


Supporting Students Receiving Special Education Services in General Education Classroom through Tier 3 Intervention: Functional Assessment-Based Intervention

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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!

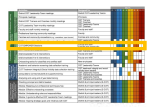


Ci3T Comprehensive, Integrated, Three-Tiered Model of Prevention
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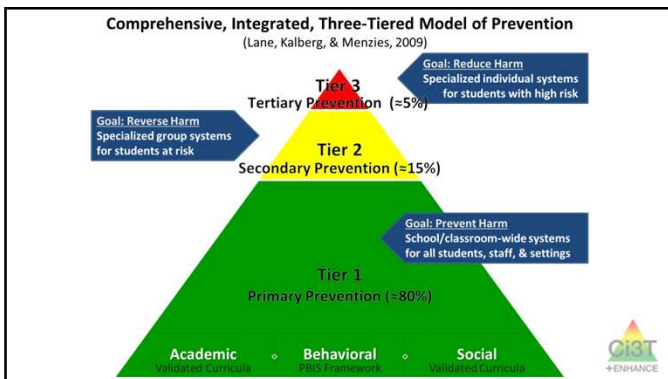
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Agenda

1. Welcome
2. Creating Positive, Productive Learning Environments Using Ci3T
3. Using Screening Data to Inform Instruction
4. Functional Assessment-Based Intervention (FABI)
5. Wrapping Up and Moving Forward



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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
Functional Assessment-Based Intervention	A functional assessment is conducted to determine the environmental consequences of the problem behavior. The assessment includes a review of the student's history of the behavior, a direct observation of the behavior, and an interview with the student. The assessment is used to develop a functional behavior plan (FBP) that addresses the underlying needs of the student. The FBP is implemented and monitored for effectiveness. (Lane, Kalberg, & Menzies, 2009)	Students with 2 or more occurrences of the target behavior in a 10-day period. (Lane, Kalberg, & Menzies, 2009)	Behavior frequency, duration, and intensity. (Lane, Kalberg, & Menzies, 2009)	The behavior plan is implemented for a 10-day period. The student's behavior is monitored for improvement. (Lane, Kalberg, & Menzies, 2009)
Individualized Phenomenon Targeting®	Individualized Phenomenon Targeting® (IPT) is a data-driven approach to identifying and addressing individual student needs. IPT involves a detailed analysis of student data to identify specific areas of concern. IPT is used to develop individualized intervention plans that address the unique needs of each student. (Lane, Kalberg, & Menzies, 2009)	Students with 2 or more occurrences of the target behavior in a 10-day period. (Lane, Kalberg, & Menzies, 2009)	Behavior frequency, duration, and intensity. (Lane, Kalberg, & Menzies, 2009)	The individualized intervention plan is implemented for a 10-day period. The student's behavior is monitored for improvement. (Lane, Kalberg, & Menzies, 2009)

Tertiary (Tier 3) Intervention Grid

Behavioral Network | Social Validated Curricula

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Essential Components of Primary (Tier 1) Prevention Efforts

Social Validity

Treatment Integrity

Systematic Universal Screening

Academic | Behavior

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Enhancing Ci3T Modules

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TFI Version 3 Connection

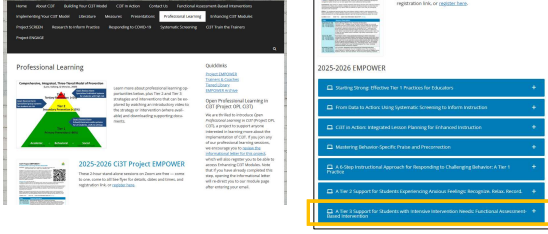

TFI Item	Description
3.5 INDIVIDUAL SUPPORT PLAN PROTOCOL	<p>Tier 3 leadership team develops, implements and monitors the use of an individual support plan protocol to guide the development of individualized support plans based on individualized assessment data (item 3.16), including decision rules for matching plan to student level of need (e.g., brief, comprehensive, wraparound) and all of the following plan elements:</p> <ul style="list-style-type: none"> Prevention strategies Teaching strategies Consequence strategies <ul style="list-style-type: none"> To encourage or reinforce contextually appropriate behaviors To prevent reinforcement of and respond to contextually inappropriate behaviors Safety elements that prioritize alternatives to restrain where needed Systematic process for assessing fidelity and impact Action plan for putting the comprehensive support plan in place Adaptations or modifications to Tier 1 and 2 supports are priorities before adding new interventions




