LPS Learning Exchange

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

Elise Sarasin, M.S.E
Kathleen Lynne Lane, PhD., BCBA-D, CF-L2

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Part 2: January 5, 2026

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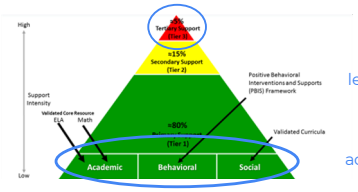
Reflect & Connect: Ci3T



Why is it be 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 intesive intervention needs across domains

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LPS Learning Exchange Series Progression

Session 1
October 10, 2025

- FABI Overview
- Step 1: Identifying Students Who May Benefit from FABI

Homework
FABI Step 1
FABI Step 2*

Session 2
January 5, 2026

- Step 2: Conducting the Functional Assessment
- Step 3: Collecting Baseline Data

Homework
FABI Step 2
FABI Step 3

Session 3
April 17, 2026

- Step 4: Designing the Intervention
- Step 5: Testing the Intervention

Homework
FABI Step 4
FABI Step 5

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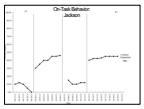
Knowledge, Application, Impact Points

Knowledge → Application → Impact



You can earn 2 x PD points for application and 3 x for impact!
We are happy to review your materials before you upload ☺

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Session 1 Outcomes

- Revise operational definitions to be clear, objective, and complete
- Conduct A-B-C data collection
- Sort data collected as part of FABI Step 2 into the Function Matrix
- Conduct duration recording, momentary time sampling, and partial-interval recording
- Select an aligned measurement system based on the target behavior and dimension of interest

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Agenda

1. Welcome
2. Functional Assessment-Based Intervention (FABI)
3. FABI Step 2: Conducting the Functional Assessment
   1. Interviews and Operationally Defining Behavior
   2. ABC Data
   3. Function Matrix
4. FABI Step 3: Collecting Baseline Data
   1. Selecting a Measurement System
   2. Baseline Data Collection Procedures
5. Putting it All Together
6. Wrapping Up and Moving Forward

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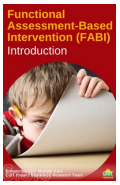
Functional Assessment-Based Intervention (FABI)



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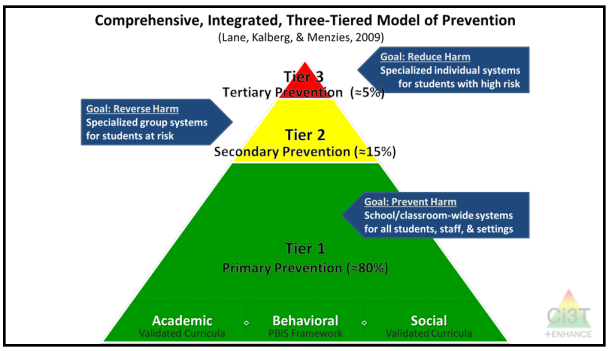

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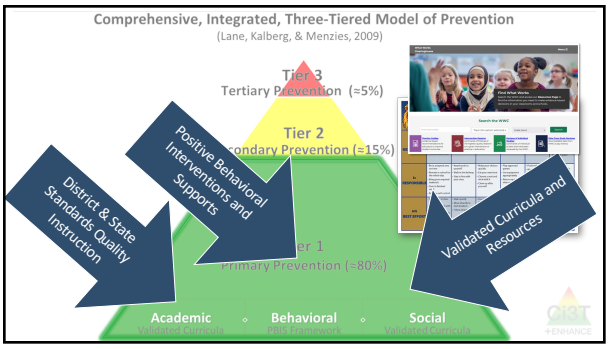

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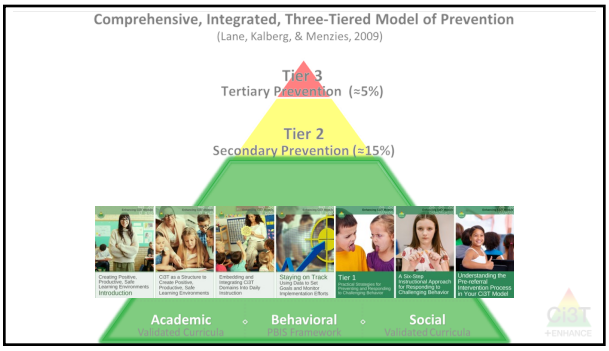
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Tier 2
Secondary Prevention (≈15%)
Academic
Validated Curricula
Behavioral
PBIS Framework
Social
Validated Curricula

