questionnaires can help ensure consistent questions across contributors.
2. **Gather family perspectives** on behavior across settings, relevant history, strengths, motivation, communication, regulation, and strategies that have worked.
3. **Include the student's perspective when appropriate.** Use developmentally appropriate language to explore difficult situations, what happens before and after the behavior, and what helps.
4. **Ask about successful situations**, including when the behavior is less likely or does not occur.
5. **Explore current skills and supports.** Ask how the student communicates needs, seeks help, or responds to difficult situations. Identify skills demonstrated in other settings and what helps the student use them successfully.
6. **Identify patterns across contexts.** Look for times, settings, activities, demands, interactions, and people associated with higher or lower likelihood of the behavior. Use these findings to guide direct observation.
7. **Address remaining information gaps.** When needed, provide staff with a practical way to gather additional information. A simple A-B-C form can document what happens immediately before and after the behavior.

✓ **You are done with this step when** you have gathered relevant perspectives from multiple sources, identified contexts where behavior is more and less likely, explored existing strengths and skills, developed a working hypothesis to investigate, and identified where and when direct observation will be most informative.

Things to Consider

- **Consider structured tools.** Interviews, questionnaires, and rating scales can reveal patterns and differences in perspective. Consider findings alongside other assessment information when determining behavioral function.
- **Explore differences in staff reports.** Disagreement may reflect differences in environments, expectations, or interactions rather than inaccurate reporting.
- **Look beyond reports of "all day, everywhere."** When staff describe behavior as frequent or unpredictable, look for differences in frequency, intensity, duration, or successful periods to identify meaningful patterns across contexts.
- **Use existing sources to identify patterns.** Referral timestamps, interviews, period-by-period ratings, and simple tallies can help clarify when behavior occurs.

In Behavior Advantage FBA: Document relevant findings in Assessment Results, including the sources and methods used. As patterns become clearer, information about triggers, escalation, and consequences can also be documented in Antecedents, Behavior Chain, and Consequences.

STEP 5

Observe Directly

1. **Observe in relevant contexts.** Prioritize settings and situations identified in earlier steps as important to understanding the behavior.
2. **Observe across multiple opportunities,** when possible, including conditions where the behavior is more and less likely.
3. **Document the A-B-C sequence.** Record what happens immediately before the behavior, what the student does, and what happens immediately afterward. Use A-B-C recording or another structured observation method when helpful.
4. **Identify relevant setting events,** such as sleep, illness, hunger, medication changes, late arrival, or earlier conflicts. Consider how these may influence the student's response to immediate triggers, while distinguishing them from the immediate antecedent.
5. **Record actual adult and peer responses,** rather than relying only on reported or expected responses. Focus on understanding existing patterns before identifying changes or alternative strategies.
6. **Observe appropriate behavior and engagement.** Identify conditions where the student is engaged, participates successfully, or meets their needs through appropriate communication, coping, regulation, problem-solving, or other skills, and what supports those successes.
7. **Document observation procedures,** including when and where observations occurred, their duration, who observed, and the method used.

How Much Observation Is Enough?

There is no fixed number of observations required to complete an FBA. The goal is to gather enough information to identify reasonably consistent patterns in the behavior's context, antecedents, consequences, and likely function.

Observe across several opportunities when possible. Continue gathering information when important questions remain, findings conflict, or patterns are unclear. When multiple sources support a consistent pattern and additional observation adds little new information, the team may have enough to proceed.

Assessment should support timely intervention, not delay support through unnecessary data collection.

✓ **You are done with this step when** direct observation provides sufficient information to evaluate the team's working hypothesis and contributes to a reasonably consistent understanding of the behavior's context and likely function(s). Revise the hypothesis or gather additional information when findings raise important questions.

You may not need to observe a behavior escalate to assess or understand it. With aggression or other unsafe behaviors, early warning signs and initial escalation patterns may provide sufficient information. Intervene as needed to maintain safety and document what was observed. Do not allow unsafe behavior to continue simply to collect more complete data.

Things to Consider

- **Learn from observations without target behavior.** When the target behavior does not occur, examine what preceded the student's behavior, what they did instead, and how the environment responded.
- **Pay attention to adult and peer responses.** These are important environmental variables and often among those the school can most directly change.
- **Preserve typical conditions.** When appropriate, minimize unnecessary changes to the environment so observations reflect usual routines and interactions.
- **Adjust observation methods for infrequent behavior.** When the target behavior occurs infrequently, longer observation periods or data collected by staff across several days may provide more useful information than brief, isolated observations.

