Step 1: Identifying Students Who May Need a Functional Assessment-Based Intervention (FABI)

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| --- | --- | --- | --- | --- | --- |
| School |  | District |  | Date |  |

Team Members:

|  |  |  |  |
| --- | --- | --- | --- |
| 1. |  | 5. |  |
| 2. |  | 6. |  |
| 3. |  | 7. |  |
| 4. |  | 8. |  |

|  |  |
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| Coach: |  |

## Checklist – Step 1: Identifying Students Who May Need a Functional Assessment-Based Intervention (FABI)

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| --- | --- | --- | --- | --- | --- |
| Estimated Time: | 1 week | Start Date: |  | End Date: |  |

|  |  |
| --- | --- |
| **Check when completed** | **Item** |
|  | Communicate with parents (or guardians) and secure permission to conduct the Functional Assessment-based intervention (use your district procedures and forms for subsequent students). |
|  | Talk to the student to answer questions (assent according to your district procedures). |
|  | Complete, confirm, and turn in **Referral Checklist: Functional Assessment-Based Interventions** (Handout 1 [HO1] on ci3t.org/fabi) |

## Considerations for Need

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| --- | --- |
|  | Does the student’s behavior impede their learning or the learning of others? Or does the student pose a threat to themselves or others? (Drasgow & Yell, 2001) |
|  | Has the student been nonresponsive to other intervention efforts? |
|  | Does the student have multiple risk factors (e.g., harsh and inconsistent  parenting or high mobility) making them more susceptible to school failure and/or dangerous behavior? |
|  | Has the student been (1) placed in an alternative setting for behavior  dangerous to themselves or others, (2) placed in an alternative setting for 45 days due to drug or weapons violations, or (3) suspended from school for more than 10 days or has that suspension resulted in a change of placement (Drasgow & Yell, 2001)? |

If you answered yes to the first three questions, a FABI might be warranted. If you answered yes to the fourth question, a FABI is mandated by the Individuals with Disabilities Education Improvement Act (IDEA, 2004).

## Suggested Readings

1. In the *Beyond Behavior* special issue (2011, Vol. 20, No. 3), read 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 3 in the following book to learn more about a functional approach to problem behavior: Umbreit, J., Ferro, J. B., Lane, K. L., & Liaupsin, C. J. (2024). *Functional assessment-based intervention: Effective individualized support for students*. Guilford.
3. In the following book, consider reading more about the various systematic screening tools: 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*. Guilford.

## 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 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.