**Completion Checklist   
Step 1: Identifying students who need a FABI**

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| --- | --- | --- | --- | --- | --- |
| **School:** | Click or tap here to enter text. | **District:** | Click or tap here to enter text. | **Date:** | Click or tap to enter a date. |

**Team Members:**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Click or tap here to enter text. | 5. | Click or tap here to enter text. |
| 2. | Click or tap here to enter text. | 6. | Click or tap here to enter text. |
| 3. | Click or tap here to enter text. | 7. | Click or tap here to enter text. |
| 4. | Click or tap here to enter text. | 8. | Click or tap here to enter text. |

|  |  |  |
| --- | --- | --- |
| **Coach:** | Click or tap here to enter text. |  |

**Step 1: Identifying students who need a FABI**

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| --- | --- | --- |
|  | **Check when completed** | **Item** |
| Estimated Time: 1 week  Start Date: \_\_\_\_\_  End Date:\_ \_\_\_\_\_ |  | Communicate with parents and secure permission to conduct the Functional Assessment-based intervention (use your district procedures and forms for subsequent students).  Click or tap here to enter text. |
|  | Talk to the student to answer questions (assent according to your district procedures).  Click or tap here to enter text. |
|  | Complete, confirm, and turn in **Referral Checklist: Functional Assessment-Based Interventions (HO1)**.  Click or tap here to enter text. |

Considerations for need:

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| --- | --- | --- |
| 1. |  | Does the student’s behavior impede his or her learning or the learning of other? Or, does the student pose a threat to him or herself or others (Drasgow & Yell, 2001)? |
| 2. |  | Has the student been non-responsive to other intervention efforts? |
| 3. |  | Does the student have multiple risk factors (e.g., harsh and inconsistent parenting or high mobility) making him or her more susceptible to school failure and/or dangerous behavior? |
| 4. |  | Has the student been (a) placed in an alternative setting for behavior dangerous to him or herself or others (b) placed in an alternative setting for 45 days due to drug or weapons violations? Or (c), has the student been suspended from school for more than 10 days or has that suspension resulted in a change in placement (Drasgow & Yell, 2001)? |
| \*If you answered yes to the first three questions, a FABI may be warranted. If you answered yes to the fourth question, a FABI is mandated by the Individuals with Disabilities Act (IDEA, 2004). | | |

**Suggested Readings**

1. In the Beyond Behavior Special Issue, read in the method section of articles 2-4 to see how these elementary, middle, and high school students were identified as potentially benefiting from a Tier 3 Functional Assessment Based Intervention (FABI).
2. Read Chapter 1 in the following book to learn about a functional approach to problem behavior:

Umbreit, J., Ferro, J., Liaupsin, C., & Lane, K. (2007). *Functional behavioral assessment and function-based intervention: An effective, practical approach.* Upper Saddle River, N. J.: Prentice-Hall.

1. Consider reading more about the various systematic screening tools in:

Lane, K. L., Menzies, H. M, Oakes, W. P., & Kalberg, J. R. (2012). *Systematic screenings of behavior to support instruction: From preschool to high school.* New York, NY: Guilford Press.

**Step 1 Tips:**

1. Make certain Tier 1 efforts are being implemented as planned (with treatment integrity).
2. Consider Tier 2 supports prior to beginning with a functional assessment-based intervention (FABI).
3. Ensure a systematic approach is used to detect which students may benefit from a FABI to make certain students have equal access to this support.
4. Obtain permission from the parent or guardian as well as the student before beginning this process.