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Accessing Professional Learning Materials

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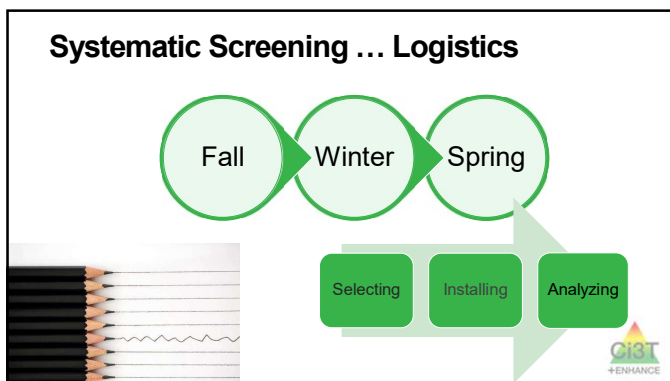



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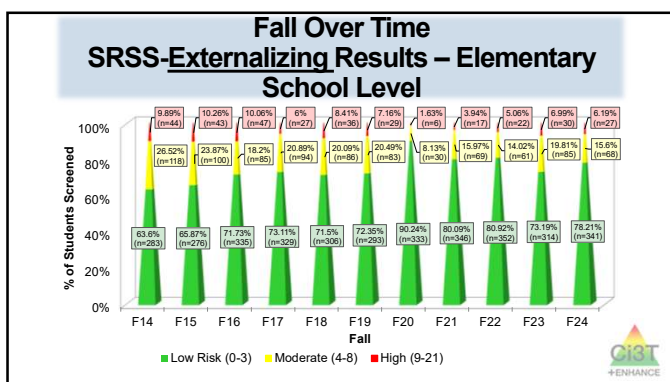


Using Screening Data to Inform Instruction

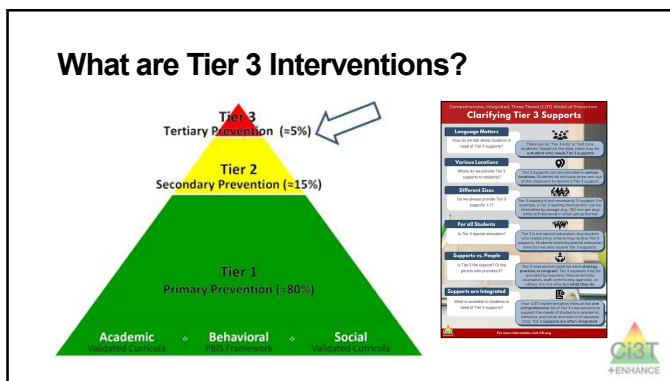
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Comprehensive, Integrated, Three-Tiered (CI3T) Model of Prevention Clarifying Tier 3 Supports

Language Matters

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

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

Various Locations

Where do we provide Tier 3 supports to students?

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.

Different Sizes

Do we always provide Tier 3 supports 1:1?

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.

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For all Students

Is Tier 3 special education?

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.

Supports vs. People

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

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.

Supports are Integrated







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

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.

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Tertiary (Tier 3) Intervention Grids


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3	Collecting Baseline Data <ul style="list-style-type: none"> 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 <p>Use the Function-Based Intervention Decision Model to select an intervention method:</p> <ul style="list-style-type: none"> 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 <p>Implement and evaluate the intervention with an emphasis on:</p> <ul style="list-style-type: none"> Student outcomes Treatment integrity Social validity 	
<p>For more information visit ci3t.org/fabi</p>  		

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Why is FABI effective?



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



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Building Your FABI Team

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

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What are the Benefits and Challenges of Implementing FABI?

