



Functional Assessment-Based Interventions

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July 24, 2023
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 Comprehensive, Integrated, Three-Tiered Model of Prevention 

1

Agenda

- Ci3T model of prevention
- Overview of functional assessment-based interventions (FABI)
 - What are FABI's?
 - Why are FABI's effective?
 - What does the supporting research for FABI's say?
 - What are the benefits and challenges?
- How do I implement FABI's in my classroom?
 - Step 1: Identifying students who need a FABI
 - Step 2: Conducting the functional behavior assessment
 - Step 3: Collecting baseline data
 - Step 4: Designing the intervention
 - Step 5: Testing the intervention
- Resources

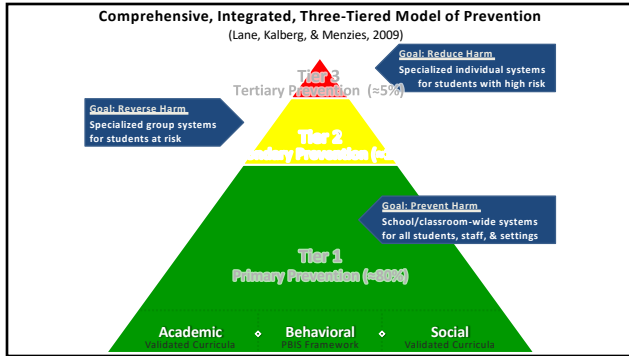
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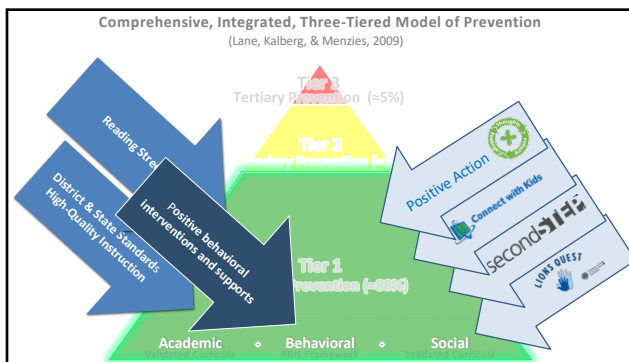
Prevention!

A respectful, educational approach to behavior

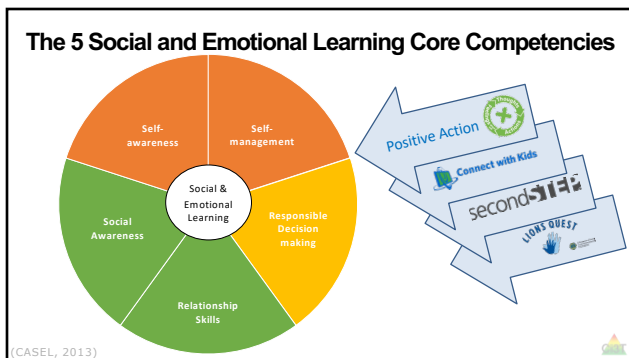
3



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9

ci3T at Lincoln Elementary

Everything connects to the Primary (Tier 1) Plan

Including procedures for teaching, reinforcing, and monitoring across academic, behavior, and social roles and responsibilities.

10

Home About ci3T Building Your ci3T Model ci3T In Action Contact Us Functional Assessment-Based Interventions

Implementing Your ci3T Model Literature Measures Presentations Professional Learning Project ENHANCE

Project SCREEN Research to Inform Practice Responding to COVID-19 Systematic Screening

ci3T Exemplars for Hybrid (In-person and Remote) Learning Experiences (2020-2021)

ci3T Implementation Manual: Elementary School Exemplar
 ci3T Implementation Manual: Middle School Exemplar
 ci3T Implementation Manual: High School Exemplar

Low-Intensity Strategies For Virtual Learning Environments

Virtual behavior-specific praise:	Implementation checklist	Infographic	Video
Virtual instructional choice:	Implementation checklist	Infographic	Video
Virtual precorrection:	Implementation checklist	Infographic	Video
Virtual active supervision:	Implementation checklist	Infographic	Video
Virtual instructional feedback:	Implementation checklist	Infographic	Video
Virtual opportunities to respond:	Implementation checklist	Infographic	Video

Digital Reinforcement Tracker Templates and Tutorials

Google Drive Templates: [Teacher Reinforcement Tracker](#) | [Student Reinforcement Tracker](#)
 Tutorial for Setting Up a Digital Reinforcement Structure: [Step-by-Step Guide](#) | [Video Tutorial](#)
 Brief Demonstration Video (see "slide" 3)

11

Tier 1 Reactive Plan

Step 1: Identify the behavior and determine if it is a concern.

