

Functional Assessment-Based Intervention: A Tier 3 Support for Students with Intensive Intervention Needs

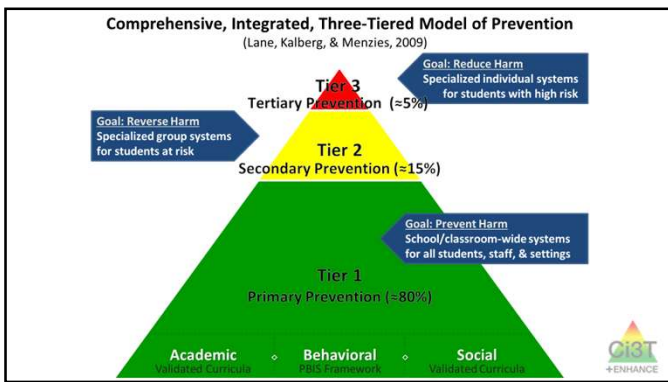
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If you have not done so already, we invite you to visit ci3t.org/enhance to access modules after a one-time registration process!

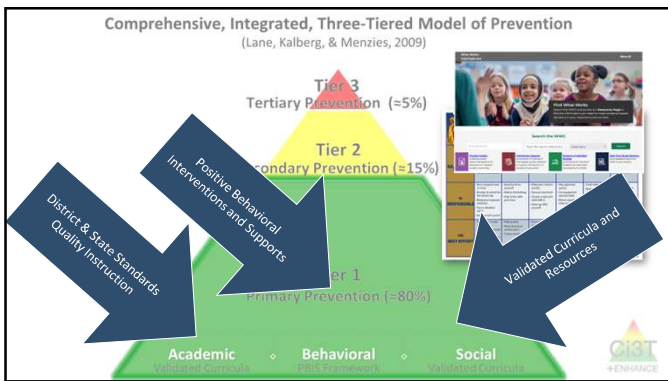


Ci3T + ENHANCE
 Comprehensive, Integrated, Three-Tiered Model of Prevention
 This project was funded in part by Project EPC (USDE, GSEIP Award Number H325D220011) and Project ENHANCE (IES Project Number R324N180022)

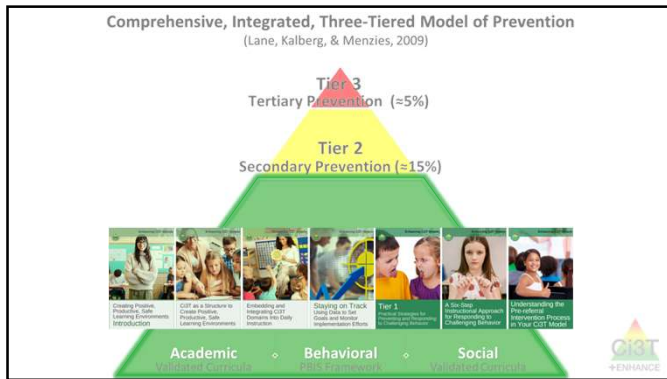
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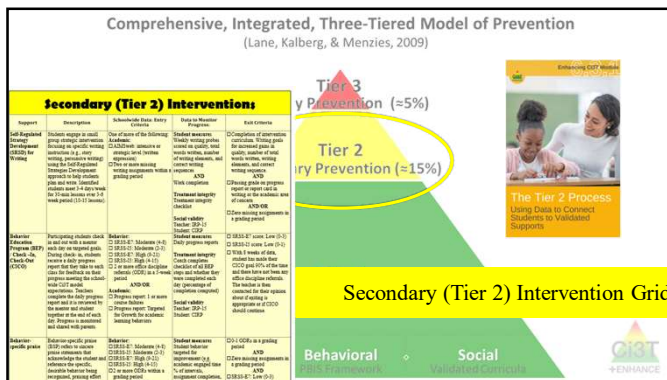
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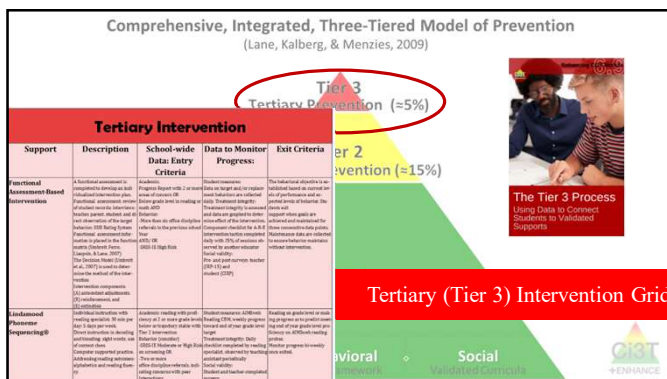
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Session Outcomes

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.



