Question 1: What is RtIB?

**Answer:** Response to Intervention for Behavior (RtIB) is part of a Multi Tiered System of Student Supports (MTSSS). RtIB is a school-wide model that utilizes an evidenced based, problem solving approach to improve the educational outcome for all students. RtIB provides a continuum of tiered interventions with increasing levels of intensity and duration that aims to prevent inappropriate behavior by means of teaching and reinforcing appropriate behavior. As with RtI for academics (RtIA), students experiencing emotional/behavioral difficulties receive evidenced based interventions and progress monitoring by:

- Creating a safe and positive school climate
- Increasing academic engagement and motivation to learn
- Using data to design, implement and monitor interventions
- Creating school-wide policies, expectations and processes

Questions 2: What is the goal of RtIB?

**Answer:** The primary goal of this process is to increase all students' engagement in learning. By designing and implementing appropriate general education supports/interventions we can effectively address the student’s academic, speech, language, and specifically in RtIB, the emotional/behavioral and social needs within the student's classroom environment. It is the practice of providing high quality instruction/intervention that is matched to student needs with regards to factors related to instruction, curriculum, environment, and the learner (ICEL). The goal of RtIB at the Tier I level is the prevention of problem behavior and promotion of positive behavior by establishing processes and procedures that facilitate success for the majority of the students. An effective Tier I system should reduce the number of students who need more extensive and time consuming resources at Tier II and Tier III. If this is not the case, the core Tier I program and practices and/or behavioral systems need to be re-evaluated.

Questions 3: How do students receive services and move through the varying tiers?

**Answer: Tier I: Core, Universal Instruction and Supports: General academic and behavior instruction and support provided to all students in all settings.** School-wide RtIB provides a model for implementing and continually refining research-based positive behavioral support practices for all students in any school setting. Tier I is the foundation and consists of high quality, scientific, research-based curricula, instructional and behavioral methodologies, and practices and supports that are designed for all students. Tier I includes:
• Establish and directly teaching agreed upon positive behavior expectations for students, parents and educators. Procedures and routines create structure.
• Provide a high rate of positive acknowledgments and reinforcement to students and adults for demonstrating the positive expectations. Repetition is the key to learning new skills.
• Provide consistent and predictable consequences for behavioral infractions for all students. Instructional errors and behavioral infractions are corrected, monitored, or re-taught.
• Provide classroom management and instruction.
• A collaborative team problem-solving approach utilizing data to develop school-wide positive behavioral strategies and interventions.
• Collect and disaggregate data to guide the decision-making process, by utilizing assessment through review, interview, observation, and testing (RIOT), for the purpose of identifying students who need additional support.
• Examples of Tier I interventions:
  o Bullying/Violence Prevention Curriculum
  o M-DCPS Alternative to Suspension Program (ASP)
  o Crisis Prevention Planning
  o LEAPS: A Behavioral Curriculum
  o Positive Behavior Support (PBS) strategies
  o CHAMP

Tier II: Targeted, Supplemental Interventions and Supports: Increased targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum. An effective RtIB system relies on the quality and integrity of the Tier I school wide program. Tier II DOES NOT replace Tier I rather it is additional or supplemental support. Tier II interventions are to be implemented when screening indicates that a student is not making adequate gains from universal instruction alone.
Prior to considerations of Tier II interventions, the leadership team needs to review the existing instructional program. The leadership team should address possible adjustments that may ameliorate the presenting problem. Schools must ensure that adequate resources are allocated to implement effective Tier II interventions.
The Tier II process and criteria for student identification may include:
• Administrator, school psychologist, social worker, counselor, teacher or parent request for assistance
• Students flagged on the Student At Risk Profile Report (T-0515P71-01) with a rating of 2 or more behavioral referrals during a school year, 3 or more incidents of outdoor suspensions, 3 or more unexcused absences, 2 or more course failures in a grading period, D and F conduct grades in a
grading period, or identification through the use of a norm referenced standardized screening instrument.

- The Leadership Team may select candidates for Tier II interventions who meet three or more of the above listed criteria as documented on the Response to Intervention for Behavior (RtIB) Universal Screening Checklist for Tier II (FM#7447).