Step 2: Determine if the behavior is a concern.

Step 3: Determine if the behavior is a concern.

Step 4: Determine if the behavior is a concern.

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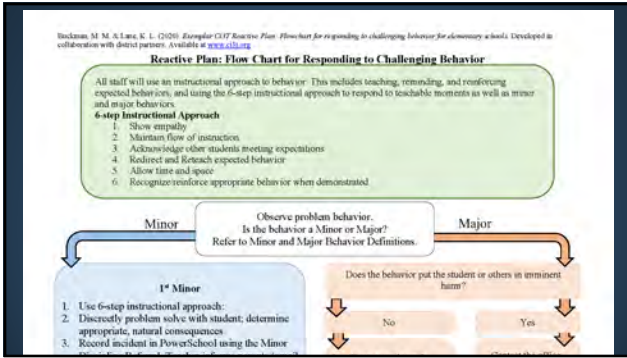
Step 98: Determine if the behavior is a concern.

Step 99: Determine if the behavior is a concern.

Step 100: Determine if the behavior is a concern.

Show empathy first!

15



16

A Consistent Reactive Plan is Essential

When students don't meet expectations

- Educators respond similarly and consistently
- Students learn what happens when they don't meet expectations is procedural, not personal
- Teachers have competence (know what to do)
- Teachers have confidence (colleagues do the same and respect it)
- Builds trust

Inconsistent responding =

- Broken promises, non-assertive behaviors, students distrust, invites further rule infraction

17

A Consistent Reactive Plan is Essential

- Teach what to do and when to do it
- Teach standard consequences

6-step instructional approach:

1. Maintain the flow of instruction
2. Recognize on-task students, making no response to off-task students
3. **Show empathy first**
4. Redirect (focus on task, brief language/gestures, prompt procedures for asking for help)
5. Give time and space
6. **Acknowledge appropriate behavior when demonstrated**

18

Teach a Standard Consequence

- Students must know well ahead of time what the consequences are for not meeting expectations
 - Procedural, not personal
- Can teach a standard consequence for specific types of behavior

Easy
Clear
Consistent



19

Schoolwide Behavior Expectation Matrix
A Teaching Tool

	Classroom	Hallway	Cafeteria	Playground	Restroom	Bus & School Bus
Be RESPECTFUL	<ul style="list-style-type: none"> Follow directions Use kind words and actions Control your temper Cooperate with others Use an inside voice 	<ul style="list-style-type: none"> Use a quiet voice Walk on the right side of the hallway Face forward 	<ul style="list-style-type: none"> Keep your food to yourself Use manners Listen to and follow adult requests 	<ul style="list-style-type: none"> Respect others' personal space Follow the rules of the game Line up when the bell rings 	<ul style="list-style-type: none"> Use the restroom and then return to class Stay in your own bathroom stall Give others privacy 	<ul style="list-style-type: none"> Use kind words towards the bus driver and other students Listen to and follow the bus driver's rules Stay in your personal space
Be RESPONSIBLE	<ul style="list-style-type: none"> Be in assigned area on time Remain in school for the whole day Bring your required materials Turn in finished work Exercise self-control 	<ul style="list-style-type: none"> Keep hands to yourself Walk in the hallway Stay in line with your class 	<ul style="list-style-type: none"> Make your choices quickly Get your own food and stick with it Clean up after yourself 	<ul style="list-style-type: none"> Play approved games Use equipment appropriately Return equipment when you are done 	<ul style="list-style-type: none"> Flush toilet Wash hands with soap Throw away any trash properly Report any problems to your teacher 	<ul style="list-style-type: none"> Bring home all needed materials Talk quietly with others Remain in seat after you enter the bus
GIVE BEST EFFORT	<ul style="list-style-type: none"> Participate in class activities Complete work with best effort Ask for help politely 	<ul style="list-style-type: none"> Walk quietly Show directly to next location Follow directions 	<ul style="list-style-type: none"> Use your table manners Avoid your neighbor if necessary Use an inside voice 	<ul style="list-style-type: none"> Include others in your games Be active Follow the rules of the game 	<ul style="list-style-type: none"> Take care of your business quickly Keep bathrooms tidy Use time wisely 	<ul style="list-style-type: none"> Go directly to your destination Keep hands and feet to self Use self-control