7

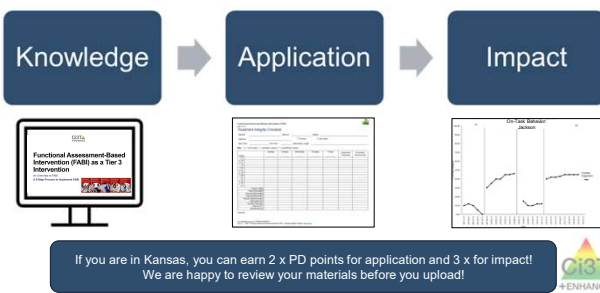
Agenda

1. Welcome
2. Situating Tertiary (Tier 3) Interventions in Ci3T Models
3. Functional Assessment-Based Intervention (FABI)
 1. Introduction to FABI
 2. 5-Step Process to Implement FABI
4. Wrapping Up and Moving Forward



8

Knowledge, Application, Impact Points



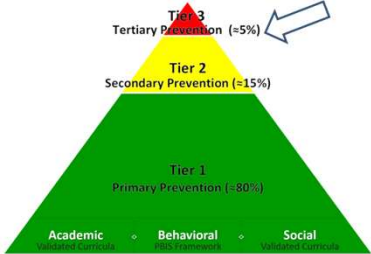
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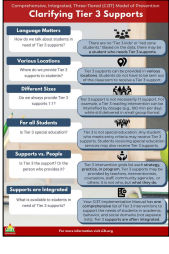


Situating Tertiary (Tier 3) Interventions in Ci3T Models

10

What are Tier 3 Interventions?





11

Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention Clarifying Tier 3 Supports

Language Matters

How do we talk about students in need of Tier 3 supports?

Various Locations

Where do we provide Tier 3 supports to students?

Different Sizes

Do we always provide Tier 3 supports 1:1?

There are no "Tier 3 kids" or "red zone students." Based on the data, there may be a student who needs Tier 3 supports.

Tier 3 supports can be provided in various locations. Students do not have to be sent out of the classroom to receive a Tier 3 support.

Tier 3 support is not necessarily 1:1 support. For example, a Tier 3 reading intervention can be intensified by dosage (e.g., 100 min per day) while still delivered in small group format.

12

For all Students

Is Tier 3 special education?

Supports vs. People

Is Tier 3 the support? Or the person who provides it?

Supports are Integrated

What is available to students in need of Tier 3 supports?

write still delivered in small group format

Tier 3 is not special education. Any student who meets entry criteria may receive Tier 3 supports. Students receiving special education services may also receive Tier 3 supports.

Tier 3 intervention grids list each strategy, practice, or program. Tier 3 supports may be provided by teachers, interventionists, counselors, staff, community agencies, or others. It is not who, but what they do.

Your Ci3T Implementation Manual has one comprehensive list of Tier 3 interventions to support the needs of students in academic, behavior, and social domains (not separate lists). Tier 3 supports are often integrated.

13

Tertiary (Tier 3) Intervention Grid

Tier 3
Tertiary Prevention (~5%)

Tier 2
Secondary Prevention (~15%)

Tier 1
Primary Prevention (~80%)

