### 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]). |

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**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]). |

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