
CHAPTER 1

An Introduction to Functional Assessment-Based Interventions

LEARNING OBJECTIVES

- Describe the rationale for functional assessment-based interventions (FABIs).
 - Describe the Umbreit et al. (2007) manualized approach to FABIs.
 - Explain how FABIs are situated in integrated tiered systems of support.
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From preschool through high school, students come to school with a range of skills sets—academically, behaviorally, and socially (Lane, Buckman, et al., 2020). Although some students easily negotiate relationships with adults and peers as well as self-regulate their thoughts, feelings, and behaviors, others struggle (Chafouleas et al., 2010; Walker et al., 2004). The magnitude of students struggling with internalizing (e.g., shy, anxious, and withdrawn) and externalizing (e.g., noncompliant, disruptive, and aggressive) behavior patterns is larger than many educators realize. At any time, estimates suggest that 12% of school-age youth struggle with moderate-to-severe emotional and/or behavioral disorders (EBD), and as many as 20% have mild EBD (Forness et al., 2012).

A lack of developmentally appropriate social skills and behavioral challenges are evident in early education settings as well. Preschool teachers report that disruptive behavior has become one of their biggest challenges (Friedman-Krauss et al., 2014). Six to seven percent of young children are identified with aggressive and disruptive behavior that—if not addressed—can continue to affect their experience into elementary and high school (Shaw, 2013). Preschool children are over three times more likely to be expelled than their K–12 counterparts (Gilliam, 2005).

In years past, many people assumed that students with these interfering challenging behaviors would receive support through special education services according to the Individuals

with Disabilities Education Improvement Act (IDEIA; 2004) under the category of emotional disturbance (ED). However, less than 1% of students receive services for ED. Thus, most students with more broadly defined EBD will be supported by the general education community. Given that many teacher preparation programs provide as little as one class on classroom management, it is not surprising that many teachers report the need for additional support to meet the multiple needs of students who exhibit challenging behavior (Lane, 2017).

Fortunately, there have been a number of advances in the field of education to address this demand. For example, there have been decades of inquiry on the use of applied behavior analysis (ABA) principles to empower educators to design, implement, and evaluate functional assessment-based intervention to support students with intensive intervention needs (see Common et al., 2020; Lane, Bruhn, et al., 2009). This ABA inquiry is not only rigorous, but also respectful in the sense that the Behavior Analyst Certification Board (BACB; 2022) features the *Ethics Code for Behavior Analysts* to guide the professional activities of behavior analysts for whom the BACB has responsibility.

In addition, there has been an important shift away from reactive approaches to managing challenging behaviors toward a *systems approach* to preventing and responding effectively to learning and behavior challenges (Lane & Walker, 2015). Such systems originated in the field of public health. They were introduced to the educational community by Hill Walker and colleagues (Walker et al., 1996) and paved the way for a range of tiered systems, such as response to intervention (RTI; Fuchs & Fuchs, 2017; Fuchs et al., 2012) and positive behavioral interventions and supports (PBIS; Horner & Sugai, 2015), as well as integrated systems, such as multi-tiered systems of support (MTSS; Freeman et al., 2015); interconnected systems framework (ISF; Barrett et al., 2013); and comprehensive, integrated, three-tiered (Ci3T; Lane, Oakes, et al., 2014) models of prevention.

In this chapter, we introduce how to use functional assessment-based interventions (FABIs) to support students with intensive intervention needs (Umbreit et al., 2007). We introduce one specific, manualized approach developed by Umbreit and colleagues. This approach uses practical tools to empower general and special education teachers to be both effective and efficient in supporting intensive interventions. Next, we explain how FABIs are situated within integrated tiered systems of support. In this chapter, and throughout the book, we use the Ci3T (Lane, Kalberg, & Menzies, 2009) model of prevention to demonstrate how FABIs are incorporated into a cascade of supports (McIntosh & Goodman, 2016). This same logic can be applied to other tiered systems. We note that this manualized FABI process has been and can be used to design, implement, and evaluate FABIs in school-based systems where integrated tiered systems of support are not yet established. We also discuss the importance of cultural considerations when examining the context at each level of prevention (Tiers 1, 2, and 3), emphasizing FABIs specifically. Finally, we provide an overview of how this book is organized.