In Behavior Advantage FBA: Document observation methods and findings in Assessment Results. Use Antecedents, including Setting Events, along with Behavior Chain and Consequences, to document relevant contextual variables and observed patterns.

STEP 6

Determine the Context and Likely Function

1. **Bring together assessment findings** from records, interviews, direct observations, and ongoing data collection.
2. **Identify patterns across contexts.** Determine when the behavior is more and less likely, considering setting events, activities, demands, interactions, immediate antecedents, and consequences.
3. **Compare information across sources.** Consider how interviews, questionnaires, and other indirect information align with direct observations. Consistent findings strengthen confidence in the hypothesis. Explore discrepancies and gather additional information when needed.
4. **Look for repeated patterns.** Evaluate the relationship between behavior and its outcomes across multiple occurrences rather than assigning a function based on a single event.
5. **Determine the likely function.** Consider what the behavior helps the student obtain, avoid, or regulate. Possible functions include accessing adult or peer attention, obtaining items or activities, escaping or avoiding tasks or situations, or producing sensory or internal outcomes.
6. **Consider multiple functions.** The same behavior may serve different functions in different contexts. Identify each function supported by meaningful, repeated evidence.
7. **Develop the functional hypothesis.** Connect the relevant context, behavior, observed outcome, and likely function in a clear statement.

For example:

On days following poor sleep [setting event], when given an independent written task above the student's current skill level [antecedent], the student engages in [defined behavior], which is typically followed by the task being removed or delayed [outcome], suggesting that the behavior functions to escape or avoid difficult independent work.

Write additional hypotheses when different contexts or functions are supported by sufficient evidence.

Identify current skills and teaching needs. Consider whether the student has an appropriate and effective way to meet the same need. Identify skills to teach or strengthen, along with existing skills

the student may need support to use in relevant situations.

✓ **You are done with this step when** the team has a reasonably well-supported explanation of when and why the behavior occurs, can identify the evidence supporting the hypothesis, and understands the student's relevant existing skills and teaching needs.

Things to Consider

- **Distinguish setting events from immediate antecedents.** Setting events may influence how a student responds to a later trigger, while antecedents occur directly before the behavior.
- **Consider both antecedents and consequences when determining function.** What follows a behavior most frequently is not necessarily what maintains it. Examine patterns in antecedents and consequences across repeated situations.
- **Avoid forcing a predetermined function.** If behavior appears to occur independent of social responses, consider relevant medical, health, sensory, or other factors and seek additional expertise when needed.
- **Acknowledge uncertainty.** When evidence is limited or mixed, describe the hypothesis as provisional and continue gathering information as needed.
- **Distinguish skill deficits from performance difficulties.** Do not assume a student lacks a skill simply because they are not using it in a difficult situation. Consider skill acquisition, fluency, motivation, prompting, environmental support, generalization across situations or activities, or a combination of these factors.

In Behavior Advantage FBA: Complete Hypothesized Function(s), using findings from Antecedents, Behavior Chain, Consequences, and Assessment Results to support the hypothesis. Use the Details section below the selected Hypothesized Function to document a complete functional hypothesis statement.

STEP 7

Review the Findings and Prepare to Develop the BIP

When possible, bring the team together to review the assessment findings. If a formal meeting is not practical, the assessor can coordinate the review through other communication methods, ensuring key contributors have opportunities to provide input.

1. **Summarize the assessment process.** Review the information sources, methods, and procedures used to conduct the FBA.
2. **Present the key findings.** Highlight relevant patterns from records, interviews, data collection, and direct observations, along with the student's strengths, motivations, existing skills, and teaching needs.
3. **Connect the evidence to the hypothesis.** Explain how the findings support the identified contexts and likely function(s), rather than simply presenting a conclusion.
4. **Review the functional hypothesis with the team.** Invite feedback about whether the hypothesis aligns with team members' observations and experiences.
5. **Explore differences in perspective.** Consider whether differing reports reflect meaningful differences in settings, expectations, or interactions.
6. **Identify remaining questions or uncertainties.** Clarify what the team understands with reasonable confidence and where additional information may be needed.
7. **Determine readiness for BIP development.** Confirm whether the findings provide sufficient information to guide intervention or whether important questions require further assessment.