20

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Behavior Screening Tools

21

Low-Intensity Strategies

- Opportunities to Respond
- Behavior-Specific Praise
- Active Supervision
- Instructional Feedback
- High-p Requests
- Precorrection
- Incorporating Choice
- Proximity
- Overlappingness
- With-it-ness
- Pacing
- Self-Monitoring
- Behavior Contracts

22

The Acting-Out Cycle

Intensity

Time

Colvin, 2004

[Overview of the Acting-Out Cycle--Vanderbilt IRIS Module](#)

23

Schoolwide Positive Behavior Support

Comprehensive, Integrated, Three-Tiered (CISIT) Models of Support

Basic Classroom Management
Effective Instruction
Low-Intensity Strategies

Low-Intensity Strategies

Higher-Intensity Strategies

Behavior Contracts
Self-Monitoring

Functional Assessment-Based Interventions

Assess, Design, Implement, and Evaluate

Assessment

Adapted from Lane, K. L., Menzies, H. M., Bruhn, A. L., & Cronhorst, M. (2011). Managing challenging behaviors in schools: Research-based strategies (3rd edn). New York, NY: Guilford Press.

24

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Functional Assessment-Based Interventions (FABI)

A Tier 3 systematic approach to challenging behavior

ci3t.org/fabi

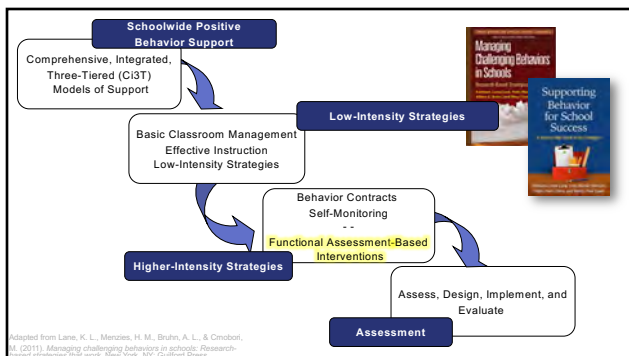
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Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Support	Description	School-wide Data Entry	Data to Monitor	Progress	Exit Criteria
Functional Assessment-Based Interventions	A functional assessment is a procedure for identifying and understanding the relationship between a behavior and its consequences. Functional assessment is a systematic process that involves identifying the function of a behavior and then developing interventions that address that function. Functional assessment is a key component of the FABI process.	Functional assessment is a key component of the FABI process. It involves identifying the function of a behavior and then developing interventions that address that function.	Functional assessment is a key component of the FABI process. It involves identifying the function of a behavior and then developing interventions that address that function.	Functional assessment is a key component of the FABI process. It involves identifying the function of a behavior and then developing interventions that address that function.	Functional assessment is a key component of the FABI process. It involves identifying the function of a behavior and then developing interventions that address that function.

Tertiary (Tier 3) Intervention Grids

26



27

What are functional assessment-based interventions (FABI)?

- Interventions based on the function of the behavior
 - Function is determined by a functional assessment
 - Function refers to the purpose the behavior serves:
 - to get (access) something or
 - to get out of (avoid) something



28

Unique Features: FABI Model

- **Function Matrix** to determine hypothesis
 - Access (positive reinforcement) or avoid (negative reinforcement)
 - attention; activity or tangible; sensory
- **Function-Based Intervention Decision Model**
 - Method 1: Teach the replacement behavior
 - Method 2: Improve the environment
 - Method 1 & 2
 - Method 3: Adjust the contingencies
- **A-R-E Components**
 - Antecedent adjustments
 - Reinforcement
 - Extinction



(Umbreit, Ferno, Liaouis, & Lane 2007)

29

Why are FABIs effective?