Academic • Behavioral • Social

Lecore Elementary School Year 2023-2024 Implementation Manual

Individualized Intervention Plan

14

Components of Tier 3 Intervention Grid

Read 180® Tertiary (Tier 3) Intervention Grid

Intervention	Description	Implementation	Monitoring	Evaluation
Small Group Reading	Small group reading instruction for students with reading difficulties. Instruction is delivered by a teacher or interventionist. Instruction is focused on reading skills and strategies. Instruction is delivered in a small group setting. Instruction is delivered for 15-20 minutes, 3-5 times per week. Instruction is delivered for 15-20 minutes, 3-5 times per week. Instruction is delivered for 15-20 minutes, 3-5 times per week.	Instruction is delivered by a teacher or interventionist. Instruction is focused on reading skills and strategies. Instruction is delivered in a small group setting. Instruction is delivered for 15-20 minutes, 3-5 times per week. Instruction is delivered for 15-20 minutes, 3-5 times per week. Instruction is delivered for 15-20 minutes, 3-5 times per week.	Instruction is monitored by a teacher or interventionist. Instruction is monitored for reading skills and strategies. Instruction is monitored in a small group setting. Instruction is monitored for 15-20 minutes, 3-5 times per week. Instruction is monitored for 15-20 minutes, 3-5 times per week. Instruction is monitored for 15-20 minutes, 3-5 times per week.	Instruction is evaluated by a teacher or interventionist. Instruction is evaluated for reading skills and strategies. Instruction is evaluated in a small group setting. Instruction is evaluated for 15-20 minutes, 3-5 times per week. Instruction is evaluated for 15-20 minutes, 3-5 times per week. Instruction is evaluated for 15-20 minutes, 3-5 times per week.

15

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

attendance office discipline referrals behavior screening academic screening

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16

Getting Started with Data-Informed Decision Making

1 Review your school's ci3t Implementation Manual **2** Locate school-wide data **3** Document decisions and plan for next steps

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17

Table Talk

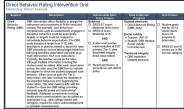
- Introduce yourself – name, school, role/grade level taught
- What Tier 3 interventions are offered at your school?

00:00

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18





Functional Assessment-Based Intervention (FABI)

An Overview of FABI
A 5-Step Process to Implement FABI

19




Functional Assessment-based Intervention

Tertiary (Tier 3) Intervention Grid

Support	Descriptions	School-wide Data Entry	Data to Monitor	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 Functional Assessment 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.	Criteria One or more of the following: □ SRS-47: High (3-5) □ SRS-47: High (4-15) □ SRS-PSQ Rating of 1, 2, or 3 on the Motivation to Learn □ Office discipline referrals (ODRs) 5 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 □ ALEWeb: intensive level (math or reading)	Targets Student behavior targeted for improvement (e.g., target or replacement behavior) using direct observation Treatment Integrity □ FABI Step checklists □ Treatment integrity checklist Social validity □ RSP-15 (teacher) □ CRFP (student)	The FABI will be faded once a functional relation is demonstrated using a validated single-case research design (e.g., withdrawal) and: □ Behavior objective for the student is met (see Behavior Intervention Plan [BIP])

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20



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)



21

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).

3

Collecting Baseline Data




22

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




23

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



24

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



25

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



26



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

An Overview of FABI

A 5-Step Process to Implement FABI



27

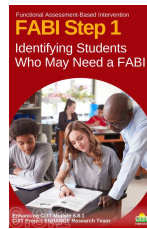
Opportunities to Learn More



28



Step 1: Identifying Students Who May Need a FABI



29

Step 1: Identifying Students Who May Need a FABI

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



30

Step 2: Conducting the Functional Assessment

31

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

32

Operationally Defining the Target Behavior

Defining Behaviors

Learning the skill involves a goal behavior that is observable and measurable. It is important that the behavior is defined in terms of observable and measurable actions. Read as to learn about the components and characteristics of clear behavior definitions.

Label • Define • List examples • List non-examples

Label	Definition
Provide a name for the goal behavior.	Provide an accurate and concise description.
Examples	Non-examples
Describe a list of examples.	Describe a list of non-examples.

Characteristics of a clear behavior definition

1. Objective, observable description
2. Descriptions need clear so an observer could easily understand
3. Clearly articulate what does and does not meet the definition
4. Avoids terms for subjective judgment
5. Describes an action (e.g., shouting) and not a state (e.g., being angry)

33

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

34

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. (2009). *Applied behavior analysis* (3rd ed.). Pearson.
For more information visit c3k.org

35

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

36

12

37

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 ("uhhhggg"), negative self-talk (e.g., "this is too hard")



Direct Observation (A-B-C Data Collection)



The ABC's of Behavior:

A Focus On the Before and After



The ABC's 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	Behavior Behavior refers to anything an individual does that is observable, measurable, and repeatable. Behaviors can be good and performance based (e.g. following directions) or bad (e.g. hitting)	Consequence Consequences are anything that comes following a behavior. They include events, reactions, people's behavior, or things.	Function <i>Why did the behavior happen?</i> - Identifies the reason why the behavior occurred, or why it is effective. - There are different reasons individuals do things (to access or avoid things).
What occurs before the behavior? 	What did the student do? 	What happened after the behavior occurred? 	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.



