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

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Part 3: April 17, 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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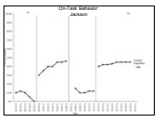
Knowledge, Application, Impact Points

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 3 Outcomes

- Select an appropriate intervention method using the Function-Based Intervention Decision Model.
- Create antecedent-reinforcement-extinction (A-R-E) components, with specific tactics linked to the maintaining function.
- Describe how to test FABI including evaluation of student outcomes, treatment integrity, and social validity.

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Agenda

1. Welcome
2. Review: Functional Assessment-Based Intervention Process
3. FABI Step 4: Designing the Functional Assessment-Based Intervention
    1. Function-Based Intervention Decision Model
    2. A-R-E Components
4. FABI Step 5: Testing the Intervention
    1. Student Outcomes
    2. Treatment Integrity
    3. Social Validity
5. Putting it All Together
6. Wrapping Up and Moving Forward

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Functional Assessment-Based Intervention (FABI)

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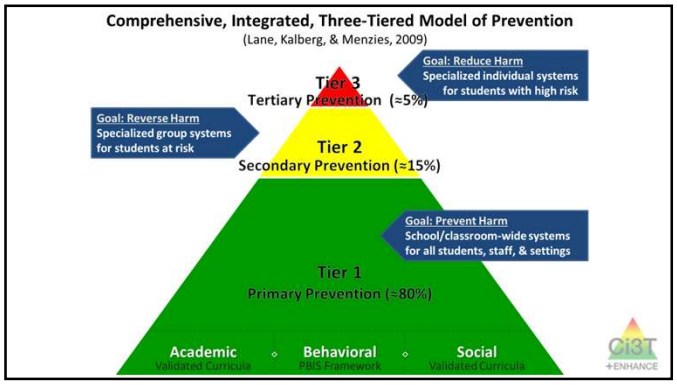

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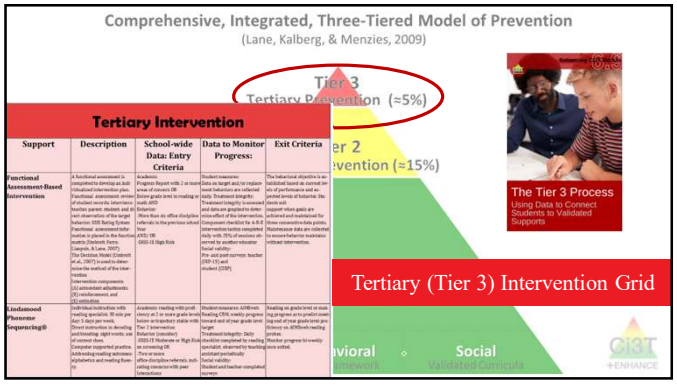

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What is Functional Assessment-Based Intervention (FABI)?

- 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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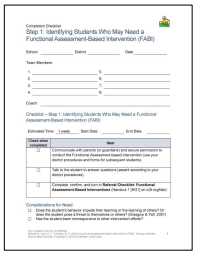
Step 1: Identifying Students Who May Need a FABI



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

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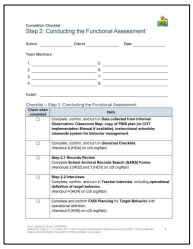
Step 2: Conducting the Functional Assessment



- Understanding the learning environment and context
- Records review
- 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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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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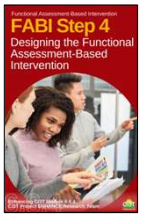
Step 4: Design the FABI

Function-Based Intervention Decision Model



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FABI Step 4 Overview

- 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

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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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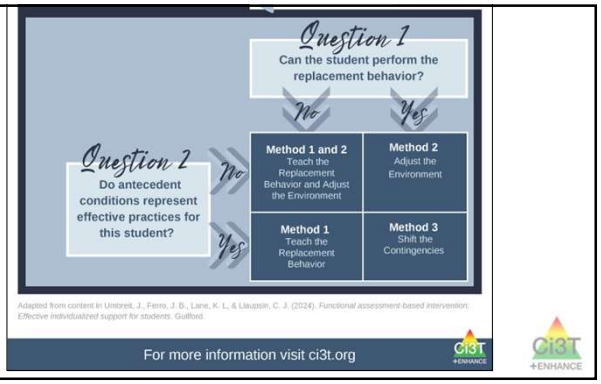

