



For teachers. By teachers. With teachers. In service of students.

Functional Assessment-Based Intervention (FABI): An Effective Approach for Supporting Students with Intensive Behavior Intervention Needs

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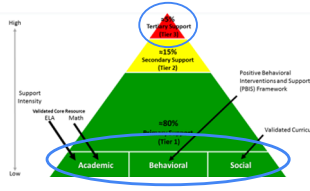



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Part 1: October 10, 2025

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Reflect & Connect: Ci3T



Why is it important to identify where today's learning connects to our Ci3T framework?

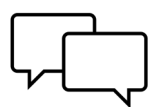
What is your role in supporting students' academic, behavior and social needs?

Today, we are focused on Tier 3 to support students with intensive intervention needs across domains

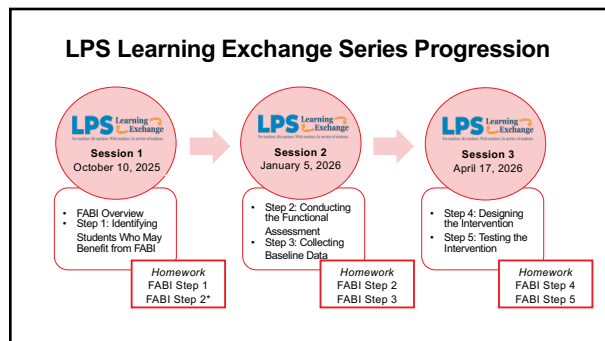
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Welcome!

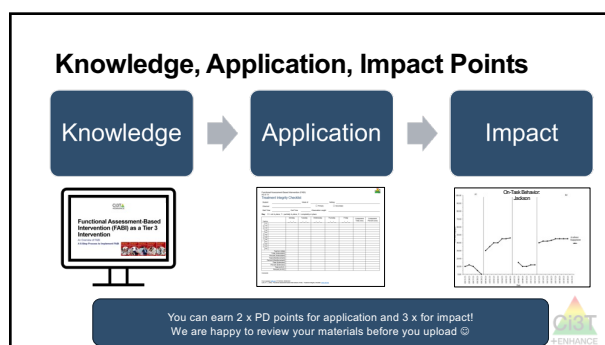
- Name
- School
- Role/grade(s) you support
- What inspired you to choose this strand




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Session 1 Outcomes

- Describe how FAB is situated as a tertiary (Tier 3) intervention within a Ci3T model of prevention
- Describe a step-by-step process to implement Functional Assessment-Based Intervention (FAB) as a Tier 3 support
- Use school-wide data to identify a student who might benefit from a FAB

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Agenda

1. Welcome
2. Situating Tertiary (Tier 3) Interventions in Ci3T Models
3. Functional Assessment-Based Intervention (FABI)
 1. FABI Overview
 2. 5-Step Process to Implement FABI
4. Identifying Students Who Might Benefit from a Functional Assessment-Based Intervention
5. Wrapping Up and Moving Forward



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Situating Tertiary (Tier 3) Interventions in Ci3T Models

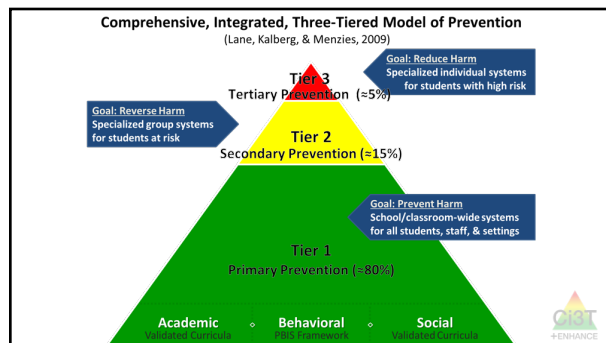
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Session 1 Outcomes

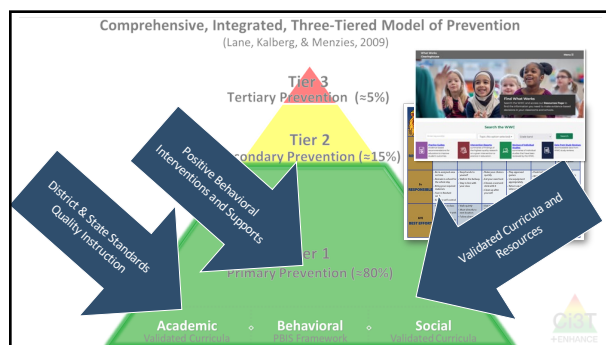
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- Describe a step-by-step process to implement Functional Assessment-Based Intervention (FABI) as a Tier 3 support
- Use school-wide data to identify a student who might benefit from a FABI



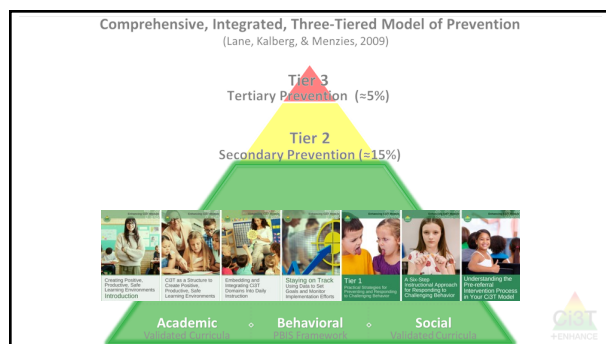
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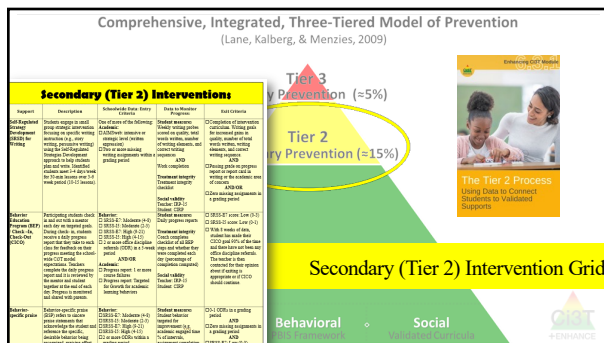
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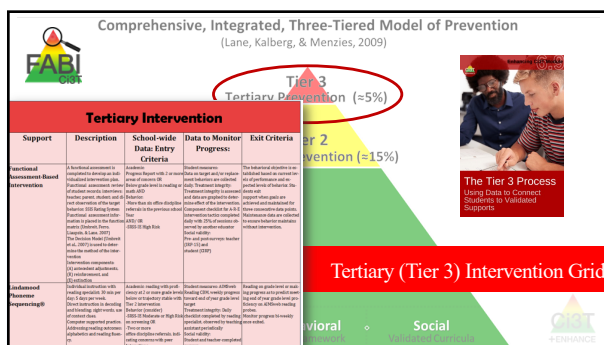
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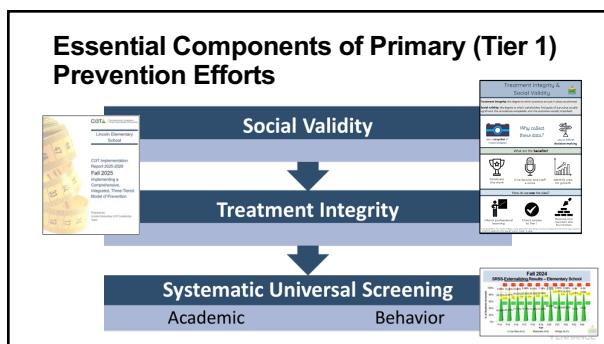
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[illegible]