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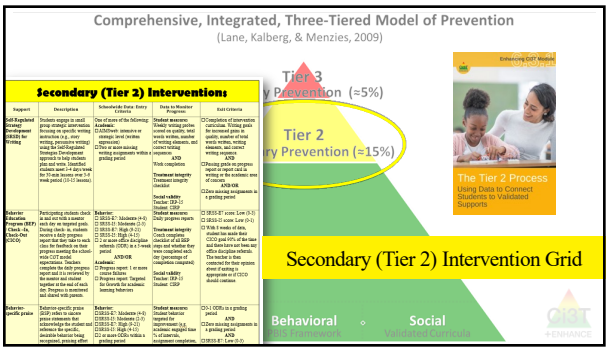
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Secondary (Tier 2) Interventions
Secondary (Tier 2) Intervention Grid
The Tier 2 Process
Using Data to Connect Students to Validated Supports
Behavioral
Social

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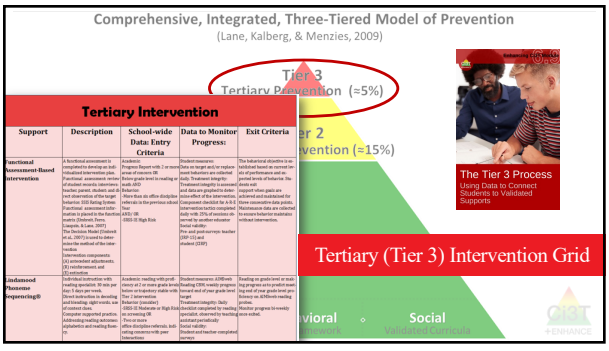
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tertiary Intervention
Support
Description
School-wide Data: Entry Criteria
Data to Monitor Progress:
Exit Criteria
Tertiary (Tier 3) Intervention Grid
The Tier 3 Process
Using Data to Connect Students to Validated Supports
Social

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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)

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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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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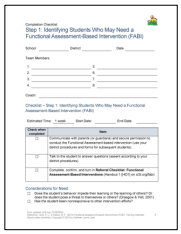
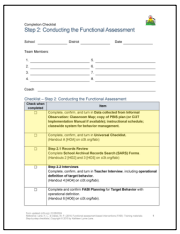
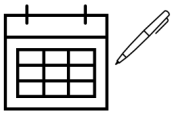
Action Items: Between Session 1 and 2







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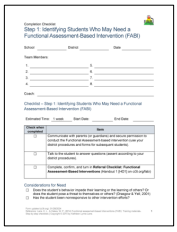
Step 1: Identifying Students Who May Need a FABI



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

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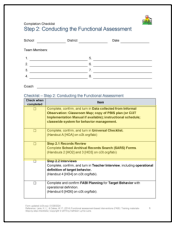
Step 2: Conducting the Functional Assessment



- Understanding the learning environment and context
- Records review

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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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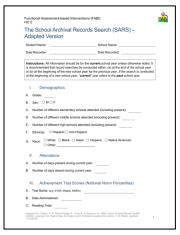
Records Review: School Archival Records Search (SARS)



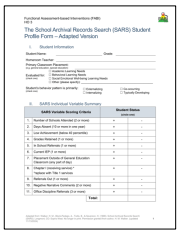


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Table Talk: Describe Your Student*

- What sources of data did you use to determine this student might benefit from a FABI?
- What information did you glean from FABI Step 2 so far?
  - School context: Ci3T Implementation Manual, Treatment Integrity and Social Validity Reports, informal observation across settings
  - Classroom context: classroom map, instructional schedule, tier 1 practices, universal checklist
  - School Archival Records Search (SARS)

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*Please use a pseudonym

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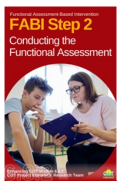
Step 2: Conducting the Functional Assessment