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Let's Practice: Function-Based Intervention Decision Model

Use the **Function-Based Intervention Decision Model** to select an intervention method for each scenario

- Method 1: Teach the Replacement Behavior
- Method 2: Adjust the Environment
- Method 3: Shift the Contingencies
- Combination of Method 1 & 2: Teach the Replacement Behavior and Adjust the Environment

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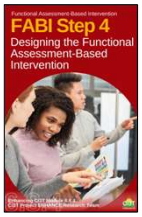
Step 4: Design the FABI

A-R-E Components



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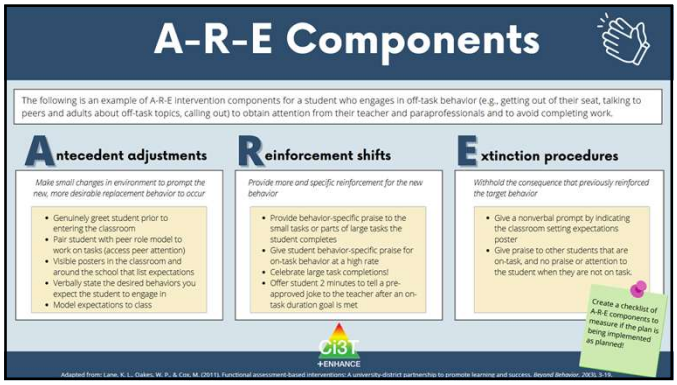

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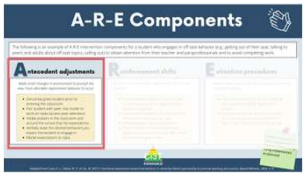
Antecedent Adjustments

Adjusting the **antecedent conditions** to increase likelihood replacement behavior will occur (i.e., "set the stage" for success) and (if applicable) **teach the replacement behavior**



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Antecedent Adjustments: Environmental

- School-wide expectations are posted and visible
- Furniture arrangement allows for easy movement
- Materials are well organized and easy to access when needed

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Antecedent Adjustments: Instructional & Task Demand

- Starter (e.g., warm-up, do now) and closing (e.g., exit ticket) activities
- Check for understanding before beginning independent work
- Instructional choice

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Antecedent Adjustments: Social

- Partner work or assigned "buddy"
- Having students work in small group
- Option to work independently or with a partner/group

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Antecedent Adjustments: Physiological

- Provide student with a snack (i.e., ensuring they are not hungry)
- Provide motor break prior to instruction (i.e., allowing student to expend extra energy)

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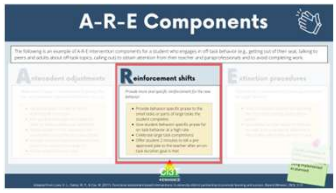
Reinforcement Shifts

Reinforcing the **replacement behavior** to strengthen its occurrence (i.e., the replacement behavior is more efficient and effective than the target behavior)



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Types of Reinforcement Shifts

- Change the **type** of reinforcement (i.e., *what* is provided)
  - Public versus private behavior-specific praise
  - Update menu with preferred reinforcers (e.g., break, time with preferred adult)
- Change the **rate** of reinforcement (i.e., *how frequently* reinforcement is provided)
  - More frequent praise (e.g., after every occurrence of replacement behavior, once every 2 minutes)

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Extinction Procedures

Ensuring the target behavior is no longer followed by reinforcement

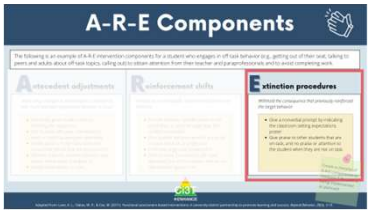

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Illustration: David (2nd Grade)

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).