Functional Assessment-Based Interventions Defined

FABIs are individualized sets of procedures for decreasing challenging behaviors and increasing the development of socially appropriate, productive replacement behaviors. By individualized,

we mean that the assessment and intervention procedures are tailored to fit the needs of a particular individual. In schools and other natural settings, most behavior management is a response to the occurrence of a particular behavior. For example, it is not alright to swear at the teacher or hit peers. Traditionally, school systems have used reactive approaches featuring punishment-based responses to respond to challenging behavior (Walker et al., 2014). Rather than establishing and teaching expectations as in current tiered system approaches, schools have often focused on punitive consequences that become increasingly more severe if the student continues to engage in the offense.

In contrast, a FABI aims to understand and use the reasons *why* the offensive or undesirable behavior is occurring to promote more appropriate and successful behavior by addressing those controlling conditions. A FABI begins by identifying *why* the challenging behavior is occurring. The key to understanding “why” is to identify the antecedent conditions under which the behavior occurs and the consequence(s) that reinforce the behavior. This is done through a systematic process known as functional behavioral assessment (FBA), which is more fully described throughout this book. When we can identify the behavior’s *function* (i.e., the consequence that is *reinforcing* the challenging behavior), we will know why the challenging behavior is occurring.

Once we know the behavior’s likely function, we can begin to systematically build an intervention that is tied to the results of the FBA and is also accomplished through a systematic process that is described throughout this book. Many professionals, even in schools, have been taught behavior management methods that are better suited for laboratories and clinics than for classrooms and other natural settings. In contrast, the FABI process has been widely studied and implemented in authentic educational environments, with demonstrated success from preschool through high school in a range of natural settings (cf. Common et al., 2017; Turton et al., 2011; Wood et al., 2015).

Early researchers who adopted a functional approach (e.g., Carr, 1977; Carr & Durand, 1985) worked with individuals with severe developmental disabilities. These individuals, who had often endured many years of institutionalization, generally had few if any effective communication skills. Central to the approach was the idea that challenging behaviors were an attempt to communicate that provided clues as to “why” a particular challenging behavior had occurred. For instance, aggressive behaviors (hitting, screaming, kicking) may be the only way a person knows to reliably gain the attention of others. In other situations, the same aggressive behavior could provide the individual with their most effective way to escape from having to engage in unwanted activities or to avoid unpleasant settings. Once the purpose—or function—of the aggressive behavior was understood, researchers were then able to teach these individuals new, socially acceptable ways to gain attention and/or avoid unpleasant activities. This approach came to be known as functional communication training (cf. Carr et al., 1994; Durand, 1990).

Before long, other researchers extended the approach to segregated special education classes for children with severe developmental disabilities (Dunlap et al., 1991; Repp et al., 1988) and those with EBD (Kern, Childs, et al., 1994). Soon after, the approach was applied to help students succeed in general education classrooms (Umbreit, 1995). The common element throughout this evolution was the basic idea of *function*, that is, the recognition that challenging behaviors occurred regularly because they were effective, providing an individual with

their best chance of accessing and/or avoiding certain consequences and outcomes. Armed with this knowledge, support staff could approach behavior management in a new way. Instead of responding to the behavior itself, the focus shifted to identifying *why* the behavior occurred and to teaching new effective, socially appropriate replacement skills, thus making the challenging behavior both ineffective and unnecessary.

Behavior assessment and intervention often proceed in a linear, predictable sequence. Material in this book is presented in the same sequence in which tasks are conducted in the natural setting. Across chapters, readers will learn effective methods for defining target (i.e., problem) behaviors, identifying their function, designing effective FABI procedures, and then implementing and monitoring those interventions. We provide examples that span various ages, disabilities, and environments.

Key tools that we present include:

- The *Function Matrix*, a unique tool for organizing assessment data and identifying the function of a target behavior.
- The *Function-Based Intervention Decision Model*, which guides the identification of intervention components. These procedures will enable users to identify strategies and design interventions that are appropriate for the environment in which the behavior occurs.
- A straightforward process for selecting a valid measurement system for the behaviors and settings in which you are working. Valid measurement methods are vital to ensure effective outcomes.
- Key instruments and methods for assessing social validity and treatment integrity. To last, effective interventions must be acceptable to those responsible for their implementation (i.e., socially valid) and implemented faithfully (i.e., with treatment integrity). Instruments, tools, and methods appropriate for schools and other natural settings are discussed.