Interviews and Operationally Defining Behavior



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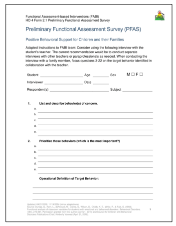
Teacher Interview

- 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)


Functional Assessment-based Interventions (FABI)
HO 4 Form 2.1 Preliminary Functional Assessment Survey

Preliminary Functional Assessment Survey (PFAS)

Positive Behavioral Support for Children and their Families

Adapted Instructions to FABI team: Consider using the following interview with the student's teacher. The current recommendation would be to conduct separate interviews with other teachers or paraprofessionals as needed. When conducting the interview with a family member, focus questions 3-22 on the target behavior identified in collaboration with the teacher.

Student ____________ Age ______ Sex M ☐ F ☐
Interviewer ____________ Date ______
Respondent(s) ____________ Subject ______

1. **List and describe behavior(s) of concern.**
   a.
   b.
   c.
   d.
   e.
2. **Prioritize these behaviors (which is the most important?)**
   a.
   b.
   c.
   d.
   e.

Operational Definition of Target Behavior:

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Family and Student Interviews

Family Interview

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

Student Interview

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

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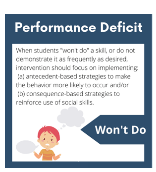
Rating Scale

After each interview, administer a rating scale such as the Social Skills Improvement System Rating Scales (SSiS-RS; Gresham & Elliott, 2008)



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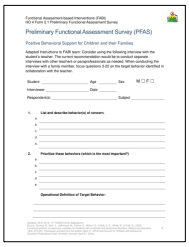
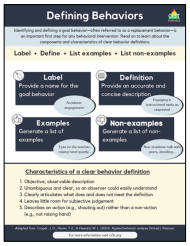
Operationally Defining the Target Behavior





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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 ci3t.org

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Example Operational Definition: Off-Task

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: Verbal Aggression

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")

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Operational Definition Tips

- Consider how to quantify subjective terms like "loud" or "inappropriate"
- Operational definitions include *only* facts and observable behavior. Operational definitions do not include:
  - inferences related to motivation, feelings, intentions
  - function of the behavior
- Operational definitions must pass the "dead person test" (i.e., if a dead person can do it – it is not a behavior!)
  - not paying attention -> attending to a person other than the speaker

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Let's Practice – Revising an Operational Definition

Component	Description
Label	Disrespectful
Definition	Disrespectful is defined as having a bad attitude towards teachers and peers.
Examples	Talking back, rolling their eyes, inappropriate comments, ignoring requests
Non-Examples	Asking a question, giving a compliment

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Revising an Operational Definition: Example Revisions

Component	Description
Label	Negative peer interactions
Definition	Negative peer interactions are defined as any instance of verbal or non-verbal behavior directed towards a peer that disrupts the peer's participation or causes observable discomfort.
Examples	Insulting comments (e.g., "nobody likes you"), name-calling (e.g., "you are weird"), mocking, eye-rolling, making faces
Non-Examples	Asking a question

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Let's Practice: Operational Definitions

1. Sort the operational definitions
   1. Yes – operational definition is clear, objective, and complete
   2. No - operational definition is not yet clear, objective, and complete
2. Revise operational definitions to ensure they are clear, objective, and complete

00:00

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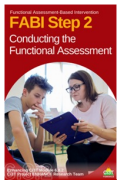
Step 2: Conducting the Functional Assessment
ABC Data Collection



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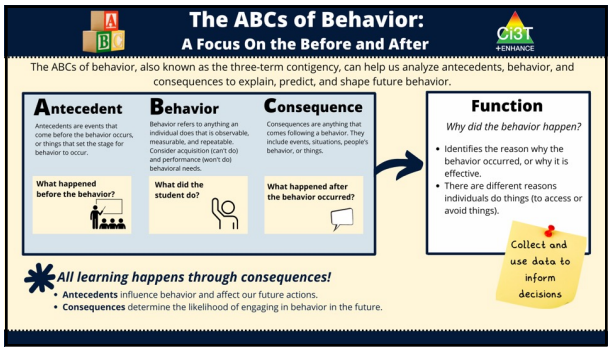

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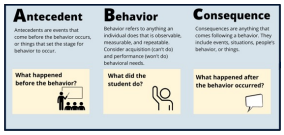
A-B-C Data Example

A teacher hands out math computation worksheet, starts the timer, and tells students that they will be timed in completing the math worksheet. The student then tears up the worksheet. The teacher scolds the student and has the student clean up the mess without completing the worksheet.