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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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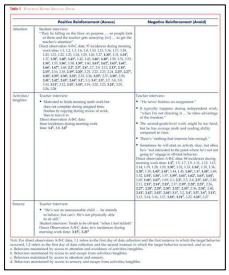
Function Matrix



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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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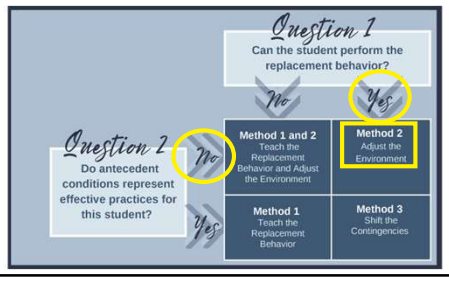
Function-Based Intervention Decision Model



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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 (reduce distraction, proximity to teacher) • Requesting help visual (green, yellow, red) • 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 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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Let's Chat: Illustration #1 Debrief

- What other antecedent adjustments, reinforcement shifts, or extinction procedures could support David?
- How might A-R-E components for David be different if he were in middle or high school?

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Break!



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Tips for Generating A-R-E Components

- Ensure A-R-E components are **aligned to function(s)** of student's behavior
- Consider **social validity** – what is feasible and contextually appropriate?
- Use A-R-E form aligned to your intervention method

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Illustration 2: Harry 5th Grader

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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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	Non-examples
Completing assignments using materials only for assignments, and watching the teacher when delivering instruction	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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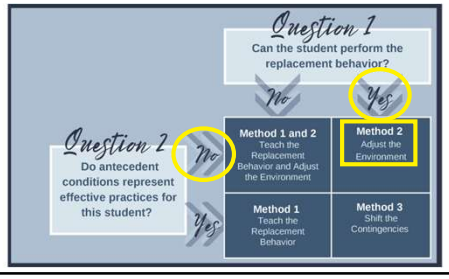
Function-Based Intervention Decision Model



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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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Let's Chat: Illustration #2 Debrief

- How might A-R-E components for Harry be different if he were in pre-k or high school?
- What about A-R-E component generation is most intuitive or easiest to do?
- What about A-R-E component generation is most challenging?
  - How might you overcome those challenges?
  - What supports would help navigate those challenges?

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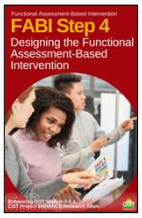
Step 4: Design the FABI

Preparing to Implement the Intervention



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FABI Step 4: Preparing to Implement the Intervention

- 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

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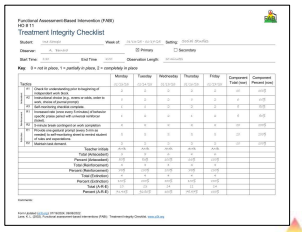
Treatment Integrity

The degree to which intervention procedures are **implemented as intended**

Factors impacting treatment integrity:

- Complexity of intervention
- Materials / resources
- Time needed to implement intervention components



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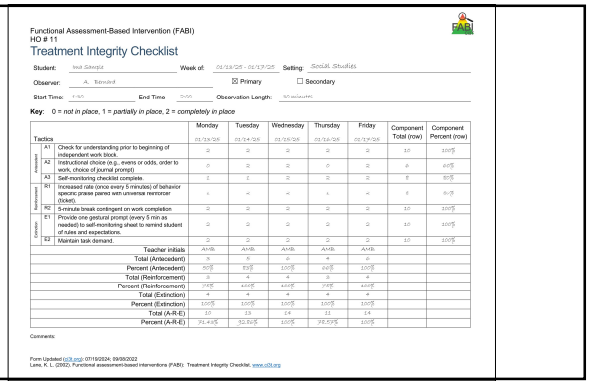

