

## 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.	<p>One or more of the following:</p> <p><b>Behavior:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SRSS-E7: High (9-21)</li> <li><input type="checkbox"/> SRSS-I5: High (4-15)</li> <li><input type="checkbox"/> SSiS-PSG Ranking of 1, 2, or 3 on the Motivation to Learn</li> <li><input type="checkbox"/> Office discipline referrals (ODRs) 6 or more within a grading period</li> </ul> <p style="text-align: center;"><i>AND/OR</i></p> <p><b>Academic:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Progress report: 1 or more course failures</li> <li><input type="checkbox"/> Missing Assignments: 5 or more within a grading period</li> <li><input type="checkbox"/> AIMSweb: intensive level (math or reading)</li> </ul>	<p>Student behavior targeted for improvement (e.g., target or replacement behavior) using direct observation</p> <p><b>Treatment integrity</b></p> <ul style="list-style-type: none"> <li>• FABI Step checklists</li> <li>• Treatment integrity checklist</li> </ul> <p><b>Social validity</b></p> <ul style="list-style-type: none"> <li>• IRP-15 (teacher)</li> <li>• CIRP (student)</li> </ul>	<p>The FABI will be faded once a functional relation is demonstrated using a validated single-case research design (e.g., withdrawal) and:</p> <ul style="list-style-type: none"> <li>• Behavior objective for the student is met (See Behavior Intervention Plan [BIP]).</li> </ul>

### Tertiary (Tier 3) Intervention Grid: For Middle and High School Students

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Functional Assessment-based Intervention	<p>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</i>. The <i>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.</p>	<p>One or more of the following:</p> <p><b>Behavior:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SRSS-E7: High (9-21)</li> <li><input type="checkbox"/> SRSS-I5: High (4-15)</li> <li><input type="checkbox"/> Office discipline referrals (ODRs) 6 or more within a grading period</li> </ul> <p style="text-align: center;">AND/OR</p> <p><b>Academic:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Progress report: 1 or more course failures</li> <li><input type="checkbox"/> Missing Assignments 5 or more within a grading period</li> <li><input type="checkbox"/> AIMSweb: intensive level (math or reading)</li> <li><input type="checkbox"/> Below 2.5 GPA</li> </ul>	<p>Student behavior targeted for improvement (e.g., target or replacement behavior) using direct observation</p> <p><b>Treatment integrity</b></p> <ul style="list-style-type: none"> <li>• FABI Step checklists</li> <li>• Treatment integrity checklist</li> </ul> <p><b>Social validity</b></p> <ul style="list-style-type: none"> <li>• IRP-15 (teacher)</li> <li>• CIRP (student)</li> </ul>	<p>The FABI will be faded once a functional relation is demonstrated using a validated single-case research design (e.g., withdrawal) and:</p> <ul style="list-style-type: none"> <li>• Behavior objective for the student is met (See Behavior Intervention Plan [BIP]).</li> </ul>