

Referral Checklist

Functional Assessment-Based Interventions

DIRECTIONS: Please check the schoolwide data that were used to recommend this student for a Functional-Assessment based intervention (FABI) and include a brief description of the concern.

Academic Outcomes

State assessment scores:

Click or tap here to enter text.

Curriculum-based Measures (e.g., *DIBELS*, *AIMSweb*):

Click or tap here to enter text.

Schoolwide Formative Assessments:

Click or tap here to enter text.

Classroom Assessments (e.g., *reading inventories*, *chapter tests*):

Click or tap here to enter text.

Report Cards (e.g., *course failures*, *low HS credit earnings*, *progress reports*):

The student has consistently not been able to answer each question presented to them when completing classwork or class assessments. The student's grades reflect this pattern in progress reports and data collected from the teacher.

Other data used

Click or tap here to enter text.

Behavioral and Social Skill Outcomes

Behavior Screening Ratings (e.g., *ESP*, *SSBD*, *SDQ*, *SRSS*):

Click or tap here to enter text.

Office Discipline Referrals:

The student has been referred to the office three times since the beginning of the year. The student is removed from the classroom at a minimum of three times per week. The student is removed because of their disruptive and loud outbursts when not following following procedural directions when working.

Attendance (i.e., *tardies/ absences*):

Click or tap here to enter text.

Referrals for other school services (e.g., *prereferral team*, *behavior specialist*, *special education*, *counseling*):

The student has been currently placed on the watch list. This list is for students who are not responding to tier one efforts. The student is also not responding to tier two efforts by the teacher.

Form Updated (ci3t.org): 04/08/2016

Lane, K. L., & Oakes, W. P. (2014). Building efficiencies in functional assessment-based interventions: A focus on training and coaching. *Manuscript in preparation*.

Other indicator used:

Click or tap here to enter text.

Brief description of concern:

The student is in the first grade and new to the school this year. The student had difficulty adapting to new procedures when he arrived the third week of school. The teacher noted her concern and the student's file showed the student had difficulty in their previous school showing the same behaviors at their current school. This student's teacher this year says the student has trouble staying in their seat. The student also rushes through their work and is disruptive by talking out and talking back. The teacher believes the student talks back because they do not understand both the assignment or the directions.