

<h1>Behavior</h1>		
	SAT Referral Packet	
Step 1	Teacher identifies a student who is struggling behaviorally.	<input type="checkbox"/>
	Teacher obtains Parent Consent for Vision Screening and Hearing Screening and submits a request for a Vision and Hearing Screening to the health office.	<input type="checkbox"/>
	Give Packet to SAT Coordinator. Packet Includes:	<input type="checkbox"/>
	Completed Student Profile & Teacher Form	<input type="checkbox"/>
	Completed Student Case History from Parent	<input type="checkbox"/>
	Discipline Referrals (more than 1)	<input type="checkbox"/>
	Documentation of parent contacts	<input type="checkbox"/>
	Results of vision and hearing screenings	<input type="checkbox"/>
	Student attendance data	<input type="checkbox"/>
	Medical or Health Information	<input type="checkbox"/>
	SAT Chair completes Certification and gives to SAT Coordinator- Determines if the data meets the criteria for SAT referral	<input type="checkbox"/>
	SAT Referral- MEETS CRITERIA	<input type="checkbox"/>
Step 2	Initial SAT Meeting	
Before Meeting	SAT Chair schedules a SAT meeting AND:	
	Sends Parent a ZOOM Notice of Invitation to SAT Meeting	<input type="checkbox"/>
	Ensures that the student's parents, teachers, and other SAT members are notified of the meeting in advance AND under the ABA SAT Calendar.	<input type="checkbox"/>
At Meeting	SAT Chair introduces SAT members and reviews agenda	<input type="checkbox"/>
	Referring teacher shares the reason(s) for the student's referral to the SAT and shares interventions implemented and progress monitoring data.	<input type="checkbox"/>
	SAT reviews and discusses all relevant data about the student including	<input type="checkbox"/>
	SAT develops one or more hypotheses about why the student is not making expected progress	<input type="checkbox"/>
	SAT makes one of the following decisions:	
	The existing data are insufficient for complete determination. The referring teacher must provide additional information. Return to Step 1	<input type="checkbox"/>
	Interventions are Not Effective: The student's challenges suggest a Functional Behavioral Assessment (FBA) from SSW and a SAT Intervention Plan .	<input type="checkbox"/>
	SAT Chair completes an Initial SAT Meeting Summary .	<input type="checkbox"/>

Step 3	Implement & Monitor Interventions	
	Teachers Implement Interventions & Track behavior	<input type="checkbox"/>
	SSW completes FBA & creates BIP Draft	<input type="checkbox"/>
	SAT Chair request Student Observation- Student Observation Form from C.Barffuson	<input type="checkbox"/>
Step 4	Follow-Up SAT Meeting (after 2 weeks of interventions)	
Before Meeting	SAT Chair schedules a SAT meeting AND:	
	Sends Parent a Notice of Invitation to SAT Meeting	<input type="checkbox"/>
At Meeting	Ensures that the student's parents, teachers, and other SAT members are notified of the meeting in advance AND under the ABA SAT Calendar.	<input type="checkbox"/>
	SAT Chair introduces SAT members and reviews agenda	<input type="checkbox"/>
	Referring teacher shares interventions implemented and progress monitoring data	<input type="checkbox"/>
	SSW reviews FBA & Finalize BIP	<input type="checkbox"/>
	Implement the BIP for 4 weeks and set up following meeting	<input type="checkbox"/>
Step 5	Implement & Monitor Interventions	
	Teachers Implement Interventions & Track behavior with SSW	<input type="checkbox"/>
Step 6	Follow-Up SAT Meeting (after 4 weeks of interventions)	
Before Meeting	SAT Chair schedules a SAT meeting AND:	
	Sends Parent a ZOOM Notice of Invitation to SAT Meeting	<input type="checkbox"/>
At Meeting	Ensures that the student's parents, teachers, and other SAT members are notified of the meeting in advance AND under the ABA SAT Calendar.	<input type="checkbox"/>
	SAT Chair introduces SAT members and reviews agenda	
	SAT makes one of the following decisions:	
	Interventions are Effective: The student appears to need no new interventions at this time. Continue with BIP and meet in 8 weeks.	<input type="checkbox"/>
	Interventions are Not Effective: Adjust interventions and meet in 4 weeks.	<input type="checkbox"/>
	Interventions are Not Effective: Create new BIP for new behaviors impeding learning	<input type="checkbox"/>
Step 7	Follow-Up SAT Meeting (after 4/8 weeks of interventions)	
Before Meeting	SAT Chair schedules a SAT meeting AND:	
	Sends Parent a ZOOM Notice of Invitation to SAT Meeting	<input type="checkbox"/>

Before meeting	Ensures that the student's parents, teachers, and other SAT members are notified of the meeting in advance AND under the ABA SAT Calendar.	<input type="checkbox"/>
At Meeting	SAT Chair introduces SAT members and reviews agenda	<input type="checkbox"/>
	SAT makes one of the following decisions:	
	Interventions are Effective: The student appears to need no new interventions at this time. Continue with BIP and meet in 8 weeks.	<input type="checkbox"/>
	Interventions are Not Effective: Adjust interventions and meet in 4 weeks.	<input type="checkbox"/>
	Interventions are Not Effective: Create new BIP for new behaviors impeding learning	<input type="checkbox"/>