- Emphasis on skill building and supporting pro-social behavior (replacement behavior) that serve the same function(s) as the target behavior (problem behavior)
- Serves the communicative intent of the target behavior
 - what the student is trying to access or avoid:
 - attention
 - tangibles / activities
 - sensory



30

What does the research for FABIs say?

Student Populations	Target Behavior	Method
<ul style="list-style-type: none"> Autism spectrum disorder <ul style="list-style-type: none"> Gann et al., 2014 Attention-related difficulties <ul style="list-style-type: none"> Stahr et al., 2006 With or at-risk for emotional/behavioral disorders <ul style="list-style-type: none"> Jamney et al., 2013; Lane et al., 2006 Challenging behaviors <ul style="list-style-type: none"> Urbaniak et al., 2004 Early childhood settings <ul style="list-style-type: none"> Wood et al., 2007 Elementary settings <ul style="list-style-type: none"> Germer et al., 2011; Lane et al., 2009 Secondary settings <ul style="list-style-type: none"> Lane et al., 2007; Liaupsin et al., 2006; Majeika et al., 2011 	<ul style="list-style-type: none"> Noncompliance <ul style="list-style-type: none"> Lane et al., 2007 Nonparticipation <ul style="list-style-type: none"> Lane et al., 2007 Off-task <ul style="list-style-type: none"> Gann et al., 2004; Lane et al., 2009; Wood et al., 2007 Profanity and negative social interactions <ul style="list-style-type: none"> Lane et al., 2007; Turton et al., 2007 Disruptive behaviors <ul style="list-style-type: none"> Lane et al., 2007; Turton et al., 2011 	<ul style="list-style-type: none"> Method 1: Teach the replacement behavior <ul style="list-style-type: none"> Liaupsin et al., 2006 Method 2: Improve the environment <ul style="list-style-type: none"> Germer et al., 2011; Majeika et al., 2011 Method 3: Adjust the contingencies <ul style="list-style-type: none"> Wood et al., 2007 Method 1 & 2: Teach the replacement behavior and improve the environment <ul style="list-style-type: none"> Gann et al., 2014; Liaupsin et al., 2006; Turton et al., 2007

31

What are the benefits and challenges?

Benefits	Challenges
<ul style="list-style-type: none"> Systematic Proactive rather than reactive Yield desired outcomes <ul style="list-style-type: none"> variety of students range of target behaviors variety of environments <small>(Lane, Rogers et al., 2007)</small> Team-based approach <ul style="list-style-type: none"> opportunities for parent and student voice 	<ul style="list-style-type: none"> Can be resource intensive Requires training and practice Time for teams to work together and collect data

32


Functional Assessment-Based Intervention (FABI) Steps

SYSTEMATIC PROCESS

33


Tertiary (Tier 3) Intervention Grid: For Elementary Schools

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Functional Assessment-based Intervention	FABIs are interventions based on the function of the target behavior, as determined by the functional assessment and determined with the aid of the <i>Function Matrix: The Function-Based Intervention Decision Model</i> is used to determine the intervention focus, including: Method 1: Teach the replacement behavior; Method 2: Improve the environment; Method 3: Adjust the contingencies; and a combination of Method 1 and Method 2. A package intervention is designed and implemented, including antecedent adjustments, reinforcement adjustments, and extinction procedures directly linked to the function of the target behavior.	One or more of the following: Behavior: <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-15: High (4-15) <input type="checkbox"/> SSS-PSG Ranking of 1, 2, or 3 on the Motivation to Learn <input type="checkbox"/> Office discipline referrals (ODRs) 6 or more within a grading period AND/OR Academic: <input type="checkbox"/> Progress report: 1 or more course failures <input type="checkbox"/> Missing Assignments: 5 or more within a grading period <input type="checkbox"/> AMSSweb: intensive level (math or reading)	Student behavior targeted for improvement (e.g., target or replacement behavior) using direct observation Treatment integrity • FABI Step checklists • Treatment integrity checklist Social validity • IRP-15 (teacher) • CRP (student)	The FABI will be faded once a functional relation is demonstrated using a validated single-case research design (e.g., withdrawal) and: • Behavior objective for the student is met (See Behavior Intervention Plan (BIP)).