8. Document the review and findings according to district procedures.

✓ **You are done with this step when** the findings are sufficiently supported and understood to guide intervention, meaningful disagreements or uncertainties have been addressed or documented, and the team is ready to use the FBA to develop the BIP.

Things to Consider

- **Focus on shared understanding, not perfect agreement.** The goal is an evidence-supported understanding that allows the team to provide coordinated support.
- **Make the reasoning transparent.** Help contributors understand how the evidence supports the hypothesis rather than simply presenting a function statement.
- **Explore contextual differences.** When team members report different patterns, consider whether those differences reflect distinct environments or circumstances before concluding that the evidence conflicts.

In Behavior Advantage FBA: Document contributors as appropriate in Basic Information. Use Notes, Attachments, and the signature table according to district procedures.

Reminders and Considerations

Family Involvement

Family perspectives are valuable throughout the FBA process, regardless of procedural requirements. Families can provide important information about the student's history, communication, motivation, regulation, behavior across settings, and strategies that have worked outside of school.

Build opportunities for family input into the assessment from the beginning. Participation can take different forms, including interviews, questionnaires, phone conversations, or team meetings.

Collaboration Does Not Always Mean a Meeting

An FBA is a collaborative process that draws from the perspectives of the student, family, and school staff who know and support the student. While one person may coordinate the assessment, meaningful collaboration does not require the entire team to meet at every step.

Prioritize collaboration at key decision points. When possible, bring the team together early to clarify concerns, determine the need for an FBA, and plan the assessment. Reconvene to review findings, develop a shared understanding, and prepare for BIP development.

When meetings are not practical, gather and integrate perspectives through interviews, questionnaires, observations, and other communication methods.

Document the Process and the Findings

A well-documented FBA explains both what the team concluded and how those conclusions were reached. Document who contributed, the sources and methods used, records and data reviewed, and relevant observation details, including when, where, and for how long data were collected.

Match the depth of assessment and documentation to student needs. A relatively brief assessment may be appropriate when patterns are clear and multiple sources support the same conclusion. Documentation should allow another team member to understand the process, interpret the findings, and build upon them if further assessment is needed.

Good documentation connects the assessment process, supporting evidence, and conclusions used to guide intervention, rather than simply checking boxes.

Current Skills and Teaching Needs

Understanding behavioral function is only part of the FBA. Throughout the assessment, consider what the student can already do successfully and what skills may need to be taught or strengthened.

Look for existing communication, help-seeking, coping, regulation, flexibility, and problem-solving skills. Pay particular attention to skills demonstrated in some settings but not others. This helps distinguish skills the student has not acquired from those requiring additional prompting, practice, motivation, or environmental support.

Consider these questions throughout record review, interviews, data collection, and observation. Use the findings to identify realistic replacement and alternative behaviors when developing the BIP.

The FBA steps provide a practical framework, not a required sequence or fixed amount of data collection. Use professional judgment, applicable procedures, and assessment findings to determine when sufficient information has been gathered.

When to Bring in Additional Expertise

Seek additional expertise when the assessment exceeds the team's experience or available information does not provide a sufficiently clear understanding.

Consider additional behavioral or specialized expertise when:

- Findings remain inconsistent and the team cannot explain important differences.
- A useful functional hypothesis remains unclear despite additional assessment.
- Specialized factors are involved, including medical, communication, mental health, trauma-related, or sensory concerns beyond the team's expertise.
- Significant safety concerns require additional assessment or support.
- A previous function-based BIP has not produced expected progress despite implementation with reasonable fidelity.

The team should have the skills, training, and experience appropriate to the assessment's complexity. State or district requirements may also specify who may conduct or participate in an FBA.

Match the intensity of assessment and support to student needs. More complex situations may require specialized expertise, more rigorous data collection, closer implementation review, stronger documentation, and greater coordination among school staff, families, and outside providers when appropriate.

What Comes Next: Use the FBA to Develop the BIP

The value of an FBA lies in how its findings inform effective support. When a BIP is needed, use the assessment to collaboratively develop strategies matched to the student's needs.

- **Prevention strategies** address the contexts, setting events, and antecedents associated with the behavior.
- **Replacement and alternative behaviors** reflect the likely function, current skills, and teaching needs.
- **Response strategies** guide how adults respond to both appropriate behavior and the target behavior.