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Strengthening Reading Skills with Tier 3 Interventions

Ci3T + ENHANCE

Tier 3: Stand-Alone Intervention

Individualized De-escalation Plan

Tertiary (Tier 3) Intervention Goal

Support	De-escalation Plan	Support	De-escalation Plan	Support	De-escalation Plan
Individualized De-escalation Plan	Individualized De-escalation Plan	Individualized De-escalation Plan	Individualized De-escalation Plan	Individualized De-escalation Plan	Individualized De-escalation Plan



Supporting Student with Learning Difficulties at Tier 3

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Tier 3: Intensification of Tier 2 Support

Counselor-Led Social Skills Instruction - Exemplar

Tertiary (Tier 3) Intervention Goal

Support	De-escalation Plan	Support	De-escalation Plan	Support	De-escalation Plan
Counselor-Led Social Skills Group	Counselor-Led Social Skills Group	Counselor-Led Social Skills Group	Counselor-Led Social Skills Group	Counselor-Led Social Skills Group	Counselor-Led Social Skills Group



Supporting Student with Learning Difficulties at Tier 3

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Tier 3: Wraparound Support

Wraparound Support from Community Partners

Tertiary (Tier 3) Intervention Goal

Support	De-escalation Plan	Support	De-escalation Plan	Support	De-escalation Plan
Wraparound Support from Community Partners	Wraparound Support from Community Partners	Wraparound Support from Community Partners	Wraparound Support from Community Partners	Wraparound Support from Community Partners	Wraparound Support from Community Partners

Who are Community Partners?

Community partners include school and community. They are organizations, agencies, and individuals who provide services and support to students.

Social Services	Community-Based Organizations	Other
- Child Welfare Services - Family Violence Services - Substance Abuse Services - Mental Health Services - Domestic Violence Services	- Religious Organizations - Non-Profit Organizations - Community Centers - Recreational Facilities - Artistic Organizations	- Law Enforcement - Fire Department - Emergency Medical Services - Public Health - Utility Companies

For more information and additional resources, visit [CISD](#)



Supporting Student with Learning Difficulties at Tier 3

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Using Multiple Sources of Data to Connect Students with Tier 3 Supports

attendance office discipline referrals behavior screening academic screening

C3T #ENHANCE

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Getting Started with Data-Informed Decision Making

1 Review your school's C3T Implementation Manual 2 Locate school-wide data 3 Document decisions and plan for next steps

C3T #ENHANCE

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Table Talk

- What Tier 3 interventions are offered at your school?
 - Open your C3T Implementation Manual and look at your Tertiary (Tier 3) Intervention Grids

00:00

C3T #ENHANCE

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Functional Assessment-Based Intervention (FABI)

An Overview of FABI

A 5-Step Process to Implement FABI

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Session 1 Outcomes

- Describe how FABI is situated as a tertiary (Tier 3) intervention within a Ci3T model of prevention
- Describe a step-by-step process to implement Functional Assessment-Based Intervention (FABI) as a Tier 3 support
- Use school-wide data to identify a student who might benefit from a FABI

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Functional Assessment-based Intervention

Tertiary (Tier 3) Intervention Grid

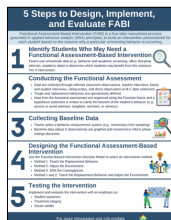
Support	Description	School-wide Data Entry Criteria	Data to Monitor Progress	Exit Criteria
Functional Assessment-based Intervention	FABIs are interventions based on the function of the target behavior, as determined by the functional assessment and determined with the aid of the Function Matrix. The Function-Based Intervention Decision Model is used to determine the intervention focus, including: Method 1: Teach the replacement behavior. Method 2: Adjust the environment. Method 3: Shift the contingencies and a combination of Method 1 and Method 2. A package intervention is designed and implemented, including antecedent adjustments, reinforcement adjustments, and extinction procedures directly linked to the function of the target behavior.	One or more of the following: - SPSS E7: High (9-11) - SPSS-B: High (4-15) - SSS-FSG Ranking of 1, 2, or 3 on the Motivation to Learn - Office discipline referrals (ODRs) 6 or more within a grading period AND/OR Academic: - Progress report 1 or more course failures - Missing Assignments: 5 or more within a grading period - AIMSweb: Intensive level (math or reading)	Student behavior targeted for improvement (e.g., target or reduced/shifted behavior) using direct observation Treatment integrity - FABI Stop checklists - Treatment integrity checklist Social validity - SP-15 (teacher) - CRIP (student)	The FABI will be faded once a functional relation is demonstrated using a validated single-case research design (e.g., withdrawal) and: Behavioral objective for the student is met (See Behavior Intervention Plan [BIP]).

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What is Functional Assessment-Based Intervention (FABI)?

- Customized intervention designed for each student based on the reasons *why* a particular concerning behavior is occurring
- Developed through a five-step, team-based, manualized process
- Grounded in applied behavior analytic (ABA) principles (e.g., reinforcement, antecedent, consequence)



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5 Steps to Design, Implement, and Evaluate FABI

Functional Assessment-Based Intervention (FABI) is a five-step manualized process, grounded in applied behavior analytic (ABA) principles, to build an intervention personalized for each student based on the reasons why a particular concerning behavior is occurring.