34

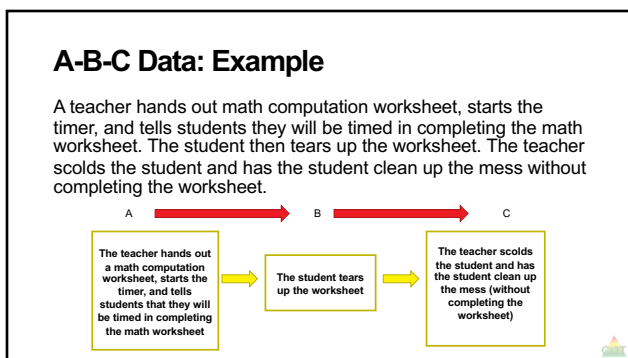
Step 2: Functional Behavior Assessment



- FBA Methods
 - Informal Observation
 - Records Review
 - Interviews (Teacher, Parent, Student)
 - Rating Scales
 - A-B-C Data Collection



35



36

Context	Antecedent	Behavior	Consequence	Function
1.1 Morning circle time	Teachers asks question to class	Rolling around on rug	No response from teacher or peers. Student continues to roll.	
1.2 Morning circle time	Peers talking to each other	He quits listening to teacher and watches peers	No response from teacher or peers, continues to watch peers	
2.1 Spanish—Rug time	Students are participating	He hits rug, fights with hands	No attention from teacher, but other students get PBIS tickets.	
2.2 Spanish—Rug time	Teacher rewards other students	Rolling on floor with hands on head	Teacher ignores him and he continues.	
2.3 Spanish—Activity	Teacher told students to get a partner and no one chose him	He walks away screaming	Teacher approaches and asks him to be her partner.	
3.1 Afternoon circle time	Teacher is talking to class	He blurts out something out of turn	Teacher verbally reprimands, he pouts.	

ci3t.org/fabi • FABI HO 8 ABC Data Collection Form (MS-Word) (1 page, 2014)

37

Function Matrix

- Visually identifies the function of the behavior
- Enter data from records review, interviews, and A-B-C data
- Visually analyze, then create a hypothesis statement

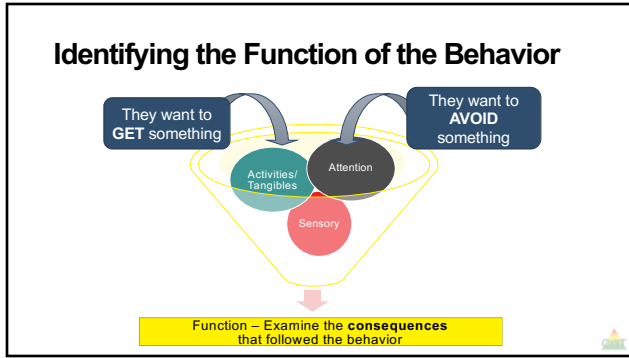
	Positive Reinforcement (Access something)	Negative Reinforcement (Avoid something)
Attention		
Tangibles/Activities		
Sensory		

(Umbreit et al., 2007)

38

Obs. No.	Context	Antecedent	Behavior	Consequence	Function
1	Class instruction beginning	T asks S to please have a seat	S refuses, "Not doing any of this crap today"	T reminds S of consequence (no grade)	
2		T reminds S of consequence (no grade)	S silently mocks T	T ignores mocking, says "I want you to..."	
3		T says "I want you to have..."	S interrupts, "I heard what you said."	T ignores	
4	End of lesson	T asks S if she did the HW	S sarcastic, "No, did you?"	T says need you to do it now	
5		T says need you to do it now	S says "I need you to get away from me"	T ignores	
6	Indep. work	T roams, tells S might want to check answers	S replies, "I don't need your help. Go away."	T says to check b/c 2 are wrong	
7		T says to check b/c 2 are wrong	S replies "Well it looks to me like blah blah blah"	T ignores	

39



40

Discuss function of behavior

With your table friends and colleagues

- How would you help a new teacher understand the function matrix?
- How would you help them look at all student behavior through a function lens?