Ethical considerations in applied settings are integrated throughout the book. Relevant BACB ethics codes are identified and described as they apply within each chapter. See Box 1.1 for ethical considerations related to cultural responsiveness, nondiscrimination, awareness of personal biases, and provision of effective treatment. Rather than repeating the ethical code, each box describes the manner in which the code applies to the material within the specified chapter. In addition, we describe equitable practices that are incorporated within the FABI process (e.g., inclusion of family members on the FABI team) and provide suggestions for actions to further equity when completing individualized interventions.

FABIs in Tiered Systems

Many schools and other service systems have developed effective Tier 1 (universal) support for all students. This support typically includes establishing schoolwide expectations and procedures for positive reinforcement and data collection. In the Ci3T system, Tier 1 efforts address a student's academic, behavioral, and social and emotional well-being domains in one

BOX 1.1. Ethical Considerations in Chapter 1: BACB Ethics Code for Behavior Analysts

1.07 Cultural Responsiveness and Diversity; 1.08 Nondiscrimination; 1.10 Awareness of Personal Biases and Challenges

Chapter 1 provides a broad overview of cultural and linguistic responsiveness and how it relates to intensive, individualized interventions. Importantly, the chapter highlights not only cultural, but also linguistic competence. Although the chapter provides a broader conceptualization of cultural responsiveness and more specific ideas linked to behavioral intervention, it notes only the BCBA's requirements as detailed in the BACB *Ethics Code for Behavior Analysts* (2022). These requirements include acquiring the knowledge and skills related to cultural competence and diversity, providing services that are equitable and inclusive, and evaluating personal biases and the ability to provide services. Later chapters more fully describe ways to apply this knowledge of cultural and linguistic diversity and offer suggestions for evaluating biases.

2.01 Providing Effective Treatment

Chapter 1 presents an introduction to using a specific approach to FABIs. The introduction references relevant research demonstrating that the FABI process is successful in a range of natural settings, with the weight of evidence focused on school settings. As presented in this chapter and throughout the book, the FABI is consistent with behavioral principles, is based on scientific evidence, and is focused on reinforcement. In subsequent chapters, we continue to present examples and evidence that this process produces desired outcomes and provides procedures that protect all clients and stakeholders.

integrated system. Whereas in traditional MTSS models these domains are often designed over the course of successive years, in Ci3T there is a manualized building process in which an integrated system featuring all three domains is designed over the course of one academic year (Lane, Oakes, Cantwell, et al., 2019). More specifically, during a yearlong Ci3T professional learning series, Ci3T Leadership Teams from each school develop a Ci3T implementation manual by creating the following series of blueprints (available on www.ci3t.org/building):

- Ci3T Blueprint A Primary (Tier 1) Plan
- Ci3T Blueprint B Reactive Plan
- Ci3T Blueprint C Expectation Matrix
- Ci3T Blueprint D Assessment Schedule
- Ci3T Blueprint E Secondary (Tier 2) Intervention Grid
- Ci3T Blueprint F Tertiary (Tier 3) Intervention Grid

As part of Tier 1 practices, roles and responsibilities are clearly articulated in academic, behavioral, and social and emotional well-being (using a validated Tier 1 curriculum) learning domains (see Lane, Menzies, et al., 2020; www.ci3t.org). Yet even with high levels of fidelity, there will be students who need more than Tier 1 has to offer. Tier 2 supports for these at-risk students are targeted to meet their needs. Typical targeted supports address academic tutoring, social skill development, and management systems. Ci3T includes Secondary (Tier

2) intervention grids that feature validated supports for social skill training, academic support (e.g., small-group reading instruction for targeted skills), and a check-in/check-out intervention. Students exposed to multiple risk factors and students who do not respond to Tier 2 strategies, practices, and programs are provided with individualized (Tier 3) intervention. This support can include one-to-one reading instruction and individualized deescalation plans, but most often involves FABIs—the evidence-based practice featured in this book.

Clearly building one integrated system is a formidable charge. Given the importance of multiple voices in building a Ci3T model of prevention based on current scientific knowledge as well as on a community's values and culture, Ci3T Leadership Teams include a range of stakeholders. Specifically, the teams include the principal, two general education teachers, a special education teacher, another school professional (e.g., counselor, school psychologist, behavior specialist, or other instructor), a district Ci3T coach, a family member, and the family member's child (attending sessions held after school). We contend that cultural considerations are key at each level of prevention.