Functional Assessment-Based Intervention (FABI)
HO # 11

Treatment Integrity Checklist

Student: Ima Sleepi Week of: 01/13/25 - 01/17/25 Setting: Social Studies

Observer: A. Tendrd ☒ Primary ☐ Secondary

Start Time: 1:55 End Time: 2:55 Observation Length: 60 minutes

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

Tactics			Monday 01/13/25	Tuesday 01/14/25	Wednesday 01/15/25	Thursday 01/16/25	Friday 01/17/25	Component Total (row)	Component Percent (row)
Antecedent	A1	Check for understanding prior to beginning of independent work block.	2	2	2	2	2	10	100%
	A2	Instructional choice (e.g., evens or odds, order to work, choice of journal prompt)	0	2	2	0	2	6	60%
	A3	Self-monitoring checklist complete.	1	1	2	2	2	8	80%
Reinforcement	R1	Increased rate (once every 5 minutes) of behavior specific praise paired with universal reinforcer (ticket).	1	1	1	1	1	5	50%
	R2	5-minute break contingent on work completion	2	2	2	2	2	10	100%
Extinction	E1	Provide one gestural prompt (every 5 min as needed) to self-monitoring sheet to remind student of rules and expectations.	2	2	2	2	2	10	100%
	E2	Maintain task demand.	2	2	2	2	2	10	100%
		Teacher initials	AMB.	AMB.	AMB.	AMB.	AMB.		
		Total (Antecedent)	5	5	6	4	6		
		Percent (Antecedent)	50%	83%	100%	66%	100%		
		Total (Reinforcement)	3	3	3	3	3		
		Percent (Reinforcement)	75%	100%	100%	75%	100%		
		Total (Extinction)	4	4	4	4	4		
		Percent (Extinction)	100%	100%	100%	100%	100%		
		Total (A-R-E)	12	12	13	11	13		
		Percent (A-R-E)	70.59%	92.86%	100%	78.57%	100%		

Comments:

Form Updated 07/19/2024, 09/09/2022
Lane, K. L. (2002). Functional assessment-based interventions (FABI). Treatment Integrity Checklist. www.ci3t.org

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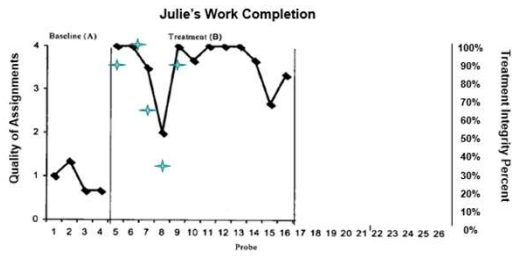
Why Collect Treatment Integrity Data?



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Pre-Intervention Social Validity

- Social Significance of goals
  - Is the replacement behavior functional for the student's daily life?
  - Do the goals align with the values of the student and their family?
  - Do benefits of intervention outweigh costs?
- Social acceptability of procedures
  - Is the intervention appropriate for the problem behavior?
  - Is the intervention fair and reasonable from the perspective of the student? Family? Educator?
  - Is the intervention intrusive or stigmatizing?
- Social importance of effects
  - Will this change in behavior have a meaningful impact on the student's day-to-day experiences?
  - Will the people involved (i.e., teacher, family, student) be satisfied if the goal is achieved?

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Measuring Pre-Intervention Social Validity

- Rating scales
- Interviews
- Social comparison - Is the target student's behavior substantially different from typical peer?

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Introducing the FABI

- Revise drafted A-R-E components to address any concerns shared in pre-intervention social validity
- Introduce FABI to the adults who will implement the intervention (e.g., classroom teacher, counselor, paraprofessional)
  - Explain intervention procedures
  - Model
  - Practice (e.g., role play) with feedback
  - Check for understanding (role play, multiple choice, scenarios)
- Introduce FABI to the student

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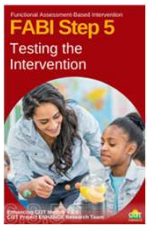
FABI Step 5: Test the Intervention



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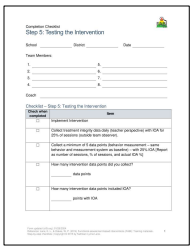
Step 5: Testing the Intervention



- 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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How Well is the Intervention Working? Data Sources to Consider