Benefits

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

Challenges

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

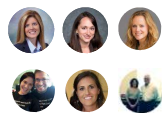
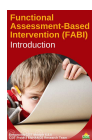


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Examining the Evidence-Base

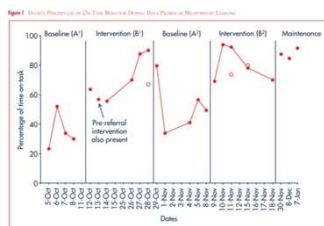
28 studies published to date

Project FUNCTION



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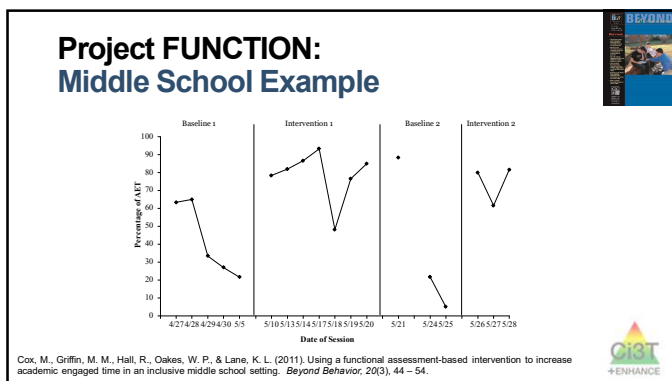
Project FUNCTION: Elementary Example



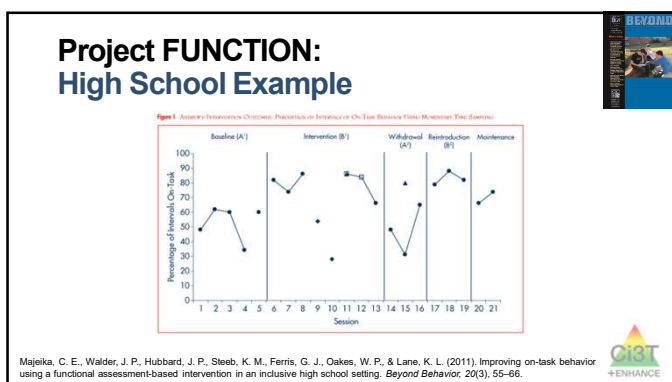
Germer, K. A., Kaplan, L. M., Giroux, L. N., Markham, E. H., Ferris, G. J., Oakes, W. P., & Lane, K. L. (2011). A function-based intervention to increase a second-grade student's on-task behavior in a general education classroom. *Beyond Behavior*, 20(3), 19-30.



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Let's Chat: Initial Thoughts


- What are your initial thoughts and reactions?
 - What components of FABT seem most feasible?
 - What might be challenging about implementing FABT?

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

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



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Session Preview



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Opportunities to Learn More

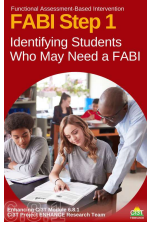



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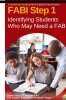
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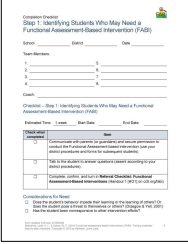
FABI Step 1: Identifying Students Who May Need a FABI



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Step 1: Identifying Students Who May Need a FABI






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

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Review multiple sources of data



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

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

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

Connect with Family Member(s) and Student

Family Member(s)


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

Student

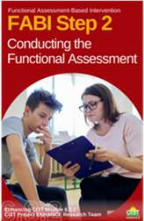
- Explain goals of FABI and how the student will be involved throughout the FABI process
- Provide opportunity for student to ask questions

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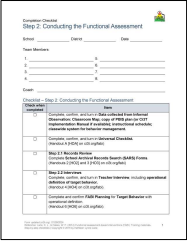
FABI Step 2: Conducting the Functional Assessment




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Step 2: Conducting the Functional Assessment