Considering the Cultural Context

In 1975, the Children's Defense Fund (1975) released a report showing that issues of race contribute to disproportionate school disciplinary actions such as suspension and expulsions. More recent studies have concluded with similar findings (e.g., U.S. Department of Education & Office for Civil Rights, 2012; U.S. Government Accountability Office, 2018; Wallace et al., 2008; Whitford, 2017). It has been suggested that the same issues that lead to disproportionate disciplinary actions can also impact the evidence-based individual interventions developed for culturally and linguistically diverse (CLD) students (Bal & Perzigian, 2013).

Integrating aspects of cultural and linguistic responsiveness into tiered systems and individualized interventions has been recommended to create better outcomes for CLD students. A culturally responsive approach includes broad considerations, such as enhancing staff cultural knowledge and self-awareness; validating other cultures; appreciating and honoring different communication styles; connecting to students' prior knowledge and cultural experiences; and considering cultural relevance, validity, and equity in assessing the behavior of CLD students (Banks & Obiakor, 2015; Will & Najarro, 2022). Researchers have also noted that in addition to considering the stresses that students from immigrant families and diverse U.S. cultures experience, service providers should recognize their strengths (Bal & Perzigian, 2013; Moll et al., 1992). To better understand those stressors and strengths, it has been recommended that teachers and other service providers expand the reach of culturally responsive practices by systematically including culturally relevant input from student families and the local community (Bal et al., 2018).

We believe that attending to contextual variables through culturally and linguistically responsive practices will help you develop more effective behavioral interventions at each Tier 1 through Tier 3 level of support. Because we consider FABI as a specific Tier 3 support, sensitivity to issues of culture will help you better understand specific antecedent conditions that will impact your analysis of the observed behavioral relationships. Including diverse stakeholder perspectives in FABI interviews will improve the value of the information you collect.

A culturally responsive approach can also ensure you select elements of a FABI that are consistent with individual characteristics and cultural identities. For instance, the cultural identity of the student or teacher may impact your selection of a replacement behavior, antecedent adjustments, reinforcement procedures, and extinction procedures.

We recommend a broad and thorough understanding of equity and cultural responsiveness (cf. Mathur & Rodriguez, 2022). If you are a board-certified behavior analyst (BCBA), the BACB code of ethics requires this broader knowledge as well as an evaluation of your own biases and of your ability to provide services to individuals from diverse backgrounds. A full review of the literature on cultural and linguistic competence as it applies to behavior analysts is beyond the scope of this book. What this book will do is draw your attention throughout to opportunities to improve outcomes for CLD students by attending to variables of cultural context.

An Overview of This Book

In this book, we provide a detailed description of how to identify students who might benefit from Tier 3 support within an integrated tiered system, determine the function of the undesirable behavior, identify the most appropriate intervention method, and design and test a comprehensive intervention that includes antecedent, reinforcement, and extinction (A-R-E) components. We provide guidance on how to use effective, efficient processes to quickly detect and support students who have intensive intervention needs.

The system is comprehensive, is integrated with the other tiers of support, and is bolstered by peer-reviewed research conducted in schools and other natural settings, including preschools (e.g., Wood et al., 2011), elementary schools (e.g., Nahgahgwon et al., 2010), middle schools (e.g., Gann et al., 2014), high schools (e.g., Whitford et al., 2013), alternative high schools (e.g., Turton et al., 2011), college programs (Lansey et al., 2021), and community-based work programs with adults and seniors (e.g., Underwood et al., 2009). It has been conducted with students with autism (e.g., Reeves et al., 2013), deafness (Gann et al., 2015), emotional and behavioral disorders (Turton et al., 2007), and no identified disabilities (e.g., Liaupsin et al., 2006). See the Appendix (pp. 293–294) for a listing of the peer-reviewed studies that have tested this manualized process.

In short, this book provides the methodology for delivering effective Tier 3 supports. It is simultaneously (1) a textbook for university-level courses; (2) a training manual for BCBAAs with limited school experience; and (3) a blueprint for schools, districts, and state departments attempting to create or enhance their respective tiered system of support.

Based on our collective 100-plus years as former teachers and university professors, we recognize that complex systems require careful coordination. We illustrate a five-step process that is fully integrated into a tiered system such as Ci3T. This guidance aids school personnel in getting started with the FABI process in their own integrated tiered systems, as well as individuals searching for professional learning activities to further the capacity of others to scale this process to district- and statewide levels (e.g., see Common et al., 2022).

We organize this book into seven parts, with each part including between two and nine chapters. We briefly describe the purpose and content of each part on pages 10–13.