Determine what the student needs to learn and practice. Replacement behaviors should be realistic for the student and effective enough to compete with the target behavior. When a skill is not yet established, plan to explicitly teach, practice, prompt, and reinforce it. Consider a range of motivating activities, interactions, and other reinforcers rather than relying on a single option.

The FBA and BIP should tell one coherent story. What the team learned about the behavior should directly shape the strategies used to support the student.

Monitor implementation and student progress. Once the BIP begins, track both fidelity of implementation and student response. Progress can strengthen confidence in the team's functional understanding. When progress is limited, first examine implementation, then reconsider the hypothesis, refine strategies, or gather additional information as needed.

Remember that progress does not mean perfection. Look for trends and overall growth across both successful and difficult days.

In Behavior Advantage FBA: Open the BIP tab of the FBA/BIP and complete relevant sections, including Setting Event Strategies, Prevention Strategies, Replacement Behaviors and/or Alternative Behaviors, and Response Strategies. Use Data and Graphs tools to monitor student progress and the BIP Implementation Checklist to review fidelity of implementation with the team.

A Final Principle: Gather Enough Information to Act

A comprehensive FBA should be thorough enough to support informed decisions, but more assessment is not automatically better assessment.

Human behavior is complex, and an FBA is not intended to identify every variable that influences it. The goal is to develop a useful understanding of when and where behavior is more or less likely, what it may accomplish for the student, and what the student needs to succeed more independently.

Continue assessing when important questions remain, findings conflict in ways the team cannot explain, or the evidence is insufficient to guide intervention. When multiple sources support a reasonably consistent understanding and additional assessment is unlikely to change the team's conclusions or next steps, it may be time to move forward.

The goal is to understand behavior well enough to provide effective support without unnecessarily delaying intervention. Document what was done, what was learned, and what remains uncertain. Continue testing and refining that understanding through implementation and progress monitoring.

Federal guidance referenced in this guide is the U.S. Department of Education's *Using Functional Behavioral Assessments to Create Supportive Learning Environments*, Office of Special Education and Rehabilitative Services and Office of Elementary and Secondary Education, November 2024. The Department designates the document as significant guidance. It is nonbinding and does not create or impose new legal requirements.

This guide is a practice resource, not legal advice. Requirements vary by state and district. Confirm applicable policies and procedures before beginning.

FBA Completion and Quality Check

Use this checklist to confirm that the FBA is sufficiently complete, documented, and supported by evidence to guide intervention. Assessment methods and depth may vary based on student needs, findings, and applicable requirements.

Assessment Process

- ☐ **Purpose established:** The reason for the FBA and assessment questions are clear.
- ☐ **Procedural requirements confirmed:** Applicable consent, notice, timelines, and district procedures were addressed.
- ☐ **Relevant contributors involved:** Staff, family, student, and specialists contributed as appropriate.
- ☐ **Assessment process documented:** Information sources, methods, contributors, and relevant observation details are recorded.
- ☐ **Multiple sources considered:** Findings reflect appropriate information sources, including direct observation of behavior.

Understanding the Student and Behavior

- ☐ **Strengths and motivators identified:** Interests, successful contexts, and motivators are documented.
- ☐ **Behavior clearly defined:** The target behavior is described in observable and measurable terms.
- ☐ **Baseline established:** The measurement method, timeframe, and initial level or pattern of behavior are documented.
- ☐ **Relevant information reviewed:** History, records, previous supports, and other relevant factors were considered.
- ☐ **Behavioral context identified:** Patterns in settings, antecedents, and setting events are described.
- ☐ **Consequences examined:** Relevant outcomes and adult or peer responses were identified.
- ☐ **Likely function identified:** The functional hypothesis is supported by patterns across assessment findings.
- ☐ **Current skills and teaching needs identified:** Existing skills and areas requiring instruction or support are documented.

Quality of the Findings

- ☐ **Conclusions supported by evidence:** Findings clearly connect to the functional hypothesis.
- ☐ **Differences and uncertainty addressed:** Conflicting information was explored, and limitations are acknowledged.
- ☐ **Bias and responsiveness considered:** Cultural, linguistic, and environmental influences were examined.
- ☐ **Other contributing factors considered:** Medical, health, communication, academic, or other needs were addressed or referred as appropriate.
- ☐ **Ready to guide intervention:** Findings support practical, function-based strategies matched to the student's context, strengths, and skill needs.