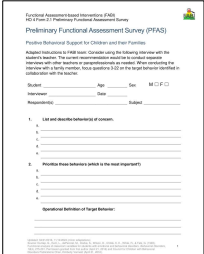


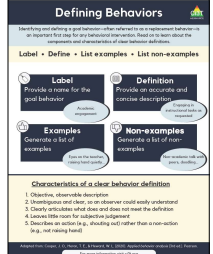
- Understanding the learning environment and context
- Records review
- Interviews
- **Operationally define target behavior**
- **Rating scales**
- **A-B-C data collection**
- **Use Function Matrix to identify the hypothesized function(s)**
- Identify replacement behavior





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Operationally Defining the Target Behavior






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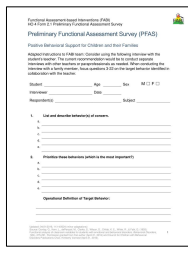
Example Operational Definition


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



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Conduct Interviews: Teachers, Families, Students





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Direct Observation (A-B-Cs of Behavior)

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

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

Antecedent	Behavior	Consequence	Function
Antecedents are events that come before the behavior occurs, or things that set the stage for behavior to occur. What happened before the behavior?	Behavior refers to anything an individual does that is observable, measurable, and repeatable. Consider equipment used and performance level (did behavioral needs). What did the student do?	Consequences are anything that come following a behavior. They include events, situations, people's behavior, or things. What happened after the behavior occurred?	Why did the behavior happen? • Identifies the reason why the behavior occurred, or why it is effective. • There are different reasons individuals do things (to access or avoid things). Collect and use data to inform decisions.

* All learning happens through consequences!

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

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Direct Observation (A-B-C Data Collection)

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

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

Observer: _____ Date: _____ Setting: _____
 Student Name: _____ Client 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: _____ Client Time: _____ End Time: _____
 Target Behavior: _____ Comments: _____

Directions: Complete one form per observation session.


Context	Antecedent	Behavior	Consequence	Function
1	Reading instruction	Pinch behavior	Student turned pages	Triggers teacher to discontinue
2				
3				
4				
5				
6				
7				
8				
9				
10				

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Use Function Matrix to identify the hypothesized function(s)

	Positive Reinforcement (access something)	Negative Reinforcement (avoid something)
Attention	<ul style="list-style-type: none"> Peers laugh Teacher provides 1:1 assistance 	<ul style="list-style-type: none"> Work alone Ignored by peers or adults
Tangibles/Activities	<ul style="list-style-type: none"> Preferred activity (e.g., tablet) 	<ul style="list-style-type: none"> Do not have to complete academic task
Sensory	<ul style="list-style-type: none"> Access to fidgets 	<ul style="list-style-type: none"> Noise cancelling headphones


Source: Umbreit, J., Ferro, J., Lane, K. L., & Laupsin, C. (2004). Functional assessment-based reinvention: A practical, effective, and engaging approach. *GiFT*



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

Source: Umbreit, Ferro, Lane, & Laupsin (2004); Umbreit, Ferro, Laupsin, & Lane (2007); Umbreit, Lane, & DeJost (2004)



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Let's Practice!

Functional Assessment-based Interventions (FAB) PRT™
ABC Data Collection Form

Observer: E. Sarash Date: 12/05/2025 Setting: Period 5 - World History


Student Name: Avery Start Time: 1:00 pm End Time: 1:30 pm

Observer: sarash Date: 12/05/2025

Checklist: Complete one form per observation session.

Context	Antecedent	Behavior	Consequence	Function
1 Do now	Teacher provides time to complete do now (points and asks)	Dozing in notebook	Peer laughing and looks up when teacher calls on peer	?
2 Do now review	Peer sharing Peer responses	Playing on phone	Continues to play on phone until teacher starts a new activity	?
3 Do now review	Teacher discussing do now responses.	Physically sits in seat and looks at notebook	Checks back toward teacher's board after 40 s	?
4 Whole group introduction (works)	Teacher introducing new topic	Computer open - playing game	Continues to play game on computer and gave independent work	?
5 Independent work	Working on independent work (answering questions from notebook)	Turns to peer and begins talking about contents unrelated	Peer responds, then asks for 20 s before returning to work	?