38

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

Functional Assessment (Visual Interference, FVA):
 ABC Data Collection Form

Client: _____ Date: _____ Setting: _____
 Recorder Name: _____ Start Time: _____ End Time: _____
 Target Behavior: _____ Comments: _____

Directions: Complete one form per observation session.

	Date	Session	Behavior	Consequence	Punishment
Observed					
Not Observed					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
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20					

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39

A-B-C Data Collection Example

Functional Assessment-based Interventions (FAB) HO #68

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	Following instructions	Physical distance	Disruptive behavior	Teacher reprimand	
2					
3					
4					
5					
6					
7					
8					
9					
10					

40

Use Function Matrix to identify the hypothesized function(s)

The Function Matrix

	Positive Reinforcement (access 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: Umbreit, J., Ferro, J., Lane, K. L., & Laupatin, C. (2004). Functional assessment based intervention: A practical, effective, and integrated approach. Guilford.

41

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

Number of the observation session (Day 1)

Number of the occurrence in the observation session (second instance of the behavior on Day 1)

Source: Umbreit, Ferro, Lane, & Laupatin (2004); Umbreit, Ferro, Laupatin, & Lane (2007); Umbreit, Lane, & Dejard (2004)

42

Let's Practice!

Functional Assessment-based Interventions (FABIs)
FAB-16
ABC Data Collection Form

Observer: E. Sandoz Date: 10/06/2025 Setting: Period 3 - World History

Student Name: Avery Start Time: 7:00 pm End Time: 7:30 pm

Target behavior: Left seat Luminess

Directions: Complete one form per observation session.

Observer Number	Context	Behavior	Consequence	Function
1	Do now	Teacher instructs class to complete do now (partial seating)	Does standing and looks up when teacher calls on (not)	?
2	Do now review	Peer sharing their responses	Continues to play on phone and talked to classmate	?
3	Do now review	Teacher discussing do now responses	Physically turns in seat and looks at looking away from the board	?
4	Whole group evaluation (dotm)	Teacher introducing new topic	Continues to play game on computer and given assignment for independent work	?
5	Independent work	Working on independent work answering question from textbook	Turns to peer and begins talking about contents rehearsal	?

What's the Function?

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



43

Hypothesized Function

The Function Matrix

	Escape from Task/Work	Access to Attention
Behavior		
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).



44

Let's Practice

Work with your group to complete the Function Matrix.

The Function Matrix

	Escape from Task/Work	Access to Attention
Behavior		
Tangible Activities		
Sensory		

00:00



45

Step 3: Collecting Baseline Data

46

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

47

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

48

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

49

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

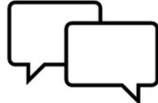
50

Let's Practice – Frequency Recording

51

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?



52

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



53

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

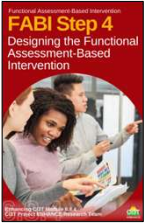
Reminder- although we aren't discussing these today developing data collection procedures, training data collectors, and collecting baseline data are key components of this step!



54



Step 4: Design the FABI



55



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



56



Function-Based Intervention Decision Model

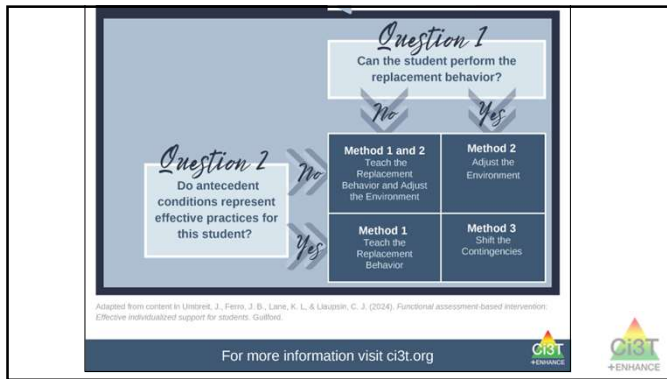
An intervention method is selected based on the response to these two questions:

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





57



58

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

FABI Step 4: Changing the Environment (Antecedent Adjustments)

