2025-2026 Project EMPOWER+Professional Learning Series

# A Tier 3 Support for Students with Intensive Intervention Needs:

# Functional Assessment-Based Intervention

# Session 7

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| **Date:** April 28, 2026**Time:** 2:30-4:30 PM Pacific ▵ 4:30-6:30 PM Central ▵ 5:30-7:30 PM Eastern**Location: Zoom**Prepared and presented by members of the Ci3T Research Team: Elise Sarasin, M.S.E & Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L2 |

**Audience**: This professional learning series is offered at no cost to preK-12 educators, administrators, related service providers, paraprofessionals, and parents/guardians interested in learning more about proactive, systematic methods of looking for students who might require additional assistance to experience success in school. Each session provides stand-alone information to build knowledge, skill sets, and confidence in developing structures and practices to meet students’ multiple academic, behavior, and social-emotional well-being needs effectively and efficiently within a Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention.

## AGENDA

* Welcome
* Situating Tertiary (Tier 3) Interventions in Ci3T Models
* Functional Assessment-Based Intervention (FABI)
	+ Introduction to FABI
	+ 5-Step Process to Implement FABI
* Wrapping Up and Moving Forward

## SESSION DESCRIPTION

We provide step-by-step procedures for conducting a functional assessment-based

intervention (FABI), a validated Tier 3 support, as well as how to make sure the

intervention is in place as designed (treatment integrity) and get feedback on goals,

procedures, and outcomes (social validity). We explain the FABI 5-step process:

1. Identifying Students Who May Need a Functional Assessment-Based

 Intervention

2. Conducting the Functional Assessment

3. Collecting Baseline Data

4. Designing the Functional Assessment-Based Intervention

5. Testing the Intervention

We will also provide resources for common components of FABI (e.g., antecedent

adjustments, low-intensity strategies as part of the intervention package) to support

FABI team members who will help design and implement the intervention.

## Learning objectives

1. Describe how tertiary (Tier 3) interventions are situated in a Ci3T model of prevention including the purpose and organization of Tertiary (Tier 3) Intervention Grids
2. Describe a step-by-step process to implement Functional Assessment-Based Intervention (FABI) as a Tier 3 support.
3. Explain the importance of and prepare to monitor treatment integrity, social validity, and student performance data.

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| Project EMPOWER Professional Learning Series ScheduleLocation: ZoomAttended by: District and school Ci3T Leadership Teams, teachers, administrators, related service providers, paraprofessionals, and parents/guardians | Time2:30-4:30 PM Pacific4:30-6:30 PM Central5:30-7:30 PM EasternDate |
| 1. Starting Strong: Effective Tier 1 Practices for Educators
 | September 24, 2025 |
| 1. From Data to Action: Using Systematic Screening to Inform Instruction
 | October 8, 2025 |
| 1. Ci3T In Action: Integrated Lesson Planning for Enhanced Instruction
 | November 18, 2025 |
| 1. Mastering Behavior Specific Praise and Precorrection
 | January 21, 2026 |
| 1. A 6-Step Instructional Approach for Responding to Challenging Behaviors: A Tier 1 Practice
 | February 10, 2026 |
| 1. A Tier 2 Support for Students Experiencing Anxious Feelings: Recognize. Relax. Record.
 | March 25, 2026 |
| 1. A Tier 3 Support for Students with Intensive Intervention Needs: Functional Assessment-Based Intervention (FABI)
 | April 28, 2026 |

Visit [ci3t.org/pl](https://www.ci3t.org/pl) for more information on each session and to register.

## BCBA CEUs

Board Certified Behavior Analysts (BCBAs) attending this session may accrue up to 2 learning continuing education units (CEU). Please reach out to Stacie Williams (stacie.w@ku.edu) and Allison Bernard (allison.bernard@ku.edu) with questions or for more information.

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| BCBA Task List (6th ed.) |
| C.9 Select a measurement procedure to obtain representative data that accounts for the critical dimension of the behavior and environmental constraints |
| F.8 Interpret assessment data to identify and prioritize socially significant, client-informed, and culturally responsive behavior-change procedures and goals. |
| H.2 Identify and recommend interventions based on assessment results, scientific evidence, client preferences, and contextual fit (e.g., expertise required for implementation, cultural variables, environmental resources). |
| H.6 Make data-based decisions about procedural integrity |
| H.7 Make data-based decisions about the effectiveness of the intervention and the need for modification. |