Part I. Introduction and Overview

Part I includes two chapters. In this first chapter, we provided a general introduction to the design, implementation, and evaluation of FABIs within integrated tiered systems of support such as the Ci3T model of prevention. We provided a list of FABI studies conducted to date that you might find useful as you design, implement, and evaluate FABIs within or separate from integrated tiered systems. We also gave an overview of how the book is organized, which is centered around a five-step process.

Chapter 2, *Primer on Behavior Analysis*, includes a user-friendly overview of applied behavior analytic principles as they relate to predicting and shaping behavior. Specifically, this chapter offers information about the antecedent–behavior–consequence (A-B-C) model and five basic principles that are central to completing a FABI: behavior, antecedents, reinforcement, extinction, and punishment. We provide a basic understanding of these principles for everyone involved with the FABI. We encourage readers to explore other resources and seek additional training and supervised experience applying the principles to hone their skills. This foundational content guides readers to value the communicative intent of behavior and the respectful ways to shape behavior.

Part II. Step 1: Identifying Students Who May Need a Functional Assessment-Based Intervention

Following this introductory chapter and the primer on behavior analysis, Part II of this book features two chapters that explore Step 1: Identifying students who may need a functional assessment-based intervention.

In Chapter 3, *Working in Tiered Systems of Support: A Focus on Tier 3 Considerations*, we provide a more detailed overview of how the FABI process fits within and beyond tiered systems of support. We include sample tertiary (Tier 3) intervention grids for use in preschool, elementary, middle, and high schools implementing Ci3T models of prevention. Then we describe the five-step process for designing, implementing, and evaluating a FABI.

In Chapter 4, *Identifying Students Who May Benefit from a Functional Assessment-Based Intervention*, we explain the first step: how to identify students who might need intensive tertiary support. We discuss the circumstances in which screening data may be used to connect students to this support, as well as other circumstances in which a FABI is required by law.

Part III. Step 2: Conducting the Functional Assessment

After explaining how to determine which students may benefit from—or in fact are required to have—a FABI, the next task is to conduct the FBA to determine the reasons *why* the target behavior is occurring. Part III has four chapters that guide you through this process.

In Chapter 5, *Getting Started: Understanding the Context*, we introduce the importance of examining the context. We feature the importance of informal observations, learning about the tiered system in place (if one exists) and classroom and noninstructional settings, considering culture and community, as well as examining the integrity with which Tier 1 efforts have been implemented. We also discuss how to review students' cumulative files to learn more about students' history, including past behavior challenges and successes.

In Chapter 6, *Functional Assessment Interviews: Identifying the Problem and Establishing the Target Behaviors*, we begin by explaining how to operationally define target and replacement behaviors. Next we provide recommendations for conducting FBA interviews, followed by a closer look at the details of various informant interviews for teachers, family members (e.g., parents), and students.

In Chapter 7, *Functional Assessment: Direct Observation*, we provide a more detailed explanation of the purpose and methods of the A-B-C model. This includes step-by-step guidance on how to collect A-B-C data to determine the antecedents that set the stage for the target behavior to occur, as well as the consequences that maintain the likelihood that the target behavior will occur in the future.

In Chapter 8, *Determining the Function of the Behavior: The Function Matrix*, we introduce the Function Matrix, a simple, novel, and effective tool that is used to summarize data visually and identify the function of the behavior. We describe the purpose, layout, and use of the Function Matrix. We also explain how to write a statement of the function and provide illustrations. Then, we explain how to use these findings to select the replacement behavior.

Part IV. Step 3: Collecting Baseline Data

After explaining how to conduct the FBA and determine the reason(s) why the target behavior is occurring, the next task is to learn how to best measure the behaviors of interest (i.e., the target/challenging behavior, the replacement behavior, or both, if necessary) and collect baseline data *before* beginning intervention efforts. Part IV includes two chapters to achieve this goal.

In Chapter 9, *Identifying the Dimension of Interest and Selecting an Appropriate Measurement System*, we begin by explaining why we measure behavior. We introduce the dimensions of behavior and various measurement systems. Then we provide a practical process by which we can select the measurement system best suited for measuring the dimension of interest. We also describe and illustrate the data collection procedures needed to measure the behavior (e.g., materials needed, such as paper forms and timers, data collection sheets, and observation schedules).

In Chapter 10, *Getting Started: Collecting Baseline Data*, we explain the practicalities of data collection, including how to become reliable in the collection process before collecting baseline data. In the implementation checklist, we address topics such as when and how often to observe, why and how to collect interobserver agreement data, the factors that impact measurement, and common measurement errors.

