

Functional Assessment-Based Interventions in School Settings: Preliminary Findings of a Study Examining Adult Learning Outcomes

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Comprehensive, Integrated,
Three-Tiered Model of Prevention

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Agenda

1. Overview of Functional Assessment-Based Intervention
2. Preliminary Findings of Adult Learning Outcomes
 1. Purpose & Research Questions
 2. Method
 3. Results
 4. Discussion
3. Future Inquiry and Next Steps
4. Question & Answer



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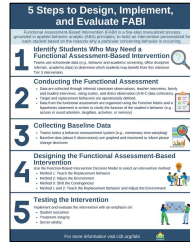


Overview of Functional Assessment-Based Intervention

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What is Functional Assessment-Based Intervention (FABI)?

- Five-step, team-based, manualized process developed by Umbreit and colleagues (2004, 2007, 2024)
- Customized intervention designed for each student based on the reasons *why* a particular concerning behavior is occurring
- 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).

3 Collecting Baseline Data



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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

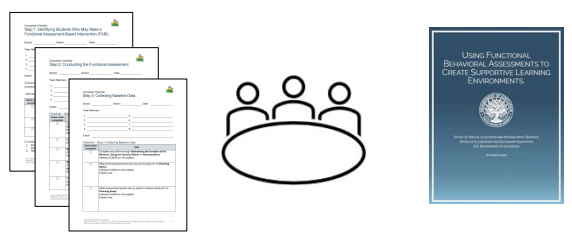
5 Testing the Intervention
Implement and evaluate the intervention with an emphasis on:
• Student outcomes
• Treatment integrity
• Social validity

For more information visit ci3t.org/fabi



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What are Potential Benefits of FABI?



Potentially evidence-based practice (Sarasin et al., 2025)



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Preliminary Findings of Adult Learning Outcomes

Purpose and Research Questions

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In-Person FABI Practice-Based Professional Learning (PBPL) Inquiry



descriptive experimental



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In-Person FABI PBPL Key Findings



Statically significant improvement in-service educators' actual knowledge, perceived knowledge, confidence, usefulness of FABI concepts



High stable perceptions of social validity of PL series



Statically significant improvement **pre-service educators'** actual knowledge, perceived knowledge, perceived confidence of FABI concepts



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Purpose

Can educators increase their knowledge, confidence, and perceived usefulness of FABI via an asynchronous format?

descriptive

experimental



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Research Questions



Changes in:

- Perceived Knowledge
- Actual Knowledge
- Perceived Confidence
- Perceived Usefulness



Changes in Social Validity of:

- FABI
- 8-Week Asynchronous Course



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Method

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Procedures

- Institutional Review Board approval – research procedures embedded into normal teaching practices
- Eight-week asynchronous graduate level course
 - 1 module per week (~16 hours of work)
- Practice-Based Professional Learning
 - Direction Instruction: readings (Umbreit et al., 2024; FABI articles)
 - Authentic Practice Opportunities
 - Independent Assignments (e.g., measurement activity)
 - FABI Signature Assignment
 - Opportunities for Feedback



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Measures

Research Question	Measure
RQ 1-3	FABI Knowledge, Confidence, and Use Survey (FABI KCU; Lane et al., 2025)
RQ 4	Intervention Rating Profile (IRP-15; Witt & Elliott, 1985)
RQ 5	FABI Professional Learning Questionnaire (Sarasin & Lane, 2024)



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FABI Knowledge, Confidence, and Use Survey (FABI KCU; Lane et al., 2025)

	1	2	3	4	5	6	7	8	9	10
Performance deficit	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Performance deficit	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Functional assessment: Assessment of the	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Functional assessment: Assessment of the	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Functional deficit	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Functional deficit	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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Functional deficit	☐	☐	☐	<						

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[illegible]

Intervention Rating Profile (IRP-15; Witt & Elliott, 1985)



Investment Rating Profile (IRP-15)

Investments Committee will review this **Investment Rating Profile** and **Investment Rating** based on information provided.

(Note) Please check the response which best describes your agreement with each statement.

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. I would like to invest in this investment opportunity.	☐	☐	☐	☐	☐
2. I would like to invest in this investment opportunity.	☐	☐	☐	☐	☐
3. I would like to invest in this investment opportunity.	☐	☐	☐	☐	☐
4. I would like to invest in this investment opportunity.	☐	☐	☐	☐	☐
5. I would like to invest in this investment opportunity.	☐	☐	☐	☐	☐
6. I would like to invest in this investment opportunity.	☐	☐	☐	☐	☐
7. I would like to invest in this investment opportunity.	☐	☐	☐	☐	☐
8. I would like to invest in this investment opportunity.	☐	☐	☐	☐	☐
9. I would like to invest in this investment opportunity.	☐	☐	☐	☐	☐
10. I would like to invest in this investment opportunity.	☐	☐	☐	☐	☐

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FBI Professional Learning Questionnaire (Sarasin & Lane, 2024)


FD-102 Course Evaluation
 (Students complete this form when completing the course in person or via video)

Please provide your overall feedback on your experience with this course.

	Excellent	Very Good	Good	Fair	Poor	Very Poor
1. The course content was relevant to my needs.	☒	☒	☒	☒	☒	☒
2. The course content was presented in an interesting manner.	☒	☒	☒	☒	☒	☒
3. The course content was presented in a logical manner.	☒	☒	☒	☒	☒	☒
4. The course content was presented in a clear manner.	☒	☒	☒	☒	☒	☒
5. The course content was presented in a concise manner.	☒	☒	☒	☒	☒	☒
6. The course content was presented in a timely manner.	☒	☒	☒	☒	☒	☒
7. The course content was presented in a professional manner.	☒	☒	☒	☒	☒	☒
8. The course content was presented in a helpful manner.	☒	☒	☒	☒	☒	☒
9. The course content was presented in a useful manner.	☒	☒	☒	☒	☒	☒
10. The course content was presented in a valuable manner.	☒	☒	☒	☒	☒	☒

What do you anticipate will be the most beneficial part of the course with respect to learning the FBI process?

Please use this space to elaborate on any ratings or to provide additional comments or recommendations.

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Data Analysis

- Pre-Post Comparison Design
- Replicated data analysis plans of Lane et al. (2015) and Oakes et al. (2018)
 - Paired t-tests ($\alpha = .05$)
 - Effect size - Hedge's g
 - Pearson Correlation Coefficient (actual knowledge and perceived knowledge)



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Results

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Discussion

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Future Inquiry and Next Steps

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Asynchronous FABl Practice-Based Professional Learning (PBPL) Inquiry

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Thank You!

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