- 1 Identify Students Who May Need a Functional Assessment-Based Intervention**
Teams use schoolwide data (e.g., behavior and academic screening, office discipline referrals, academic data) to determine which students may benefit from this intensive Tier 3 intervention.
- 2 Conducting the Functional Assessment**
 - Data are collected through informal classroom observations, teacher interviews, family and student interviews, rating scales, and direct observation (A-B-C data collection).
 - Target and replacement behaviors are operationally defined.
 - Data from the functional assessment are organized using the Function Matrix and a hypothesis statement is written to clarify the function of the student's behavior (e.g., access or avoid attention, tangibles, activities, or sensory).



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- 3 Collecting Baseline Data**
 - Teams select a behavior measurement system (e.g., momentary time sampling).
 - Baseline data (about 5 observations) are graphed and monitored to inform phase change decisions.
- 4 Designing the Functional Assessment-Based Intervention**
Use the Function-Based Intervention Decision Model to select an intervention method:
 - Method 1: Teach the Replacement Behavior
 - Method 2: Adjust the Environment
 - Method 3: Shift the Contingencies
 - Method 1 and 2: Teach the Replacement Behavior and Adjust the Environment
- 5 Testing the Intervention**
Implement and evaluate the intervention with an emphasis on:
 - Student outcomes
 - Treatment integrity
 - Social validity

For more information visit ci3t.org/fabi



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Why is FABI effective?

- Individualized based on the function of behavior (i.e., why the behavior occurs) and needs of the student and environment
- Focuses on skill-building and supporting pro-social behavior (i.e., replacement behavior)
- Step-by-step manualized process
- Team-based process fosters collaboration between educators, families, and the student



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Building Your FABI Team

- Two people who serve on this "standing" team
 - Member of Ci3T Leadership Team
 - Staff with behavioral expertise (e.g., behavior specialist, instructional coach, counselor, school psychologist)
- Classroom teacher(s) of the student who might benefit from this support
- Family member of the student
- Student



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What are the Benefits and Challenges of Implementing FABI?

Benefits

- Collaborative, team-based process integrating student, educator, and caregiver voice and perspective
- Strong evidence-base demonstrating effectiveness for wide range of students (pre-K – 12), behaviors, and settings
- Fully manualized process with templates and checklists to support design and implementation

Challenges

- Time and resource intensive
- May require additional training (e.g., measuring behavior, ABC data collection)
- Adjustment from more "traditional" FBA/BIP practices



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Work Time Set Up: FABI KCU

Please share your initial impressions of Functional Assessment-Based Intervention (FABI) with the **FABI Knowledge, Confidence, and Use Survey**

These data will:

- Inform session 2 and session 3
- Support Knowledge – Application – Impact points



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Work Time Set Up: Initial Impressions

1. Use a sticky note to answer each question
2. Add any questions to the Parking Lot

What components of FABI seem most feasible?

What might be challenging about implementing FABI?

Parking Lot
Add questions here!



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Work Time: Initial Impressions



<https://tinyurl.com/LearningExchangeFABI>



00:00



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Functional Assessment-Based Intervention (FABI) as a Tier 3 Intervention

An Overview of FABI

A 5-Step Process to Implement FABI







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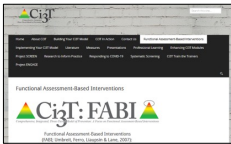
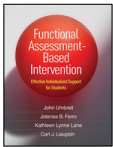
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Opportunities to Learn More





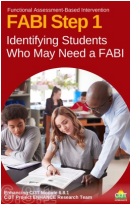




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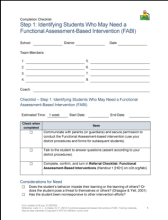
Step 1: Identifying Students Who May Need a FABI



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Step 1: Identifying Students Who May Need a FABI



- Review multiple sources of data
- Connect with family member(s)
- Meet with student



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Review multiple sources of data

Use the Tertiary (Tier 3) Intervention Grid and referral checklist to review multiple sources of data such as:

- Academic assessment data (e.g., screening, curriculum-based measures)
- Behavior screening tools
- Office discipline referrals (ODRs)
- Attendance records






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Connect with Family Member(s) and Student

Family Member(s)

- Describe FABI and role family member will play throughout FABI process
- Explore other Tier 3 interventions
- Secure permission following district procedures

Student

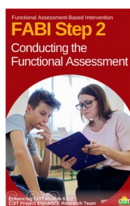
- Explain goals of FABI and how the student will be involved throughout the FABI process
- Provide opportunity for student to ask questions



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Step 2: Conducting the Functional Assessment



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Step 2: Conducting the Functional Assessment

- Understanding the learning environment and context
- Records review
- Interviews
- Operationally define target behavior
- Rating scales
- A-B-C data collection
- Use Function Matrix to identify the hypothesized function(s)
- Identify replacement behavior



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Understanding the Learning Environment and Context: School Context

- Ci3T Implementation Manual
- Treatment Integrity and Social Validity Reports
- Informal observations of teacher-teacher, teacher-student, and student-student interactions across settings (e.g., hallways, cafeteria, arrival and dismissal)



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Understanding the Learning Environment and Context: Classroom Context

- Classroom Map
- Instructional schedule
- Tier 1
 - Expectation matrix
 - Universal reinforcement system (e.g., tickets)
 - Classwide system for behavior management
- Universal Checklist
- Teacher Ci3T Treatment Integrity: Direct Observation



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Records Review: School Archival Records Search (SARS)



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Interviews

1. Teacher interview

- Administer Preliminary Functional Assessment Survey (PFAS; Dunlap et al., 1993)
- Operationally define the target behavior
- Understand more about the behavior (e.g., when it does / does not occur)

2. Family

- Administer Preliminary Functional Assessment Survey (PFAS; Dunlap et al., 1993)
- Clean additional information about the target behavior from the family's perspective

3. Student

- Student Assisted Functional Assessment Interview (Kem et al., 1994)
- Understand more about the behavior from the student's perspective



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Operationally Defining the Target Behavior



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Defining Behaviors

Identifying and defining a goal behavior—often referred to as a replacement behavior—is an important first step for any behavioral intervention. Read on to learn about the components and characteristics of clear behavior definitions.

Label • Define • List examples • List non-examples

Label
Provide a name for the goal behavior

Academic engagement

Definition
Provide an accurate and concise description

Engaging in instructional tasks as requested

Examples
Generate a list of examples

Eyes on the teacher, raising hand quietly...

