

**FAB**

Framework for Access  
and Belonging  
*With Supplementary Aids  
and Services*



# The Framework for Access and Belonging (FAB) With Supplementary Aids and Services:

## A Tip Sheet for Families and Family Organizations



### What is The Framework for Access and Belonging With Supplementary Aids and Services (FAB)?

The FAB is a tool used to identify an access and/or belonging priority to expand participation and learning for your child with a disability. Goals of the Framework include:

- Support access to the general education classroom and/or curriculum.
- Remove barriers to your child's participation within curricular, noncurricular, or extracurricular environments.
- Promote collaboration and problem solving among family members and school staff.

Interested in learning more? This overview (<https://www.youtube.com/watch?v=RdOIYBtaAkg>) will provide more information for families about the FAB.

### What are the steps in the FAB Process?

- 1. Planning** – The FAB facilitator will collect information, through surveys, from people that you and the school determine to assist in establishing the access and/or belonging priority for your child.
- 2. Teaming** – The team will come together to discuss the survey responses, brainstorm strategies for the access and/or belonging priority, and develop an action plan.
- 3. Monitoring** – Data will be collected to determine whether the strategy put in place is making a difference.

### When should the FAB be considered?

A team may consider using the FAB Process when they want to expand participation and learning for your child. In these scenarios, the team engages in the FAB process to proactively analyze and plan for meaningful inclusion. The FAB Process may be helpful when your child is:

- **Experiencing challenges in a current course or educational setting** – When supplementary aids and services are not promoting the level of progress as anticipated, the FAB process can be utilized to determine specific strategies to implement that will address access or belonging within the current course or environment.
- **Considering future educational environments** – Examples of future educational environments include, but are not limited to:
  - Transitioning from Early Intervention to a school-age program
  - Moving from elementary school to middle school
  - Moving from middle school to high school
  - Entering a Career and Technical Education Center
  - Taking a new course in the next quarter or semester
- **Transitioning to a new educational environment during the school year** – Through the use of the FAB process, the team can identify potential barriers within the new environment and develop a plan to reduce/remove the barriers before the transition occurs.

**NOTE: The FAB process is not needed for every student with an individualized education program (IEP).**

### How does a family start the FAB Process?

The first step is to express interest in the FAB process to your child's teacher, building principal, or special education administrator. Your school may have a staff member already trained as a FAB facilitator. If so, your next step is to talk with the building principal or special education administrator about the FAB Process.

If the staff is not familiar with the FAB Process, consider sharing the FAB Resource Site with the school staff. Should the team want to learn more about FAB before starting the process, the administrator should email [fab@pattan.net](mailto:fab@pattan.net), and a meeting with a trained facilitator will be arranged.

Once the family and school staff agree to use the FAB process, the LEA will request a trained facilitator to guide the team through the process.

### The FAB Process is going to happen. Now what?

Once it's determined that the FAB Process will be used, input from those who know/work with your child will be collected through surveys. Consider who can provide information on your child's strengths, interests, and potential. Talk with the school about who should be on your child's FAB team. Members may include:

- **Family member(s)** of your child
- **Student**, with permission of the family

- **Local educational agency (LEA)** or building administrator
- **Teacher(s)** - those currently working with your child, or those who will work with your child in the future, or both depending on the FAB priorities.
- **Related service providers**
- **School counselor**
- **School nurse**
- **Community-based service providers** - those involved in the academic, social, and/or emotional support of your child.

### Where can I find information about FAB?

- Visit the FAB Resource Site (<https://sites.google.com/pattan.net/fab-framework-for-access-belon/home>). The site has recorded overviews, frequently asked questions, and information on each step of the FAB Process.
- Reach out via email, [fab@pattan.net](mailto:fab@pattan.net), with any questions you have.

**NOTE: An implementation plan designed as part of the FAB process is not required to become part of a student's IEP. If a team wants to consider revising a student's IEP based on the outcomes of a FAB process, this must be an IEP team decision.**