1. Treatment Integrity
2. Student Outcomes
3. Social validity

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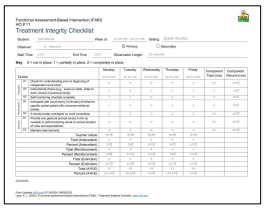
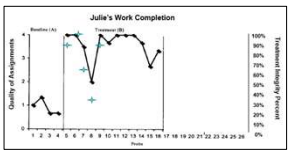
Treatment Integrity: The extent to which the FABI is implemented as designed


Functional Assessment-Based Intervention (FABI)
HELP-U
Treatment Integrity Checklist



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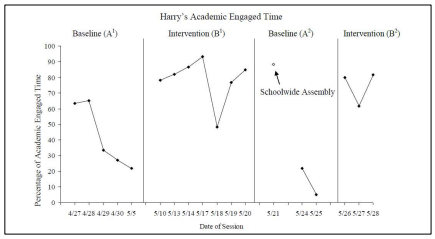
Student Outcomes



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).

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Measuring Student Outcomes

- Use the **same measurement procedures as** baseline
  - Measurement form (e.g., average duration, momentary time sampling)
  - Observation time and location
  - Primary and secondary observer
- Collect Interobserver Agreement (IOA) for 25% of sessions (~1-2x week)

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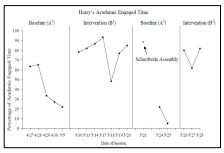
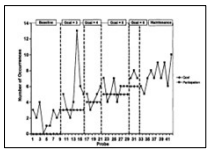
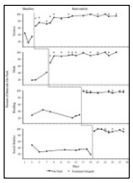
Using Single-Case Design to "Test" How Well the Intervention is Working



ABAB Design
(Cox et al., 2011)



Changing Criterion
(Lane et al., 2007)



Multiple Baseline
(Gann et al., 2014)

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Post-Intervention Social Validity

- Rating Scales
- Interviews
- Social Comparisons
- Future Use- does the teacher use the intervention with subsequent students who present similar concerns
- Treatment integrity- behavioral marker for social validity

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Break!

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Putting it All Together

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Let's Practice: Putting it All Together

1. Use the **Function-Based Intervention Decision Model** to select an intervention method for your student (or one of the case studies!)
2. Draft **A-R-E components**
3. Consider
   - How would you collect pre-intervention social validity?
   - What challenges do you anticipate with treatment integrity? How might you proactively address those concerns?
   - What single-case design would you use to "test" how well the intervention is working (e.g., ABAB, changing criterion, multiple baseline)

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Wrapping Up and Moving Forward

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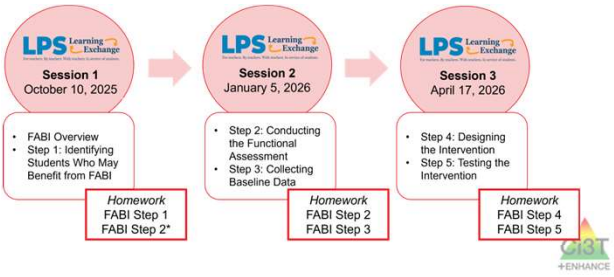
Learning Exchange Series Progression: Next Steps



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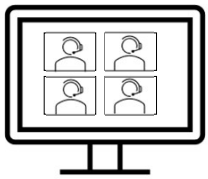
Optional: FABI Support

- We are happy to provide support as you complete FABI Steps 4 and 5 ☺
- Please email us to schedule a zoom call or in-person meeting
  - Kathleen Lynne Lane kathleen.lane@ku.edu
  - Elise Sarasin elise.sarasin@ku.edu



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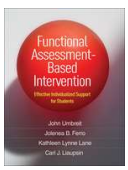
Opportunities to Learn More



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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)
CiST 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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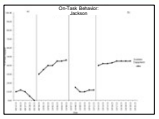
Reminder: Knowledge, Application, Impact Points

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: lnhgi6q

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Thank You!

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Kathleen Lynne Lane
kathleen.lane@ku.edu

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