Non-examples
Generate a list of non-examples

Non-academic talk with peers, doodling...



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Examples
Generate a list of examples

Eyes on the teacher, raising hand quietly

Non-examples
Generate a list of non-examples

Non-academic talk with peers, doodling

Characteristics of a clear behavior definition

1. Objective, observable description
2. Unambiguous and clear, so an observer could easily understand
3. Clearly articulates what does and does not meet the definition
4. Leaves little room for subjective judgement
5. Describes an action (e.g., shouting out) rather than a non-action (e.g., not raising hand)

Adapted from: Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). Applied behavior analysis (3rd ed.). Pearson.
For more information visit c3k.org



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Example Operational Definition

Component	Description
Label	Off-task
Definition	Off-task is defined as attending to activities in class other than assignments.
Examples	Playing with materials inappropriately, talking to peers, putting head on the desk, drawing, and looking around the room
Non-Examples	Completing assignments using materials only for assignments, and watching the teacher when delivering instruction



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Example Operational Definition

Component	Description
Label	Verbal aggression
Definition	Verbal aggression is defined as any vocalization directed towards a peer or adult at a volume above expected conversational level for a given setting alongside use profanity or language that is not appropriate for the setting.
Examples	Yelling "I hate you" at a voice level 3 during classroom instruction, verbal threats directed towards peer (e.g., "if you don't stop, I'm going to..."), name-calling, profanity.
Non-Examples	Level 3 voice level at recess, shouting out an answer during choral response, sighing ("uhhggg"), negative self-talk (e.g., "this is too hard")



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Direct Observation (A-B-C Data Collection)

The ABCs of Behavior: A Focus On the Before and After

The ABCs of behavior, also known as the three-term contingency, can help us analyze antecedents, behavior, and consequences to explain, predict, and shape future behavior.

Antecedent

Antecedents are events that come before the behavior occurs, or things that set the stage for behavior to occur.

What happened before the behavior?

Behavior

Behavior refers to anything an individual does that is observable, measurable, and repeatable. Consider observable (can be seen) and performance (can be heard) behavioral needs.

What did the student do?

Consequence

Consequences are anything that comes following behavior. They include events, situations, people's behavior or things.

What happened after the behavior occurred?

Function

Why did the behavior happen?

- Identifies the reason why the behavior occurred, or why it is effective.
- There are different reasons individuals do things (to access or avoid things).

Collect and use data to inform decisions

*** All learning happens through consequences!**

- Antecedents influence behavior and affect our future actions.
- Consequences determine the likelihood of engaging in behavior in the future.

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Direct Observation (A-B-C Data Collection)

- Determine the time of day and setting during which the behavior most often occurs
- 3 observation sessions (minimum)
- Aim to observe 8-10 occurrences of the target behavior or three hours of observations
- Record *only* instances of target behavior
- Each instance of the target behavior will be numbered and later placed in the Function Matrix

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A-B-C Data Collection Example

Functional Assessment-based Interventions (FABI)
HO #8
ABC Data Collection Form

Observer: _____ Date: _____ Setting: _____

Student Name: _____ Start Time: _____ End Time: _____

Target Behavior: _____ Comments: _____

Directions: Complete one form per observation session.

Context	Antecedent	Behavior	Consequence	Function
1	Typical classroom activities	Physical activity	Attention from peers	Escape from class
2				
3				
4				
5				
6				
7				
8				
9				
10				

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Use Function Matrix to identify the hypothesized function(s)

	Positive Reinforcement (good something)	Negative Reinforcement (avoid something)
Attention	• Peers laugh • Teacher provides 1:1 assistance	• Work alone • Ignored by peers or adults
Tangible activities	• Preferred activity (e.g., tablet)	• Do not have to complete academic task
Sensory	• Access to fidgets	• Noise cancelling headphones

Source: Urbaniak, J., Fenn, J., Lane, K., & Linsagun, C. (2018). *Functional assessment-based intervention: A practical, evidence-informed approach*. Baltimore

Source: Umbreit, J., Ferris, J., Lane, K. L., & Llaupais, C. (2004). *Functional assessment-based intervention: A practical, effective, and integrated approach*. Guilford.



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	Positive Reinforcement	Negative Reinforcement
	<i>(leave something)</i> <i>Teacher Interview – "During Independent work time, frequently comes to me to ask a question during math. Often, she already knows the answer"</i>	<i>(avoid something)</i>
Attention	<i>Parent Interview "She wants me to check her homework every night. Not just one math problem but all of them."</i> <i>ABC Data- 1,2, 1,3, 2,1, 2,4, 3,1</i>	
	Number of the observation session (Day 1)	<i>Records Review - Tammy's low grades were due to lack of class work completion.</i> <i>Teacher Interview- "She is the last one to get started when it is time for independent reading"</i> <i>Student Interview "I hate worksheets, they're so boring"</i> <i>ABC Data: 1,1, 1,4, 2,2, 2,3, 2,5, 3,2</i>
Sensory	Number of the occurrence in the observation session (second instance of the behavior on Day 1)	

Source: Imbrailo, Ferro, Lane, & Lisunov (2024); Imbrailo, Ferro, Lisunov, & Lane (2007); Imbrailo, Lane, & David (2004).



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Let's Practice!

Functional Assessment Instrument (FAI)
 ABC Data Collection Form

Observer: E. Saxon Date: 10/20/2023 Setting: Home - Visual History

Subject Name: Aaron Start Time: 1:00 pm

Target Behavior: On task Comments:

Directions: Complete one row for each observation session.

	Behavior	Comments	Frequency
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499			

What's the Function?

- Access – Attention
- Avoid – Attention
- Access – Tangibles / Activities
- Avoid – Tangibles / Activities
- Access – Sensory
- Avoid - Sensory



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Hypothesized Function

The Function Matrix

	Positive Reinforcement (access something)	Negative Reinforcement (avoid something)
Attention		
Tangible Activities		
Sensory		

During [context], [student name] engages in [target behavior] in order to [maintaining function(s)].

Example:
During independent reading activities (CONTEXT), Frank (STUDENT NAME) engages in noncompliant behavior (TARGET BEHAVIOR) to (a) escape too difficult tasks and (b) access peer and teacher attention (MAINTAINING FUNCTIONS).



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Let's Practice

Work with your group to complete the Function Matrix.