Form Number: 12/05/2025 01:00:00 PM
Lane, K. L., & Lane, B. W. (2014). *Functional Assessment-based Interventions (FAB) ABC Data Collection Form*. www.giftcenter.org



- What's the Function?**
- Access – Attention
 - Avoid – Attention
 - Access – Tangibles / Activities
 - Avoid – Tangibles / Activities
 - Access – Sensory
 - Avoid – Sensory

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Hypothesized Function

The Function Matrix

	Behavior	Maintaining Function(s)	Target Behavior(s)
Student			
Target Behavior(s)			
Maintaining Function(s)			

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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Accessing Professional Learning Materials

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Let's Practice: Function Matrix

In a breakout room, work with your group to complete the Function Matrix.

The Function Matrix

	Behavior	Maintaining Function(s)	Target Behavior(s)
Student			
Target Behavior(s)			
Maintaining Function(s)			


00:00



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FABI Step 3: Collecting Baseline Data



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Step 3: Collecting Baseline Data



Step 3: Collecting Baseline Data

Number of Occurrences

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____


7 _____

8 _____

9 _____

10 _____


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



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Dimensions of Behavior

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




Frequency

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




Rate

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



Duration



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

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

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

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

For more information, please visit ci3t.org

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Select a Measurement System: Event-Based

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


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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 pocket to another
 - Counter

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Let's Practice – Frequency Recording




Measurement Practice

Measurements are used to collect data on a behavior.

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

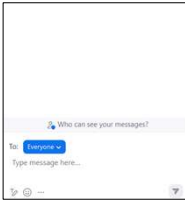
Observation:
Event recording procedure: Place a tally mark in the box each time you see the behavior occur.
Behavior occurrences:




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Debrief – Frequency Recording


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






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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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FABI Step 4: Design the FABI




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Step 4: Design the FABI





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






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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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Question 1
Can the student perform the replacement behavior?

Question 2
Do antecedent conditions represent effective practices for this student?

Method 1 and 2 Teach the Replacement Behavior and Adjust the Environment	Method 2 Adjust the Environment
Method 1 Teach the Replacement Behavior	Method 3 Shift the Contingencies

Adapted from content in Unsettled, J., Fenn, J. D., Lane, K. L., & Linsag, C. J. (2024). Functional assessment based intervention: Effective individualized support for students. Guilford.

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A-R-E Components

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

FABI Step 4
Changing the Environment
Component

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A-R-E Components

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

<p>Antecedent adjustments</p> <p>Make small changes in environment to prompt the new, more desirable replacement behavior to occur</p> <ul style="list-style-type: none"> • 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 	<p>Reinforcement shifts</p> <p>Provide more and specific reinforcement for the new behavior</p> <ul style="list-style-type: none"> • Provide behavior-specific praise to the small table or group of desks that the student completed • Give student behavior specific praise for on-task behavior at a high rate • Credits are given task completion • Offer student 2 minutes to tell a peer approved peer to the teacher after an on-task duration goal is met 	<p>Extinguishment procedures</p> <p>Remove the consequences that previously reinforced the target behavior</p> <ul style="list-style-type: none"> • Give a nonverbal prompt for indicating the classroom seating expectations • Give praise to other students that are on-task, give no praise or attention to the students when they are not on-task <p>Create a checklist of A-R-E components to be implemented as planned</p>
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Adapted from Lane, K. L., Oakes, W. P., & Cox, M. (2011). Functional assessment based interventions: A university district partnership to promote learning and success. *Beyond Behavior*, 20(4), 3-13.