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59

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 small groups or pairs of students the student completes
- Have student behavior specifically noted for on-task behavior at a high rate
- Consider using task completion
- Offer student 2 minutes to tell a peer approved peer to the teacher after on-task task duration goal is met

Extinction procedures

Eliminate the consequences that previously reinforced the target behavior

- Give a nonverbal prompt to indicate the classroom seating expectations
- Have praise for other students, but no praise or attention to the students when they are not on task

Create a checklist of A-R-E components to be implemented as planned

Adapted from: Lane, K. L., Gates, W. P., & Cox, M. (2011). Functional assessment based interventions: A university district partnership to promote learning and success. *Remedial Behavior*, 26(3), 3-15.

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60

A-R-E Components

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Antecedent adjustments	Reinforcement shifts	Extinction procedures
<i>Make small changes in environments to prompt the new, more desirable replacement behavior in social settings.</i> • Greet student prior to entering the classroom • Pair student with peer role model to work on task (person over attention) • Visible prompts in the classroom and around the school that list expectations • Verbally state the desired behavior you expect the student to engage in • Model expectations to class	<i>Provide more and specific reinforcement for the new behavior</i> • 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 peer to the teacher after an on-task duration goal is met	<i>Withhold the consequences that previously reinforced the target behavior</i> • 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



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

61

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

62



Illustration: Harry (5th Grade)

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).

63

Target Behavior: Off -Task Behavior

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



64

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



65

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	



66

22

Hypothesized Function

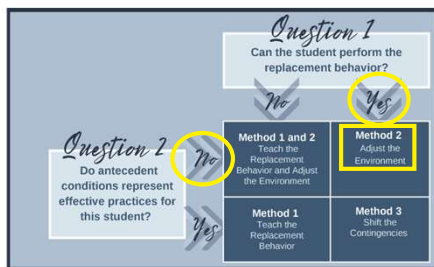
When presented with academic tasks or instruction, Harry became off-task (engaged in an activity other than the one assigned) to escape tasks and gain attention.

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).



67

Function-Based Intervention Decision Model



68

Measurement

- Whole Interval recording
 - Measured academic engagement
 - 20 min sessions, ~8:45-9:05 am
 - Each interval was 20 s

Time	Interval	Engaged	Off-task	Unengaged	Other
8:45:00	1				
8:45:20	2				
8:45:40	3				
8:46:00	4				
8:46:20	5				
8:46:40	6				
8:47:00	7				
8:47:20	8				
8:47:40	9				
8:48:00	10				
8:48:20	11				
8:48:40	12				
8:49:00	13				
8:49:20	14				
8:49:40	15				
8:50:00	16				
8:50:20	17				
8:50:40	18				
8:51:00	19				
8:51:20	20				



69

Let's Practice

Work with your group to generate A-R-E components

tip

Be sure to consider opportunities to address both functions

(a) positive reinforcement (access) – attention

(b) negative reinforcement (avoid) – tangibles / activities



00:00



70

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) - Changes to physical environment (e.g., different assigned seat) - Entry routine (e.g., greet teacher, go to seat, start do-now)
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71

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 - Break Card (3 min walk to lockers or water fountain)
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72

73

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)
- Brief verbal prompt, then shift attention to students who are working and provide them praise



Treatment Integrity

[illegible]

74

Pre-Intervention Social Validity

Functional Assessment-Based Intervention

Student: _____ **Room:** _____ **Date:** _____

Teacher: _____ **Specialist:** _____

Behavior: _____ **Intervention:** _____

Notes: _____

Functional Assessment-Based Intervention

Student: _____ **Room:** _____ **Date:** _____

Teacher: _____ **Specialist:** _____

Behavior: _____ **Intervention:** _____

Notes: _____

Functional Assessment-Based Intervention

Student: _____ **Room:** _____ **Date:** _____

Teacher: _____ **Specialist:** _____

Behavior: _____ **Intervention:** _____

Notes: _____



75

Step 5: Test the Intervention

76

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

77

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).

78

Wrapping Up and Moving Forward

79

Opportunities to Learn More

80

Knowledge, Application, Impact Points

Knowledge

Application

Impact

If you are in Kansas, you can earn 2 x PD points for application and 3 x for impact!
We are happy to review your materials before you upload!

81

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)
Ci3T 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)



82

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Thank you!

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83