The Function Matrix

	Positive Reinforcement (access something)	Negative Reinforcement (avoid something)
Attention		
Tangible Activities		
Sensory		

00:00



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Function Matrix Practice Debrief

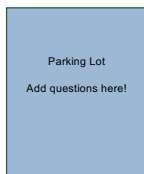
	Positive Reinforcement (access something)	Negative Reinforcement (avoid something)
Attention	- Teacher Interview: "he likes any opportunity to talk with his peers or make his peers laugh" - Teacher Interview: "instead of starting his work he's out of his seat, playing with materials, talking with the person next to him, or asking me something completely unrelated to the task" - ABC Data: 1.1, 2.1, 2.2, 2.3	
Tangible Activities	- Teacher Interview: "he does well in science where we get to do more hands-on activities" - Student Interview: "I wish we had more group work or fun activities"	- Teacher Interview: "instead of starting his work he's out of his seat, playing with materials, talking with the person next to him, or asking me something completely unrelated to the task" - Student Interview: "math is hard because the worksheets are so boring" - ABC Data: 1.2, 1.3, 2.1, 2.3
Sensory	ABC Data: 1.2	



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Break

1. Use a sticky note to add any questions to the Parking Lot
2. Stretch your legs, drink some water, we will be back at:



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Step 3: Collecting Baseline Data



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Step 3: Collecting Baseline Data

- Determine behavioral dimension of focus
- Select a measurement system
- Develop data collection procedures
- Train data collectors
- Collect baseline data
- Graph baseline data



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Dimensions of Behavior

To set up a data collection system, first identify the dimension of interest. Behavior can be described along several dimensions including:

Frequency

The number of times a behavior occurs. *The student raised their hand six times during history class.*

Rate

The number of times a behavior occurs per unit of time. *During the 30 minute observation, the student initiated social interactions at a rate of three times per minute.*

Duration

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The number of times a behavior occurs per unit of time. *During the 30 minute observation, the student initiated social interactions at a rate of three times per minute.*

Duration

The length of time the behavior occurs. *The student was on-task for 4 minutes.*

Latency

The length of time between the antecedent (e.g., when a behavior is requested) and the behavior. *The teacher prompted the student to begin, the student picked up their pencil 15 seconds later.*

Force

The strength or intensity with which a behavior occurs. *The student's pencil pressure while writing leaves a mark on the page underneath.*

For more information, please visit ci3t.org

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Select a Measurement System: Event-Based

- Types of event-based measurement:
 - Frequency
 - Rate
- Most appropriate for behaviors that are:
 - Countable and discrete (e.g., relatively brief, clear start and end, and uniform in length).
 - Examples: talking out of turn, swearing, pushing

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Let's Practice – Frequency Recording

Target Behavior	
Label:	Saying "cake"
Definition	Saying "cake" is defined as anytime Jim says the word "cake"
Examples:	"cake"
Nonexamples:	"you guys", "chocolate", "breakfast"



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Debrief – Frequency Recording

- How many times did Jim say the word cake?
- What about frequency recording was challenging?
- Given those challenges, how could the measurement procedures be improved?



72

Select a Measurement System: Time-Based

- Time Based
 - Duration
 - Latency
 - Interval (whole-interval, partial interval, momentary time sampling)
- Most appropriate for behaviors that are:
 - Not countable or discrete (e.g., less defined start/end, span a period of time) and/or vary in length each time
 - Examples of non-uniform behaviors include: academic engagement, off-task, leaving designated area (e.g., desk, carpet spot), tantrum



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Step 3: Collecting Baseline Data



- Determine behavioral dimension of focus
- Select a measurement system
- Develop data collection procedures
- Train data collectors
- Collect baseline data
- Graph baseline data

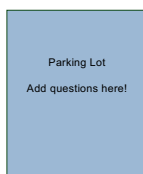
We will discuss these items at Session 2!



74

Capture Questions in the Parking Lot!

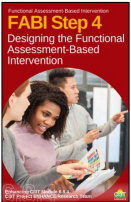
Use a sticky note to add any questions to the Parking Lot



75

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Step 4: Design the FABI



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Step 4: Design the FABI



- Select an intervention method
- Develop A-R-E intervention components
- Draft treatment integrity checklist
- Assess pre-intervention social validity
- Develop intervention materials
- Introduce FABI to educators and family
- Introduce FABI to student
- Revise and finalize FABI

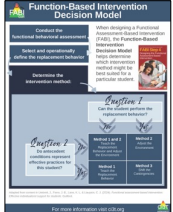


77

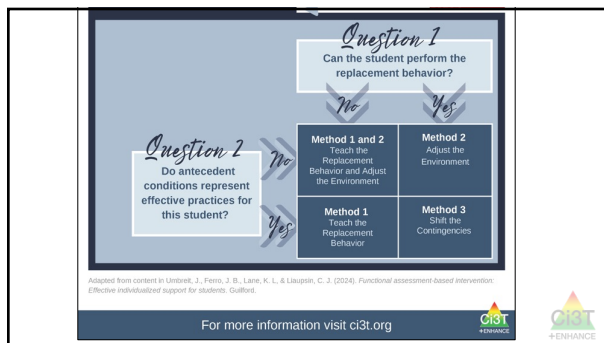
Function-Based Intervention Decision Model

An intervention method is selected based on the response to these two questions:

1. Can the student perform the replacement behavior?
2. Do antecedent conditions represent effective practices for this student?




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A-R-E Components

- Antecedent Adjustments** - adjusting the antecedent conditions to increase likelihood replacement behavior will occur and (if applicable) providing instruction in the replacement behavior
- Reinforcement Shifts** - reinforcing the replacement behavior to strengthen its occurrence
- Extinction Procedures** - ensuring that the target behavior is not followed by reinforcement

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A-R-E Components

The following is an example of A-R-E intervention components for a student who engages in off-task behavior (e.g., getting out of their seat, talking to peers and adults about off-task topics, calling out) to obtain attention from their teacher and paraprofessionals and to avoid completing work.

Antecedent adjustments

Make small changes in environment to prompt the new, more desirable replacement behavior to occur

- Genuinely greet student prior to entering the classroom.
- Pair student with peer role model to work on tasks (access peer attention).
- Visible posters in the classroom and around the school that list expectations.
- Verbally state the desired behaviors you expect the student to engage in.
- Model expectations to class.