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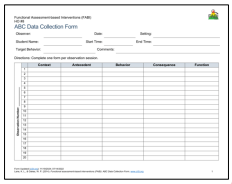
Direct Observation (A-B-C Data Collection)

- 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


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					
2					
3					
4					
5					
6					
7					
8					
9					
10					

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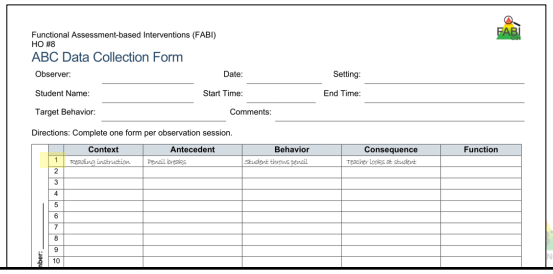
A-B-C Data Collection Example


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	Reading Instruction	Small Groups	Student turns head	Teacher looks at student	
2					
3					
4					
5					
6					
7					
8					
9					
10					

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Let's Practice A-B-C Data Collection!

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, humming
Non-Examples	Completing assignments using materials only for assignments, and watching the teacher when delivering instruction

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A-B-C Data Practice Video #1 Debrief

Antecedent	Behavior	Consequence
		
Teacher faced away	Eddie hums	Teacher attends

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Table Talk: A-B-C Data Collection

- Share your practice A-B-C data with the people at your table
- What was easy or challenging about this practice activity?
- What challenges might you encounter when collecting A-B-C data for your student? How might you overcome those challenges?

00:00

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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 in 5 minutes

Parking Lot

Add questions here!

00:00

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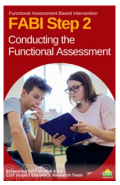
Step 2: Conducting the Functional Assessment

The Function Matrix



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Using the 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
Tangibles/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. & Liaupsin, C. (2024). *Functional assessment based intervention: A practical, effective, and integrated approach.* Guilford.

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	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	
Tangibles/ Activities	Number of the observation session (Day 1) Number of the occurrence in the observation session (second instance of the behavior on Day 1)	*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
Sensory		

Source: Umbreit, Ferro, Lane, & Liaupsin (2024); Umbreit, Ferro, Liaupsin, & Lane (2007); Umbreit, Lane, & Dejud (2004)

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Let's Practice – Determining the Function

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Determining the Function 1

Antecedent	Behavior	Consequence
Teacher faced away	Eddie hums	Teacher attends

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Determining the Function 2

"If we go somewhere crowded or noisy, she immediately wants to leave or melts down."

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Determining the Function 3

Antecedent	Behavior	Consequence
Teacher provides redirect "Jackson, pick up your pencil and start writing"	Jackson begins to tantrum (falls out of seat, kicks legs, yells "no no, no")	Teacher sends Jackson to a buddy room

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Determining the Function 4

"If I feel like the teacher is going to call on me, I usually put my head down or look away."

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Determining the Function 5

Antecedent	Behavior	Consequence
Teacher hands out math computation worksheet, starts the timer, and tells students that they will be timed in completing the math worksheet	The student then tears up the worksheet	The teacher scolds the student and has the student clean up the mess without completing the worksheet

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Determining the Function 6

"If I think I'll have to talk in front of the class, I'll ask to go to the bathroom or try to leave."

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Determining the Function 7

Antecedent	Behavior	Consequence
The teachers asks for a volunteer to answer the math question	Student puts her head on her desk and says that her stomach hurts.	Teacher asks is she is ok to stay in class or needs to go to the nurse.

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Determining the Function 8

"He behaves fine when someone is playing with him, but the second I walk away, he starts throwing things."