00:00


41

Function Matrix

(Umbreit, Ferro, Liaison, & Lane, 2007)


	Positive Reinforcement (Accessing Something)	Negative Reinforcement (Avoiding Something)
Attention	Teacher Interview: 4 "instant gratification from teacher;" 8 "not when I on 1;" 11 "yes- more people = less attention and greater talking out;" 15 "reinforcer- verbal praise" Direct Observations: 1.8, 1.9, 2.1, 2.3, 2.4, 2.5, 3.2, 3.4, 3.5, 3.6, 3.7 Teacher SSRS: 38 "Interrupts conversations of others very often" Parent SSRS: 24 "starts conversations rather than waiting for others to talk first"	Direct Observations: 3.10
Tangibles/Activities	Direct Observations: 2.6, 2.7 Student Interview: 3 "I want to play," 17 "I like to draw pictures"	Direct Observations: 1.5, 2.7 "Never finishes class assignments within time limits" "Big words I don't know how to spell frustrate me"
Sensory	Direct Observations: 3.3, 3.5	

42


Check for Understanding 

Both positive reinforcement and negative reinforcement increase the future probability of a behavior.

- A. True
- B. False




46


Check for Understanding 

“Consequence” means the same thing as “punishment”

- A. True
- B. False




47

Check for Understanding 

All behaviors occur to either **access** something or to **avoid** something

- A. True
- B. False



48

Check for Understanding

The function of any behavior is either to access or avoid **attention, tangible/activity, or** _____.

49

Step 3: Baseline Data

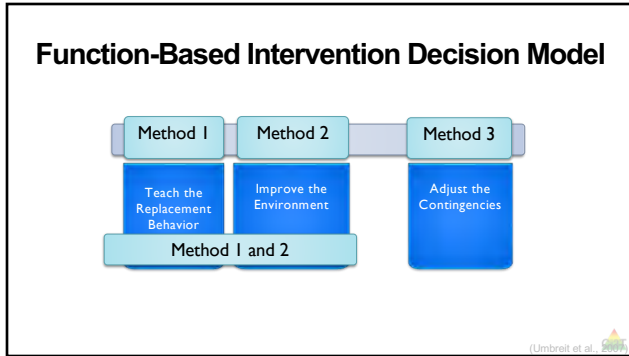
- Baseline
 - Establish current level of behavior *before* intervention begins
- Intervention
- Withdrawal
- Reintroduction

50

Step 4: Intervention Development

(Umbreit et al., 2007)

51



52

Selecting a Replacement Behavior

- If a student is not engaging in the target behavior, they must do something in its place
- Teacher and parent interview guides selection
- The replacement behavior must be
 - in the student's repertoire already or
 - taught explicitly

The text 'Umbreit et al.' and a small logo are visible in the bottom right corner of the text box.

53

A - R - E Intervention Components

- Adjust **Antecedents**
 - Physical room arrangement
 - Visual/audio cues
 - Securing attention
 - Self-monitoring checklists
- Adjust **Reinforcement rates**
 - Tangible or non-tangible
 - Behavior specific praise
 - Make it contingent upon performing replacement behavior
- **Extinguish** what was previously reinforcing target behavior
 - Brief verbal prompt, then ignore
 - Removing the student, or removing the class
 - Emergency procedures

The text 'Umbreit et al., 2007' and a small logo are visible in the bottom right corner of the text box. The letters 'A R E' are displayed vertically in large, gold, 3D-style font.

54

A-R-E Intervention Components	
	Intervention Tactics
Antecedent	A1 David sat facing the whiteboard.
	A2 Stop Light was affixed to the side of David's desk;
	A3 David used a clothespin to signal which "light" he was on.
	A4 A copy of David's self-monitoring form was displayed on his desk.
	A5 The teacher reviewed the picture schedule for the morning work period prior to the work period.
Reinforcement	R1 The teacher checked in with David at the beginning of independent tasks to ensure that he understood the assignment.
	R2 The teacher provided behavior-specific praise when David was on task.
	R3 The teacher acknowledged David's need for help when his clothespin was on red and assisted him as quickly as possible.
	R4 The teacher checked David's work upon completion, provided praise, and allowed him to take a short break.
Extinction	E1 At the end of the morning independent work period, the teacher helped David complete his self-monitoring form and wrote one specific incidence of good behavior at the bottom.
	E2 The teacher provided no praise or attention when David was off task, with the exception of one verbal or gestural redirect per minute.
	E3 The teacher provided assistance without praise and with minimal interaction when David's clothespin was on red.