Reinforcement shifts

Provide more and specific reinforcement for the new behavior

- Provide behavior specific praise to the student tasks or parts of the task the student completed.
- Give discrete behavior specific praise for on-task behavior at a high rate.
- Calculate target task completion.
- Offer student 2 minutes to tell a peer-approved peer how the teacher felt after an on-task student goal is met.

Extinction procedures

Withhold the consequence that previously reinforced the target behavior

- Give a nonverbal prompt by indicating the classroom entry expectations.
- Give praise to other students that are on-task, and not paying attention to the students when they are not on task.

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Adapted from Lane, K. L., Davis, W. P., & Cox, M. (2011). Functional assessment-based interventions: A university district partnership to promote learning and success. *Behavior*, 20(1), 3-11.

81

A-R-E Components

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Antecedent adjustments

Make small changes in environment to prompt the new, more desirable replacement behavior to occur

- Consistently greet student prior to entering the classroom
- Pair student with peer role model to work on tasks (separate peer attention)
- Visible expectations in the classroom and around the school that his expectations
- Verbally state the desired behaviors you expect the student to engage in
- Model expectations to class

Reinforcement shifts

Provide more and specific reinforcement for the new behavior

- Provide behavior specific praise to the small tasks or parts of large tasks the student completes
- Give student behavior specific praise for on-task behavior at a high rate
- Celebrate large task completions
- Offer student 2 minutes to tell a pre-approved joke to the teacher after an on-task duration goal is met

Extinction procedures

Withhold the consequence that previously reinforced the target behavior

- Give a nonverbal prompt by indicating the classroom setting expectations poster
- Give praise to other students that are on-task, and no praise or attention to the student when they are not on task

Checklist of A-R-E components being implemented as planned

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Adapted from Lane, K. L., Davis, W. P., & Cox, M. (2011). Functional assessment-based interventions: A university district partnership to promote learning and success. *Beyond Behavior*, 20(3), 3-15.

82

A-R-E Components

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Illustration 1: David (2nd Grade)

Germer, K. A., Kaplan, L. M., Giroux, L. N., Markham, E. H., Ferris, G. J., Oakes, W. P., & Lane, K. L. (2011). A function-based intervention to increase a second-grade student's on-task behavior in a general education classroom. *Beyond Behavior*, 20(3).

84

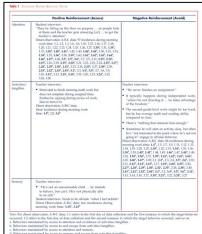
28

Target Behavior: Off -Task Behavior	
Component	Description
Label	Off-task
Definition	Off-task behavior refers to engaging in behaviors or making verbal comments unrelated to instructional tasks.
Examples	• leaving assigned instructional area without teacher permission • inappropriately making comments to teacher or peers unrelated to instruction • attending to anything other than the academic task • doing unassigned tasks • using instructional materials inappropriately • taking more than 30 s to prepare for instructional task
Non-Examples	• staying in assigned instructional area • appropriately making comments to teacher or peers related to instruction • attending to academic tasks • working on assigned task • using instructional materials appropriately • preparing for instructional task in less than 30 s

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Replacement Behavior: On-Task	
Component	Description
Label	On-task
Definition	On-task behavior refers to engaging in behaviors or making verbal comments related to instructional tasks.
Examples	• staying in assigned instructional area • appropriately making comments to teacher or peers related to instruction • attending to academic tasks • working on assigned task • using instructional materials appropriately • preparing for instructional task in less than 30 s
Non-Examples	• leaving assigned instructional area without teacher permission • inappropriately making comments to teacher or peers unrelated to instruction • attending to anything other than the academic task • doing unassigned tasks • using instructional materials inappropriately • taking more than 30 s to prepare for instructional task

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Function Matrix	
	

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Hypothesized Function

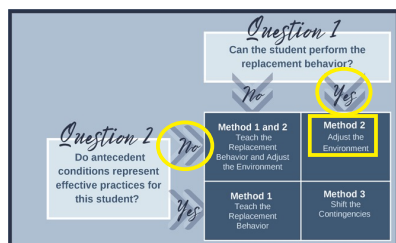
When presented with an instructional task, David engages in off-task behavior (such as leaving instructional areas, inappropriately making comments, and engaging in unassigned tasks) to access attention and/or to escape tasks.

In other words, when David is off-task he gets attention from his teacher and peers and does not have to complete assignments (positive reinforcement-attention and negative reinforcement-activity)



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Function-Based Intervention Decision Model



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Measurement

Duration

- Measured academic engagement
- 20-min sessions during morning instructional time



DEFINITION OF OFF-TASK BEHAVIOR: On-task behavior refers to engaging in behaviors or activities that are directly related to completing tasks. Off-task behavior refers to any behavior that is not directly related to completing tasks or is disruptive to the learning environment.

Observation: Observer: _____
 Date: _____
 Start Time: _____
 End Time: _____

Setting: Activity: _____

Duration of session (total time - start time): _____
 % on-task (20 minutes on-task / duration of session) x 100% = _____
 % off-task (duration of off-task / duration of session) x 100% = _____

Reader: Duration on-task / Larger duration on-task = _____ x 100% = _____ % on-task



90

Component 1- Adjust the Antecedents

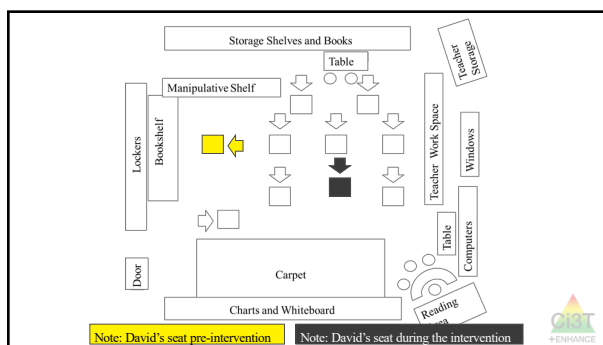
Adjust Antecedents

Adjust antecedent variables so the conditions that set the occasion for the target behavior are eliminated and new conditions are established in which the replacement behavior is more likely to occur.

- Seating change - David will sit facing the whiteboard
- Stoplight system
- Self-monitoring system
- Teacher will review picture schedule for the morning work period prior to the work period.
- Teacher will check-in with David at the beginning of independent tasks to ensure that he understood the assignment.