Part V. Step 4: Designing the Functional Assessment-Based Intervention

After learning how to identify the behavioral dimension of interest, select an appropriate measurement system, and begin collecting baseline data, the next task is to design the FABI. As you might expect, this step includes multiple components. To introduce these components in a manageable manner, Part V includes nine chapters that incrementally walk readers through this process.

In Chapter 11, *Designing and Testing the Intervention*, we explain how to answer two key questions that guide the intervention focus. Chapters 12–15 provide additional directions for each intervention method. Specifically, Chapter 12 explains and illustrates *Intervention*

Method 1: Teach the Replacement Behavior. Chapter 13 explains and illustrates *Intervention Method 2: Adjust the Environment.* Chapter 14 explains and illustrates *Intervention Method 3: Shift the Contingencies.* Chapter 15 explains and describes the special situation when it is necessary to combine Methods 1 and 2. In each chapter, we provide illustrations from PreK–12 research, as well as lessons learned over the last 20 years. We also explain a range of practical A-R-E components (antecedent adjustments, reinforcement procedures, and extinction procedures).

Next, Chapters 16, 17, and 18 address three concepts and the associated activities needed to draw valid inferences regarding intervention outcomes. Specifically, Chapter 16 addresses *treatment integrity*; Chapter 17, *social validity*; and Chapter 18, *generalization and maintenance*. For each concept, we explain what it is, why it is important, and how to collect and use these data to inform implementation efforts.

In Chapter 19, *Designing Your Intervention*, we provide explicit directions for designing interventions. We explain how to draft A-R-E components, linking each intervention tactic to the hypothesized function of the challenging behavior. We provide guidance for introducing the intervention to the teacher and students, including checks for understanding before beginning implementation of the FABI.

Part VI. Step 5: Testing the Intervention

After designing an intervention based on the maintaining function(s), the next task is to implement the intervention and conduct a “test” to determine if the introduction of the intervention yields systematic changes in the student’s behavior. As you might expect, this step includes multiple components. Part VI includes two chapters that introduce the process of determining the extent to which there is a functional relationship between the introduction of the intervention, when implemented with integrity, and changes in student performance.

In Chapter 20, *Determining Intervention Outcomes*, we introduce three key questions to address when testing the intervention: (1) Is the intervention being implemented as planned (i.e., treatment integrity)?; (2) How is it working (i.e., functional relation)?; and (3) What do stakeholders think (i.e., social validity)? We also discuss monitoring the factors that enhance an intervention’s success.

In Chapter 21, *Wrapping It Up: Ending with a Defensible Functional Assessment-Based Intervention*, we provide guidance for preparing a practical report of intervention outcomes. We discuss finalizing the behavior intervention plan, having the proper documentation, and transitioning the plan and documents across time and settings.

Part VII. Getting Started in Your Own Context

This final part provides considerations for getting started with the FABI process in various systems. Here we offer two final chapters.

In Chapter 22, *Implementation Considerations*, we discuss ways to move forward with the FABI process, either in a tiered system or as individuals working on their own. We include considerations for implementation by school teams, considerations when working within a coaching model, and general tips for collaboration, with a special emphasis on the influence of culture and community.

In Chapter 23, *A Step-by-Step Training Model: One Approach to Building Capacity*, we summarize the lessons learned from professional learning projects and studies, in which the manualized FABI process has been tested at school sites in districts and in technical assistance projects. Specifically, we describe how various schools, districts, states, and technical assistance teams have taught school-site teams this systematic approach to designing, implementing, and evaluating FABIs.

Summary

This chapter served as an introduction to using FABIs to support students with intensive intervention needs (Umbreit et al., 2007). We introduced one specific, manualized approach developed by Umbreit and colleagues that features practical tools to empower general and special education teachers to be both effective and efficient. We explained how FABIs are situated within integrated tiered systems of support, such as Ci3T models of prevention (Lane, Kalberg, & Menzies, 2009), and provided an overview of how this book is organized.

Chapter 2 provides a user-friendly overview of applied behavior analytic principles relevant to all behavioral intervention, including information about the A-B-C model and a basic understanding of the behavior, antecedents, reinforcement, extinction, and punishment principles involved in completing a FABI. In addition, we define treatment integrity and explain its importance to the FABI process. This foundational content is intended to guide the reader to value the communicative intent of behavior and respectful ways to shape behavior.