## Tertiary (Tier 3) Intervention Grid: For Elementary Schools

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>School-wide Data: Entry Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
</table>
| 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 Function Matrix. The Function-Based Intervention Decision Model 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:** □ SRSS-E7: High (9-21) □ SRSS-I5: High (4-15) □ SSiS-PSG Ranking of 1, 2, or 3 on the Motivation to Learn □ Office discipline referrals (ODRs) 6 or more within a grading period  
**AND/OR**  
**Academic:** □ Progress report: 1 or more course failures □ Missing Assignments: 5 or more within a grading period □ AIMSweb: 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)  
• CIRP (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]). |
## Tertiary (Tier 3) Intervention Grid: For Middle and High School Students

<table>
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<tr>
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<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
</table>
| 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 Function Matrix. The Function-Based Intervention Decision Model 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:**  
- SRSS-E7: High (9-21)  
- SRSS-I5: High (6-18)  
- Office discipline referrals (ODRs) 6 or more within a grading period  
  
  **AND/OR**  
  **Academic:**  
- Progress report: 1 or more course failures  
- Missing Assignments 5 or more within a grading period  
- AIMSweb: intensive level (math or reading)  
- Below 2.5 GPA | 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)  
- CIRP (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]). |