At Tier II, targeted interventions are developed to address students and small groups of students who are at-risk for academic failure and/or escalating emotional/behavioral difficulty. Interventions at this level should be quickly accessed, easily implemented, and based on a behavioral assessment. Progress monitoring is conducted through the weekly use of the Behavior Rating Scale – Tier II (FM#7446).

A school may have a set of target interventions available for students at this level. Some examples include:

- The Center for Special Instruction (CSI) using academic and behavioral interventions
- Group intervention sessions for specific topics; coping skills, anger management, problem solving and conflict resolution, substance abuse, bullying and violence prevention, grief assertiveness, developmental issues and social skills
- Alternative to suspension (ex. Saturday School and After School)
- School based mentors
- Social Skills training
- Individual, family and group counseling
- LEAPS: A Behavior Curriculum
- Behavioral contracting

**Tier III: Intensive, Individualized Interventions and Supports:** The most intensive (increased time, narrowed focus, reduced group size) academic and/or behavioral interventions are based upon individual student need(s) and provided in addition to and aligned with Tier I and II academic and behavior instruction and supports.

Tier III consists of intensive academic and/or behavioral interventions in a small group (2-3 students or one-on-one). Interventions for behavior are based on a Functional Assessment of Behavior (FAB) and the development of a Behavioral Intervention Plan (BIP). The BIP is implemented and monitored at least 9 weeks. Schools must ensure that adequate resources are allocated to implement effective Tier III interventions. For a small number of students with more chronic and/or severe behavior problems, additional, intensive behavior support is needed. Horner, Sugai, Todd, and Lewis-Palmer (1999-2000) summarized a few guiding principles in developing an individualized behavior support plan:
- Learn how the student perceives or experiences events in his or her environment.
- Invest in preventing occurrences of problem behavior.
- Teaching is the most powerful behavior support strategy available in schools.
- Avoid rewarding problem behavior.
- Reward positive behaviors.
- Know what to do in the most difficult situations (crisis plan).
- Monitor and evaluate the plan.
- Some behavioral interventions may include teaching appropriate behavior through; mentoring, reinforced practice, and role play to name a few.

The Tier III process is initiated when Tier I and Tier II data, along with supported documentation from the RtI SST/PST Student Tier I and Tier II Data Profile (FM#7452), the Behavior Rating Scale -Tier II (FM#7446) and the Response to Intervention for Behavior (RtIB) Universal Screening Checklist for Tier III Intervention (FM#7449) are reviewed and reveal inadequate student response to intervention. The Request for Assistance (RFA) (FM#7073) must be initiated for Tier III interventions. The outcome of an SST/PST meeting will involve the development of a Behavior Intervention Plan (BIP) (FM#6287). The current implementation of the targeted group intervention needs to be checked for fidelity by the SST/PST Coordinator or school psychologist.

The Process:
- Prior to the Tier III/SST/PST meeting, the school psychologist must conduct an observation of the student in his/her learning environment and during intervention times in the area of concern.
- Supporting RtI Tier I and Tier II data must be provided for any and all areas identified as areas of concern.
- Parent/Guardian permission for all screenings/observations should be secured on the Notice of Intent for Screening and Assessment (FM#6279). Functional Assessment of Behavior (FAB) data should be checked off on this form.
- FAB data collection activities take place prior to every SST/PST meeting.
- A Functional Assessment Behavior Structured Interview (FM#6660) needs to be completed.
- A Behavior Intervention Plan (BIP) (FM#6287) is developed at the SST/PST meeting.
- The interventions may be conducted by a teacher, school counselor, TRUST counselor, school social worker, and/or school psychologist.
- Progress Monitoring is conducted per the BIP and through completion of the Behavior Rating Scale – Tier III by the service provider.