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Component 1- Adjust the Antecedents

Stoplight System

- Affixed to the side of David's desk
 - David used a clothespin to signal which "light" he was on
- Green, yellow, and red "lights"
 - Green: "I'm doing my work!"
 - Yellow: "I'm asking a friend for help!"
 - Red: "I still need help! I'm asking my teacher."
- "I'm done!" to signal completion



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Component 2- Reinforcement Rates

Reinforcement Rates

Provide appropriate reinforcement for the replacement behavior.

- Teacher will provide behavior-specific praise when David is on-task.
- Teacher will acknowledge David's need for help when his clothespin was on red and assist him as quickly as possible.
- Teacher will check David's work upon completion, provide praise, and allow him to take a short break.
- At the end of the morning independent work period, teacher will help David complete his self-monitoring form and write one specific incidence of good behavior at the bottom.



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Component 3- Extinguish the Target Behavior

Extinguish Target Behavior

Withhold the consequence that previously reinforced the target behavior.

- Teacher will provide no praise or attention when David is off-task, with the exception of one verbal or gestural redirect per minute.
- When David is off-task, teacher will praise other students who are behaving appropriately.



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Treatment Integrity

Functional Assessment-Based Intervention (FABI)
HBT 11

Treatment Integrity Checklist

Observer: A. M. M. Date: 10/10/25 Session: 10/10/25

Start Time: 8:00 AM End Time: 12:00 PM Observation Length: 4:00 PM

Key: 0 = not in place, 1 = partially in place, 2 = completely in place

Item	Monday	Tuesday	Wednesday	Thursday	Friday	Completion Rate (%)	Comments
1. Teacher will provide behavior-specific praise when David is on-task.	2	2	2	2	2	100	
2. Teacher will acknowledge David's need for help when his clothespin was on red and assist him as quickly as possible.	2	2	2	2	2	100	
3. Teacher will check David's work upon completion, provide praise, and allow him to take a short break.	2	2	2	2	2	100	
4. At the end of the morning independent work period, teacher will help David complete his self-monitoring form and write one specific incidence of good behavior at the bottom.	2	2	2	2	2	100	
5. Teacher will provide no praise or attention when David is off-task, with the exception of one verbal or gestural redirect per minute.	2	2	2	2	2	100	
6. When David is off-task, teacher will praise other students who are behaving appropriately.	2	2	2	2	2	100	
Total (6/6)	12	12	12	12	12	100	

Teacher Initials: _____

Parent Signature: _____

Teacher Signature: _____

Date: 10/10/25



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Pre-Intervention Social Validity

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Illustration 2: Harry 5th Grader

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Target Behavior: Off -Task Behavior

Off-task is defined as attending to activities in class other than assignments

Examples	Non-examples
Playing with materials inappropriately, talking to peers, putting head on the desk, drawing, and looking around the room	Completing assignments using materials only for assignments, and watching the teacher when delivering instruction

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Replacement Behavior: Academic Engagement

Academic engagement is defined as anytime Harry is attending to class instructions and/or assignments

Examples

Completing assignments using materials only for assignments, and watching the teacher when delivering instruction

Non-examples

Playing with materials inappropriately, talking to peers, putting head on the desk, drawing, and looking around the room



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Function Matrix

	Positive Reinforcement (Access something)	Negative Reinforcement (Avoid something)
Attention	ABC 1.1, ABC 1.2, ABC 1.19, ABC 2.1(peer), ABC 2.2, ABC 2.3, ABC 2.4, ABC 2.7, ABC 2.8, ABC 2.10, S.I. #4 (wants peer att.)	
Tangibles/ activities	ABC 2.9, S.I. #4 (wants more fun activity)	ABC 1.2, ABC 1.3, ABC 1.4, ABC 1.6, ABC 1.7, ABC 1.8, ABC 1.9, ABC 1.10, ABC 1.11, ABC 1.12, ABC 1.13, ABC 1.14-1.19, ABC 2.1, ABC 2.2, ABC 2.4, ABC 2.5, ABC 2.6, ABC 2.7, ABC 2.9, Avoiding work when not structured. T.I. #4, T.I. #9, S.I. #2 & #3
Sensory	ABC 1.1, ABC 1.5, ABC 1.6, ABC 1.18, ABC 1.19, ABC 2.1, ABC 2.2, ABC 3.1-3.4	



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Hypothesized Function

When presented with academic tasks or instruction, Harry became off-task (engaged in an activity other than the one assigned) to escape tasks and gain attention.

That is, Harry, engaged in off-task behaviors to access teacher and/or peer attention (positive reinforcement- attention) or to escape the instruction by the teacher or the activity that the teacher assigned (negative reinforcement- activity).



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Component 1- Adjust the Antecedents

Adjust Antecedents	Adjust antecedent variables so the conditions that set the occasion for the target behavior are eliminated and new conditions are established in which the replacement behavior is more likely to occur.	Integrate instructional choice into independent work (e.g., complete evens or odds, select any six problems to complete, choice of math manipulative to use)
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Component 2- Reinforcement Rates

Reinforcement Rates	Provide appropriate reinforcement for the replacement behavior.	Provide behavior-specific praise paired with a universal reinforcer (e.g., ticket) when Harry begins independent work
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Component 3- Extinguish the Target Behavior

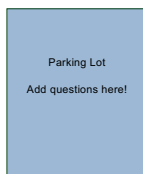
Extinguish Target Behavior	Withhold the consequence that previously reinforced the target behavior.	Non-verbal redirection (e.g., gestural prompt)
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Capture Questions in the Parking Lot!

