

FABI Planning Form and Behavior Intervention plan

The functional assessment-based intervention model employs a systematic approach to designing, implementing, and evaluating functional assessment based procedures developed by Umbreit, Ferro, Liaupsin, and Lane (2007). This video introduces you to the **Functional Assessment and Behavior Intervention Plan: Planning Form**. This form is used throughout the five-step process discussed throughout these videos and should be viewed as an iterative document to support team efforts towards the design, implementation, and evaluation of the functional assessment-based intervention. The final information will be transferred to the Behavior Intervention Plan (BIP) and/or district standard forms after the conclusion of **Step 5: Testing the Intervention**.

The FABI planning form begins with context specific information pertaining to the student, classroom, and school-site team leading the FABI process. We strongly encourage this team to include the teacher (or teachers) who will be implementing the intervention.

The FABI planning form provides a space to operationally define the **Target and Replacement Behavior**. The target behavior is identified during the Teacher Interview and the replacement behavior is operationalized at the conclusion of the functional assessment. The target behavior is carried forward throughout the functional assessment to guide additional interviews and direct observations. It is also important to identify which dimension and behavior are of interest, considering which dimension of the target and replacement behavior are the main

point of interest. There are many possible dimensions of behavior, these include: frequency or rate, duration, latency, topography, and force or intensity.

At the conclusion of the functional assessment the target behavior should be reviewed to ensure the definition, examples, and non-examples capture the entirety of the behavior of interest. It is often the case that after direct A-B-C observation, refinement is necessary in the examples and non-examples.

For example, if our target behavior is negative social interactions as illustrated by Lane and colleagues (2007), which refers to any behavior that is negative in voice or action towards peers. Examples included telling peers what to do when they had not asked for assistance, making negative statements about peers' looks or actions, and rolling eyes at peers. Non-examples included working cooperatively with a peer or assisting a peer who asked for help. If during A-B-C observation, negative social interactions are observed that include "glaring at peers" this information should be added to the definition.

The FABI planning form also includes placeholders to track progress being made towards each component of the functional assessment. For example, this form include documentation of when interviews and rating scales have been conducted and completed, and how many hours of direct observation using A-B-C recording occurred and their location.

Once the functional assessment is completed, all information gathered can be entered and organized into the function matrix. The **function matrix** is a tool used to organize data collected throughout the functional assessment, such as A-B-C data, and teacher, parent, and student interviews. Teams input these data into the function matrix, which includes two columns Positive Reinforcement (Access something) and Negative Reinforcement (Avoid something). Along with these two columns, there are six cells for data to be inserted, depending on whether the data

indicates accessing or avoiding attention, tangibles or activities, and sensory experiences. Once teams have completed the function matrix, they are able to visually determine a hypothesis of the function of the behavior, based on the areas of the function matrix, such as positive reinforcement in the form of attention, which have the most instances of the behavior. Notice from the illustration from Germer and colleagues (2011) that the two largest cells are (positive reinforcement-attention and negative reinforcement-activity). From this, a hypothesis statement can be drafted such as, when David is off-task he gets attention from his teacher and peers and does not have to complete assignments.

During **Step 3: Collecting Baseline Data**, the target and/or replacement behavior is selected to monitor student performance as part of evaluating the FABI. Before a behavior objective can be specified, it is important to align the dimension of the behavior being monitored with direct observation to an appropriate measurement system. Once baseline has started, it is important to monitor the number of observations and describe the level, trend, and stability using visual analysis techniques and descriptive statistics. A baseline statement should describe present levels before the intervention is introduced.

During **Step 4: Designing the Intervention**, the *Function-Based Intervention Decision Model* is used to help link results from the functional behavior assessment to the intervention method and all of its components. The FABI planning form includes this decision model, as well as guiding prompts to help teams design antecedent **adjustments**, **reinforcement adjustments**, and **extinction procedures**.

The final page of the FABI planning form includes a summary of the data to be collected in **Step 5: Testing the Intervention**. This includes what student outcome data are being measured, what measurement system is used along with the specific time and subject area data will be

collected, such as during afternoon reading block or morning circle time. This is important to document, because in the FABI process, single-case design methodology is used to determine a functional relation between the introduction of the intervention and changes in student performance. The logic behind single-case designs is guided in part by time-series analysis, which assumes behaviors are being measured during in the same setting, around the same time, and under the same context each time. It also includes how treatment integrity data will be monitored, such as through a checklist, direct observation and/or through permanent products; as well as social validity data to ensure teacher, parents, and student have consensus on the goals, are comfortable with the procedures, and believe the intervention is likely to achieve the desired outcomes at the onset of the intervention. Social validity data are collected again to determine the extent to which the intervention met or exceeded expectations. Finally, information for evaluating the intervention and supporting success are documented and planned, including how generalization and fading will be monitored and planned, when the program will be reviewed, personnel involved along with their roles, and emergency procedures for dealing with dangerous or unsafe behaviors.

At the conclusion of Step 5, the FABI plan will be documented and finalized as part of the student's **Behavior Intervention Plan**. The final information will be transferred over from the FABI Planning Form to the Behavior Intervention Plan for concise documentation and reporting. We also encourage a blank copy of the treatment integrity form and the student's graphed performance are attached to the Behavior Intervention Plan. District, state, and federal procedures for maintaining a student' file should also be followed.

To learn more about these processes, you may also watch our video overviewing each step of this systematic, five step process; as well as our videos on the unique features of the FABI

model, including the *Function Matrix* and the *Function-Based Intervention Decision Model*.

You may also review **Applied Behavior Analysis** (2nd edition) by Cooper, Heron and Heward (2007) and **Functional Behavior Assessment and Function-Based Intervention: An Effective, Practical Approach** by Umbreit, Ferro, Liaupsin, and Lane (2007).