Gamer et al., 2011


55

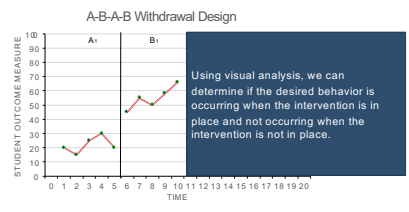
Ethical Considerations

- Provide service only within the scope of your competence
- Recommend and provide scientifically supported, effective treatment
- Maintain detailed, documentation of your work
- Avoid punishment, aversive, or harmful procedures or reinforcers
 - No response cost
 - No public shaming (e.g., clip up/down charts)
 - No embarrassment (e.g., loud kitchen timer on desk)
- Use data to drive decisions

56

Step 5: Testing the Intervention





57

Intervention Tactics	0 = Not at all; 1 = Partial; 2 = Complete and Consistent	Mon	Tue	Wed	Thu	Fri	Component Total	%	
A1. David sat facing the whiteboard.		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	Treatment Integrity Checklist		
A2. Stop light affixed to David's desk.		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2			
A3. David's self-monitoring form was displayed on his desk.		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2			
A4. Teacher reviewed picture schedule for morning work prior to period.		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2			
A5. Teacher checked in with David at beginning of independent tasks.		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2			
R1. Teacher provided behavior-specific praise when David was on task.		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2			
R2. When clothespin on red teacher acknowledged David's need for help and assisted David as quickly as possible.		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2			
R3. Teacher checked David's work, praised, and allowed a short break.		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2			
R4. Teacher helped David complete self-monitoring form and wrote one specific incidence of good behavior at the bottom.		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2			
E1. Teacher provided no praise or attention when David was off-task, except one verbal or gestural redirect per minute.		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2			
E2. Teacher provided assistance without praise and with minimal interaction when David's clothespin was on red.		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2			
E3. When David was off task, the teacher praised other students who were on task.		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2			
Daily total (column)									
Percent (total = 16 x 100)									

59

Social Validity

PRE-INTERVENTION

Student: _____
Date: _____

Identify the target behaviors and specific behaviors targeted

Item	1	2	3
1. The program will use socially valid			
2. Using my teacher will be an easy job			
3. Being in this program will cause problems with the family			
4. Having an adult come to teach the			
5. This program will help other kids, too			
6. I believe this will bring in this program			
7. Being in this program will help the students in school			

POST-INTERVENTION

Student: _____
Date: _____

Adapted version of the Intervention Rating Profile (IRP)

The purpose of this questionnaire is to assess opinions that will aid in the selection of future education interventions. These statements will be used by teachers of children with identified needs. Please circle the number which best describes your agreement or disagreement with each statement.

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. This was an appropriate time to start the program					
2. I would like to see this program implemented in other classrooms					
3. This intervention program is effective in supporting the child's needs					
4. I would suggest the use of this intervention to other teachers					
5. The IRP needs more items to be added					

60


Discuss ...and make plans!

With your table friends and colleagues

- Which FABI steps are you most knowledgeable and confident / comfortable implementing?
- What professional learning avenues would be useful for building knowledge and confidence?