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A-R-E Components

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

A	R	E
ntecedent adjustments	einforcement shifts	xtinction procedures
<p>Make small changes in antecedents to prompt the new, more desirable replacement behavior in social settings in the classroom.</p> <ul style="list-style-type: none"> • Certainly greet student prior to entering the classroom. • Pair student with peer role model to work on tasks (ensure peer attention). • Visible praise in the classroom and around the school that sets expectations. • Verbally state the desired behaviors you expect the student to engage in. • Model expectations to class. 	<p>Provide more and specific reinforcement for the new behavior.</p> <ul style="list-style-type: none"> • 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 jibe to the teacher after an on-task duration goal is met. 	<p>Withdraw the consequence that previously reinforced the target behavior.</p> <ul style="list-style-type: none"> • 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. <p><i>Create a checklist of A-R-E components to monitor if they are being implemented as planned!</i></p>

Adapted from Lane, K. L., Oakes, W. P., & Cox, M. (2011). Functional assessment based interventions: A university-direct partnership to promote learning and success. *Beyond Behavior*, 20(3), 3-19.

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A-R-E Components

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

A	R	E
ntecedent adjustments	einforcement shifts	xtinction procedures
<p>Make small changes in antecedents to prompt the new, more desirable replacement behavior in social settings in the classroom.</p> <ul style="list-style-type: none"> • Certainly greet student prior to entering the classroom. • Pair student with peer role model to work on tasks (ensure peer attention). • Visible praise in the classroom and around the school that sets expectations. • Verbally state the desired behaviors you expect the student to engage in. • Model expectations to class. 	<p>Provide more and specific reinforcement for the new behavior.</p> <ul style="list-style-type: none"> • 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 jibe to the teacher after an on-task duration goal is met. 	<p>Withdraw the consequence that previously reinforced the target behavior.</p> <ul style="list-style-type: none"> • 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. <p><i>Create a checklist of A-R-E components to monitor if they are being implemented as planned!</i></p>

Adapted from Lane, K. L., Oakes, W. P., & Cox, M. (2011). Functional assessment based interventions: A university-direct partnership to promote learning and success. *Beyond Behavior*, 20(3), 3-19.

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Illustration 1: David (2nd Grade)

Germer, K. A., Kaplan, L. M., Giroux, L. N., Markham, E. H., Ferris, G. J., Oakes, W. P., & Lane, K. L. (2011). A function-based intervention to increase a second-grade student's on-task behavior in a general education classroom. *Beyond Behavior*, 20(3), 19-30.

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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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

76

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.

77

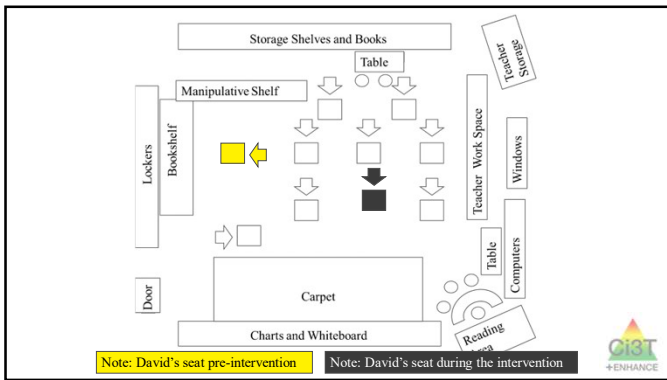
Function Matrix	
<p>Positive Reinforcement (Reward)</p> <p>• Praise (verbal or written)</p> <p>• Tokens (e.g., stars, stickers)</p> <p>• Privileges (e.g., extra recess, choice of activity)</p> <p>• Tangible rewards (e.g., prizes, certificates)</p> <p>• Social reinforcement (e.g., peer recognition)</p>	<p>Negative Reinforcement (Avoidance)</p> <p>• Removal of an aversive stimulus (e.g., ending a task)</p> <p>• Escape (e.g., leaving a room)</p> <p>• Avoidance (e.g., not attending to a task)</p> <p>• Extinguishment (e.g., not responding to a stimulus)</p>

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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.	<ul style="list-style-type: none"> Seating change - David will sit facing the whiteboard Stoplight system Self-monitoring system Teacher will review picture schedule for the morning work period prior to the work period. Teacher will check-in with David at the beginning of independent tasks to ensure that he understood the assignment.
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83

Antecedent Adjustment: Stoplight System

Stoplight System

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

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Pre-Intervention Social Validity

Functional Assessment-Based Intervention

Student: _____ Name: _____ Date: _____

Intervention: _____

Item	1	2	3	4	5
1. The activities are considered meaningful to the student.					
2. The activities are considered appropriate to the student's abilities.					
3. The activities are considered appropriate to the student's interests.					
4. The activities are considered appropriate to the student's needs.					
5. The activities are considered appropriate to the student's culture.					
6. The activities are considered appropriate to the student's environment.					
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15. The activities are considered appropriate to the student's school.					
16. The activities are considered appropriate to the student's society.					