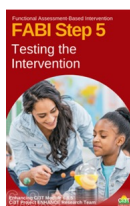
Use a sticky note to add any questions to the Parking Lot



109



Step 5: Test the Intervention



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Step 5: Testing the Intervention

- Implement the intervention
- Monitor treatment integrity
- Collect and graph data
- Implement a single-case design to “test” how well intervention is working
 - ABAB
 - Multiple baseline
 - Changing criterion
- Assess social validity
- Fade the intervention



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Harry's Intervention Outcomes

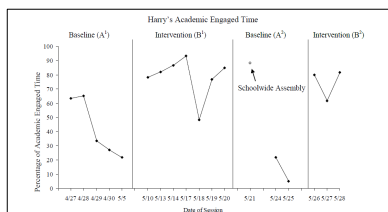
Intervention	Intervention Procedures	Monday	Tuesday	Wednesday	Thursday	Friday
Functional Assessment						
40	Conduct indirect interview to learn about the problem.					
41	Conduct direct interview to learn about the problem.					
42	Use the Direct Assessment (DA) system to observe and record Harry's behavior in the classroom.					
Academic Engagement Interventions						
43	During the 10-minute period, conduct a 5-minute direct assessment of Harry's academic engagement. If Harry is not engaged, the teacher will use the 5-minute period to provide prompts and encouragement for Harry to engage.					
44	If Harry is not engaged during the 5-minute period, the teacher will use the 5-minute period to provide prompts and encouragement for Harry to engage.					
45	During the 10-minute period, conduct a 5-minute direct assessment of Harry's academic engagement. If Harry is not engaged, the teacher will use the 5-minute period to provide prompts and encouragement for Harry to engage.					
46	During the 10-minute period, conduct a 5-minute direct assessment of Harry's academic engagement. If Harry is not engaged, the teacher will use the 5-minute period to provide prompts and encouragement for Harry to engage.					
47	During the 10-minute period, conduct a 5-minute direct assessment of Harry's academic engagement. If Harry is not engaged, the teacher will use the 5-minute period to provide prompts and encouragement for Harry to engage.					
Additional						
48	During the 10-minute period, conduct a 5-minute direct assessment of Harry's academic engagement. If Harry is not engaged, the teacher will use the 5-minute period to provide prompts and encouragement for Harry to engage.					

Cox, M., Griffin, M. M., Hall, R., Oakes, W. P., & Lane, K. L. (2011). Using a Functional Assessment-Based Intervention to Increase Academic Engaged Time in an Inclusive Middle School Setting. *Beyond Behavior*, 20(3).



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Harry's Intervention Outcomes



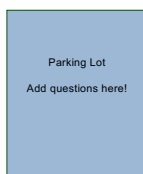
Cox, M., Griffin, M. M., Hall, R., Oakes, W. P., & Lane, K. L. (2011). Using a Functional Assessment-Based Intervention to Increase Academic Engaged Time in an Inclusive Middle School Setting. *Beyond Behavior*, 20(3).



113

Capture Questions in the Parking Lot!

Use a sticky note to add any questions to the Parking Lot



114



Work Time

Identifying Students Who Might Benefit from a Functional Assessment-Based Intervention

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Session 1 Outcomes

- Describe how FABI is situated as a tertiary (Tier 3) intervention within a Ci3T model of prevention
- Describe a step-by-step process to implement Functional Assessment-Based Intervention (FABI) as a Tier 3 support
- Use school-wide data to identify a student who might benefit from a FABI



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Work Time: Identifying Students Who Might Benefit from a Functional Assessment-Based Intervention

1. Review FABI entry criteria in your Ci3T Implementation Manual
2. Which students might benefit from FABI?
3. Narrow down your list to focus on a student who *would* potentially benefit but does not have the *most* intensive intervention needs

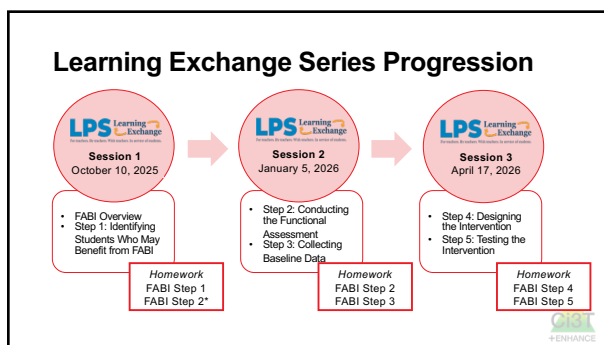




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Wrapping Up and Moving Forward

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Action Items: Between Session 1 and 2

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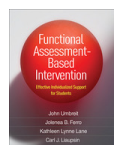
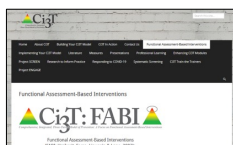
Optional: FABI Drop In (Zoom)

- Wednesday, October 15, 2025
- 3:00-3:45



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Opportunities to Learn More



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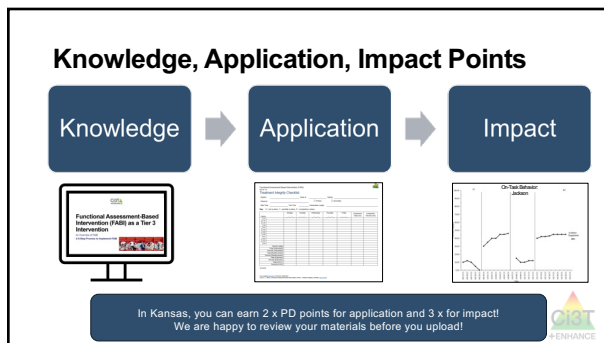
Project EMPOWER+



EMPOWER+ Session	Date
Starting Strong: Effective Tier 1 Practices for Educators	September 24, 2025 (Wednesday)
From Data to Action: Using Systematic Screening to Inform Instruction	October 8, 2025 (Wednesday)
C3T In Action: Integrated Lesson Planning for Enhanced Instruction	November 18, 2025 (Tuesday)
Mastering Behavior Specific Praise and Precorrection	January 21, 2026 (Wednesday)
A 6-Step Instructional Approach for Responding to Challenging Behaviors: A Tier 1 Practice	February 10, 2026 (Tuesday)
A Tier 2 Support for Students Experiencing Anxious Feelings: Recognize, Relax, Record.	March 25, 2026 (Wednesday)
A Tier 3 Support for Students with Intensive Intervention Needs: Functional Assessment-Based Intervention (FABI)	April 28, 2026 (Tuesday)



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Application & Impact

Also, did you know when you apply your learning...

- you can take your learning activity in MLP to "Application" and earn double the points?
- and demonstrate its' impact, you can get triple your original knowledge points?

Check out the example below!

Original Activity = 2 points These are "knowledge points" and can be used for relicense.	Application = 4 points These are "application points" and can be used towards horizontal movement on the salary schedule.	Impact = 2 add'l points These are "impact points" and can be used towards horizontal movement on the salary schedule.	=	A total of 6 points for Salary Enhancement
---	--	--	----------	---

And, the **BEST** part?

Application and Impact points can be used to move horizontally on the salary schedule! [Click HERE](#) to learn more (or use the QR code). See your PDC Representative if you have questions!
Use code: Inhg16q

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Thank You!



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Kathleen Lynne Lane
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