00:00


61

Ci3T 

Collecting Data



62

Collecting Data

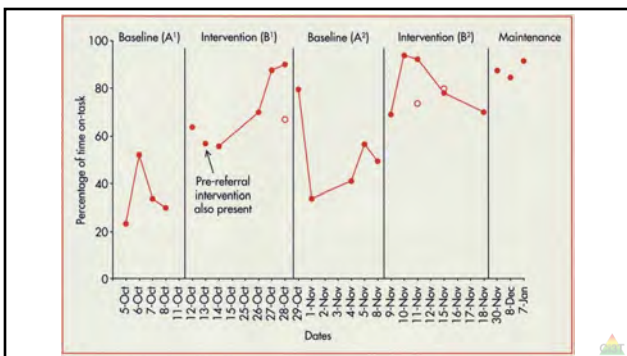
Defining Behavior
http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_defbeh.pdf 

Event Recording
<https://vimeo.com/137862234>

Momentary Time Sampling
<https://vimeo.com/138030792>

Frequency Recording Video  Momentary Interval Recording (Momentary Time Sampling) Video 

63



64

Is my student's behavior low, moderate, or high?

Low

Moderate

High

Level

65

Is my student's behavior increasing, decreasing, or staying the same (flat)?

Increasing Trend

Decreasing Trend

Flat/Zero Trend

Trend

66

Is my student's behavior stable?

Stable

Variable

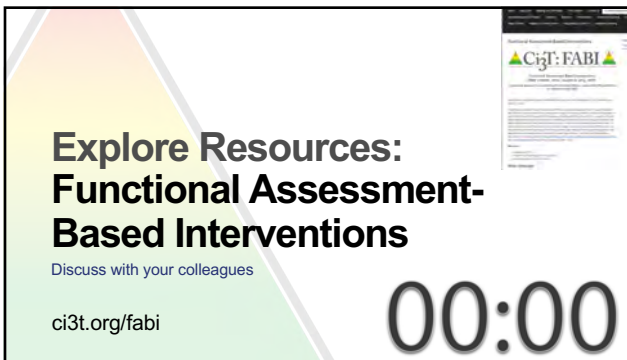
Stability

67

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Generalization and Maintenance

68




**Explore Resources:
Functional Assessment-
Based Interventions**


Discuss with your colleagues

ci3t.org/fabi

00:00

74

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Wrapping Up


Resources

75

Resources



Umbreit, J., Ferro, J. B., Liaupsin, C. J., & Lane, K. L. (2007). *Functional behavioral assessment and function-based intervention: An effective, practical approach*. Pearson.




Functional assessment-based Interventions: A university-district partnership to promote learning and success (2011). A special issue of *Beyond Behavior*, volume 20, issue 3

FABI Textbook

FABI Illustrations


76

Low-Intensity Strategies on ci3t.org/pl



RESEARCH-BASED STRATEGIES FOR IMPROVING STUDENT BEHAVIOR

- Opportunities to Respond
- Behavior-Specific Praise
- Active Supervision
- Instructional Feedback
- High-p Requests
- Precorrection
- Incorporating Choice



Managing Challenging Behaviors in Schools

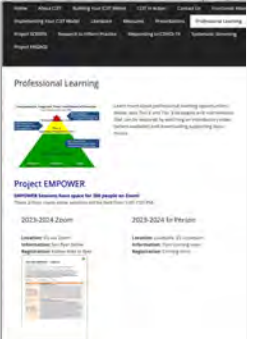
- Proximity
- Overlappingness
- With-it-ness
- Pacing
- Self-Monitoring
- Behavior Contracts

A Systematic Evidence Review of the Check-In/Check-Out Program for Reducing Student Challenging Behaviors

THE BEHAVIOR RESEARCH PROGRAM

77

Project EMPOWER ci3t.org/pl



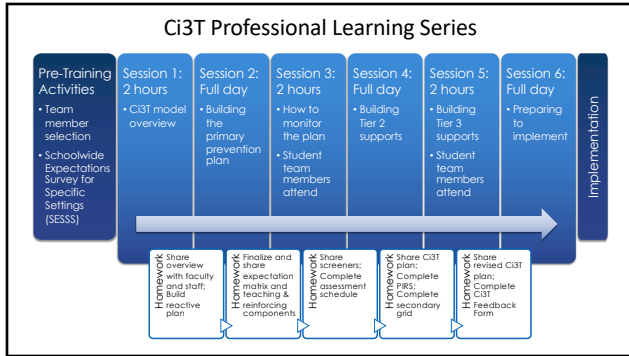
Professional Learning

Project EMPOWER

2023-2024 Zoom

2023-2024 In Person

78



79

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Thank you!

80