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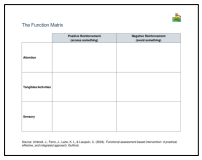
Hypothesized Function



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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Step 3: Collecting Baseline Data
Selecting A Measurement System

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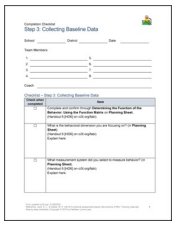
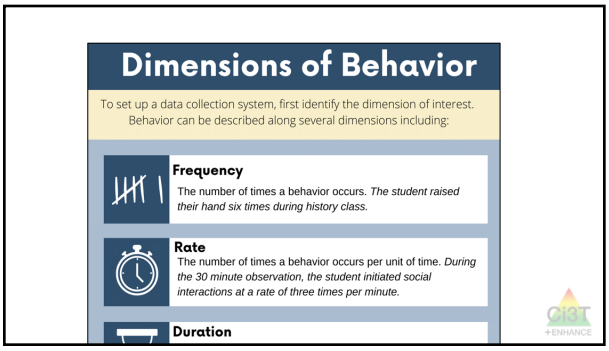
Step 3: Collecting Baseline Data



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

60



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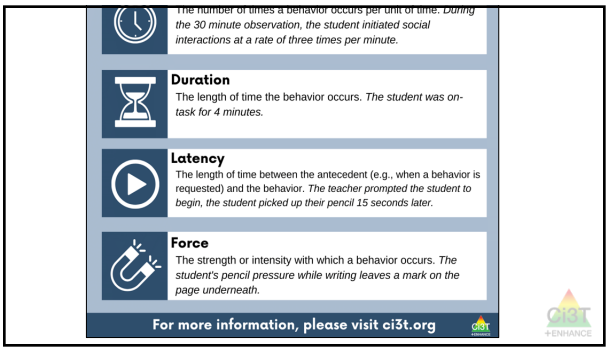

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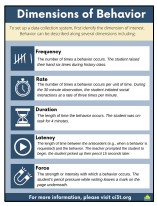
Dimension of Behavior Example

Behavior = out of seat

- Frequency – *number* of times out of seat
  - Out of seat 8x during lunch
- Duration – *amount* of time out of seat
  - Out of seat 1-2x during lunch BUT lasts for 5+ minutes each time



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Select an Aligned Measurement System

- Event-Based Methods
  - Frequency
  - Rate
- Time-Based Methods
  - Duration
  - Latency
  - Interval Recording
    - Whole-Interval
    - Partial-Interval
    - Momentary Time Sampling

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Event-Based Measurement Systems

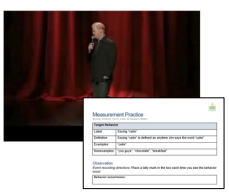
- Types of event-based measurement:
  - Frequency
  - Rate
- Most appropriate for behaviors that are:
  - Countable and discrete (e.g., relatively brief, clear start and end, and uniform in length)
  - Examples: talking out of turn, swearing, pushing


Baseline Data Collection: Event Recording

65

Tips for Event-Based Recording

- Select a specific period for data collection (e.g., first 20 minutes of the day, recess, math block)
- Keep track of each time the target behavior occurs within that specified time
  - Tally marks on paper (e.g., post it, label, data-collection sheet)
  - Move paperclips from one pocked to another
  - Counter


Measurement Practice

66

Interobserver Agreement (IOA)

- Interobserver agreement (IOA) is degree to which two observers are seeing the same thing
- IOA provides insight on the *reliability* of data collection

To calculate IOA for frequency or rate

(lower # / higher #) * 100 = ____%

(10 / 12) * 100 = 83%

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Time-Based Measurement Systems

- 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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Tips for Duration and Latency

Duration and Latency

- Select a specific period for data collection (e.g., first 20 minutes of the day, recess, math block)
- Use a stopwatch (or app) to note:
  - Duration – when behavior begins and ends
  - Latency – start timer when direction is given, stop timer when student engages in expected behavior

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Let's Practice: Duration Recording

Component	Description
Label	Off-Task
Definition	Off-Task is defined being engaged in activities other than those directed by the teacher.
Examples	Looking at a peer's paper, out of location, coloring, throwing materials
Non-Examples	Writing, looking at the teacher or board, reading, following teacher directions

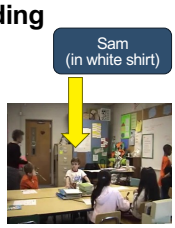

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Table Talk: Duration Recording

- Share your duration recording data with the people at your table
- Calculate interobserver agreement (smaller # / larger #) x 100
- What about duration recording was challenging?
- What challenges might you encounter if collecting duration data for your student? How might you overcome those challenges?