Functional Assessment-Based Intervention

Student: _____ Name: _____ Date: _____

Intervention: _____



Item	1	2	3	4	5
1. The activities are considered meaningful to the student.					
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Functional Assessment-Based Intervention

Student: _____ Name: _____ Date: _____

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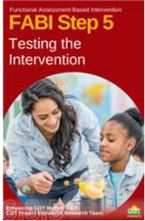
Let's Chat: ARE Components

- 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?
- What components of FABI Step 4 seem most beneficial or helpful?
- What might be challenging about completing FABI Step 4? How might you support teams to overcome those challenges?

00:00




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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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Harry's Intervention Outcomes

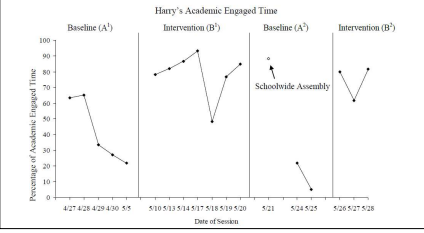
Engagement Intervention Procedures	Monday	Tuesday	Wednesday	Thursday	Friday
Intervention objectives					
1.1. Engage students when in front of the class.					
1.2. Engage students when in front of the class during.					
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Cox, M., Griffin, M. M., Hall, R., Oakes, W. P., & Lane, K. L. (2011). Using a Functional Assessment-Based Intervention to Increase Academic Engaged Time in an Inclusive Middle School Setting. *Beyond Behavior, 20*(3).




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Harry's Intervention Outcomes



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



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Wrapping Up and Moving Forward

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Opportunities to Learn More



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Action Items

Action Item	Person(s) Responsible	Planned Completion Date	Date Completed
Schedule time to review FABI modules	David	04/29/26	
Email behavior specialist to coordinate FABI book study for next school year	David	04/29/26	




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Project EMPOWER+ 2025-2026




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 23, 2026 (Tuesday)




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Project EMPOWER+ 2026-2027




EMPOWER+ Session	Date
Effective Tier 1 Practices for Positive, Productive Classrooms	September 15, 2026
Let the Data Drive: Using Systematic Screening to Shape Instruction	October 27, 2026
CI3T in Action: Integrated Lesson Planning for Optimal Instruction	November 17, 2026
A 6-Step Instructional Approach for Responding to Challenging Behavior in Schools	January 20, 2027
A Tier 2 Intervention for Managing Anxious Feelings: Recognize, Relax, Record.	March 23, 2027
A Tier 3 Intervention: Functional Assessment-Based Intervention	April 28, 2027




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CI3T Trainers and Coaches Calls




CI3T Trainers and Coaches Calls Session	Date
CI3T Trainers and Coaches Call 1	August 20, 2025 (Wednesday)
CI3T Trainers and Coaches Call 2	September 3, 2025 (Wednesday)
CI3T Trainers and Coaches Call 3	October 1, 2025 (Wednesday)
CI3T Trainers and Coaches Call 4	November 5, 2025 (Wednesday)
CI3T Trainers and Coaches Call 5	December 2, 2025 (Tuesday)
CI3T Trainers and Coaches Call 6	January 22, 2026 (Thursday)
CI3T Trainers and Coaches Call 7	February 17, 2026 (Tuesday)
CI3T Trainers and Coaches Call 8	March 10, 2026 (Tuesday)
CI3T Trainers and Coaches Call 9	April 15, 2026 (Wednesday)
CI3T Trainers and Coaches Call 10	May 13, 2026 (Wednesday)




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