00:00

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Tips for Interval Recording

- Select a specific period for data collection (e.g., first 20 minutes of the day, recess, math block)
- Divide observation period into equal intervals (e.g., 30-second, 1 minute)
- Set up cue to go off at end of each interval (e.g., audio cue, phone or watch app, MotivAider)
- Record whether behavior occurred:
  - Whole-interval: behavior occurred the *entire interval*
  - Partial-interval: behavior occurred *at any time during the interval*
  - Momentary Time Sampling: behavior occurred at *exact moment interval ends*

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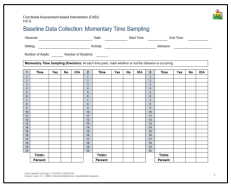
Momentary Time Sampling

- Record if the behavior occurs (yes / no) at the **exact moment** the **interval ends**
- Feasible as it *does not* require watching the student the entire time
- Tends to *underestimate* behavior



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Let's Practice: Momentary Time Sampling

Component	Description
Label	Holding microphone in left hand
Definition	Any instance where Jim holds the microphone in his left hand
Examples	using only the left hand to hold the microphone
Non-Examples	holding the microphone in the right hand or with both hands

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Table Talk: Momentary Time Sampling

- Share your momentary time sampling data with the people at your table
- Calculate interobserver agreement
  - (# intervals agree / total # of intervals) x 100
- What about momentary time sampling was challenging?

00:00

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Partial Interval Recording

- Record if the behavior occurred (yes / no) at **any point** during the interval
- Requires watching the student the entire time
- Tends to *overestimate* behavior

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Let's Practice: Partial Interval Recording

Component	Description
Label	Holding microphone in left hand
Definition	Any instance where Jim holds the microphone in his left hand
Examples	using only the left hand to hold the microphone
Non-Examples	holding the microphone in the right hand or with both hands

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Table Talk: Interval Recording

- Share your partial interval recording data with the people at your table
- Calculate interobserver agreement
  - (# intervals agree / total # of intervals) x 100
- How did data from partial interval recording compare to data collected using momentary time sampling?
- What challenges might you encounter if collecting data using interval recording for your student? How might you overcome those challenges?

00:00

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Capture Questions in the Parking Lot!

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

Parking Lot

Add questions here!

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Step 3: Collecting Baseline Data

Baseline Data Collection Procedures

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Data Collection Procedures: Materials

- Create data collection forms
  - Student's Name
  - Observer's name
  - Date
  - Setting
  - Operational Definition
  - Time observation started and ended
- Materials (e.g., stopwatch, phone app)
- System to organize and store data forms (e.g., clipboard, folder)

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Data Collection Procedures: Logistics

- Choosing when to observe
  - Setting where behavior most likely to occur and / or most problematic
  - Consistent time (e.g., 1:00-1:30, lunch, first 20 minutes of independent work)
- Choosing where to sit
  - Student within line of sight
  - Close enough to hear (if applicable)
  - Unobtrusive
  - Discrete

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Training Observers

- Identify primary and secondary observers
- Training focuses on:
  - Operational definition of behavior being measured
  - How to record behavior using selected measurement system
- Conduct practice sessions until reach 90% accuracy across three consecutive sessions

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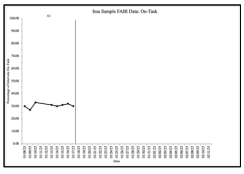
Collect and Graph Baseline Data

- Baseline data serves as the **control condition** to compare against data collected when the FABI is introduced
- Collect a minimum of 3-5 baseline data points
- Collect IOA for 25% of baseline data collection sessions



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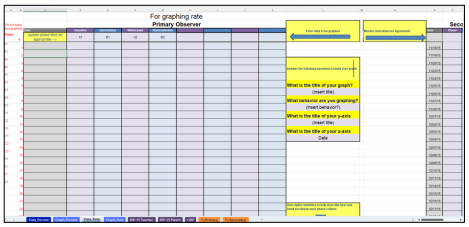
FABI Data Manager



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Putting it All Together

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Let's Practice: Designing Measurement Systems

1. Choose an example article (pre-k, elementary, middle school)
2. Review content in article related to FABI Step 2
3. Work with your group to draft measurement procedures
4. Compare your measurement procedures to those used in the article
   1. How are the procedures similar?
   2. How are they different?

00:00

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Connect – Extend – Challenge Reflection

- Consider:
  - How are the ideas and information presented **connected** to what you already know or do?
  - What new ideas did you get that **extended** or broadened your thinking?
  - What **challenges** or puzzles have come up in your mind from the ideas and information presented?
- Add your reflections to each poster
- Read and respond to (e.g., star, heart, add a note) to the reflections at each poster

00:00

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Work Time: Calendar FABI Steps 2 and 3

1. Review FABI Step 2 and FABI Step 3 Implementation Checklists
2. Consider **when** and **how** you will complete each item
3. Add action items to your calendar

00:00

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Wrapping Up and Moving Forward

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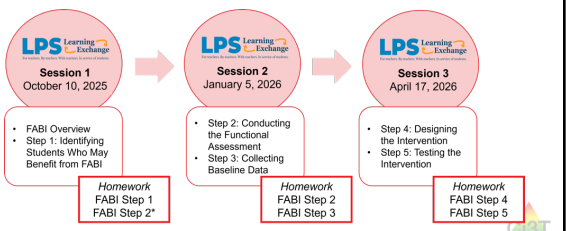
Learning Exchange Series Progression: Next Steps



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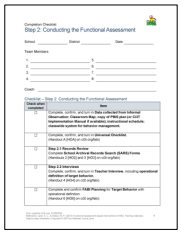
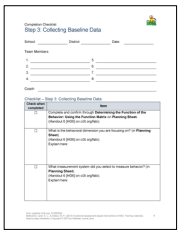
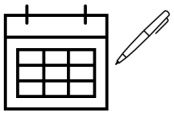
Action Items: Between Session 2 and 3







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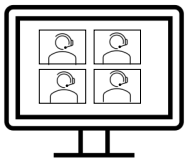
Optional: FABI Support

- We are happy to provide support as you complete FABI Steps 2 and 3 ☺
- Please email us to schedule a zoom call!
  - Kathleen Lynne Lane kathleen.lane@ku.edu
  - Elise Sarasin elise.sarasin@ku.edu



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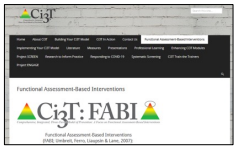
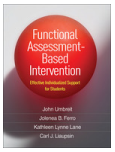
Opportunities to Learn More





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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)
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)

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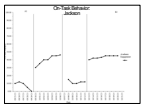
Reminder: Knowledge, Application, Impact Points

Knowledge → Application → Impact



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!

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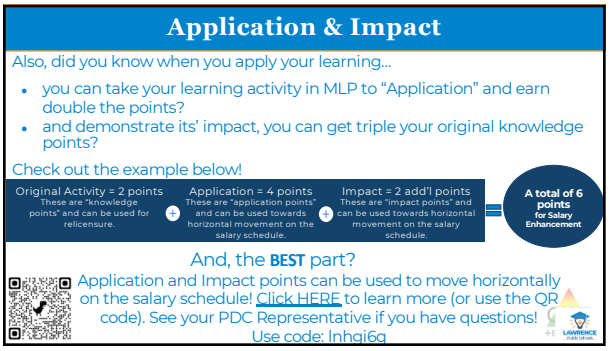
Application & Impact
Also, did you know when you apply your learning...
you can take your learning activity in MLP to "Application" and earn double the points?
and demonstrate its' impact, you can get triple your original knowledge points?
Check out the example below!
Original Activity = 2 points
These are "knowledge points" and can be used for relicensure.
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: lnhgj6g

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Thank You!
LAWRENCE
Public Schools
Elise Sarasin
elise.sarasin@ku.edu
Kathleen Lynne Lane
kathleen.lane@ku.edu
FABI
CI3T
LPS Learning Exchange

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