Some examples of Tier III interventions:
- Individualized Behavior Intervention Plan (BIP)
Tier III SST/PST Procedural Checklist

1. Request - Complete and collect information:
   a. review RtI SST/PST Student Tier I and Tier II Data Profile (FM#7452)
   b. complete RFA form (FM # 7073) - Sections A-E
   c. attach Universal Screening Checklist II (FM # 7447)
   d. attach Behavior Rating Scale for Tier II (FM # 7446)
* these accumulated forms make up the initial RFA package

2. Review - Administration receives initial RFA package to:
   a. complete Universal Screening Checklist III (FM # 7449)
   b. determine if the case is ready for review/data collection

3. Collect - Consent for Screening is secured (FM # 6279)
   a. complete required screenings (FM # 2125, 7409, 7075, & Observation)
   b. secure additional data for behavioral referrals – 3 sources required
     (FM # 6660 -- 6656, 6657, 6658, 6659, 6662, 6663, 6665, 6666, 6667)
* the initial package with the accompanying screenings make up the completed RFA package

4. Preview - Psychologist receives completed RFA package to:
   a. determine if the case is ready for scheduling
   b. determine what type of meeting will take place

5. Meet - Selected team members schedule a meeting:
   a. share collected information
   b. complete the Tier III Problem Solving form (FM # 7450)
   c. design plan (Behavioral - # 6287)
   d. complete Parent Support Plan (FM # 6280)

6. Implement - Execute intervention with integrity & fidelity.

7. Monitor - Administration monitors plan implementation:
   a. monitor student progress by team member (FM # 7448)

8. Follow-up - Determine the next course of action:
   a. complete by administration Tier III Fidelity Checklist (FM # 7451)
   b. complete by administration & psychologist Follow-Up form (FM # 7453)

Question 4: What is a Functional Assessment of Behavior (FAB)?

Answer: A Functional Assessment of Behavior (FAB) is a comprehensive and individualized, solution-oriented process for addressing behavior challenges. It incorporates a variety of problem solving techniques and strategies to gather information as a means of assessing the relationship between the behavior and the variables surrounding its occurrence. This information is then used to devise an informed hypothesis about the
function (or purpose) of the behavior and design a Behavior Intervention Plan (BIP). The BIP is a specific plan of action designed utilizing evidenced-based, positive, skill building interventions to teach an effective replacement behavior that allows the student to get what he/she wants or needs in an appropriate manner within the educational environment.

Question 5: Who should participate in the FAB process?

Answer: Anyone who knows the student or has direct knowledge of the situation and/or is a direct contributor to the situation, including the parent, teacher(s), counselor, psychologist, social worker, administrator(s), and student, when appropriate.

Question 6: Is the FAB process just for student’s with disabilities?

Answer: No, the FAB process may be conducted for any student that may be having social/emotional/behavioral difficulties.

Question 7: Is parental consent needed to initiate the FAB process?

Answer: It is always recommended to have parental consent and participation. For a student who is not identified with a disability who is experiencing social/emotional/behavioral difficulties, the School Support Team/Problem Solving Team (SST/PST) requests the completion of the Notice of Intent and Parental/Guardian Consent to Conduct a Screening/Assessment (FM #6279).

For a student with a disability, parental consent is obtained by using the Notice of Intent and Parental/Guardian Consent to Conduct an Evaluation form (FM #4961). Parental consent allows you to collect new data. Without a parent’s consent, you can begin the FAB process; however, no new information can be collected. Only the Structured Interview may be conducted without previously obtaining parental consent. No data other than the data that is routinely collected by the school can be used to develop the BIP. The BIP can be designed and implemented by using this data, but the quality of that intervention would be enhanced if the parent and student interviews and the collection of baseline data were conducted.

Below is a list of information you are allowed to collect without a parent’s consent:

- The Structured Interview Form (administered to the teacher)
- Attendance Records
- Grades (Academic and Conduct)
- Point Sheets (if a system was in place documenting all the children in the class)
- Referral Records
• Any instrument you routinely use with ALL students (data collection or monitoring)

**Note:** The behavioral interventions must be incorporated into the student’s IEP.

**Question 8: When is the FAB process required?**

**Answer:**

(a) When a student’s academic, social skill, and/or behavioral performance is below standard; demonstrates inadequate response to Tier I and Tier II; and consistently falls below the ‘whole class’ standards, measures and expectations.

(b) When a student with disabilities has accumulated 6 school days of out-of-school suspension including bus suspension if student is unable to attend school.

(c) As part of a manifestation determination review.

(d) When Tier III intervention and/or change of placement if request is due to emotional/behavioral problem.

(e) All students with emotional/behavioral disabilities (E/BD) and students medically diagnosed with ADHD Autistic Spectrum Disorder (ASD) must have a FAB.

**Question 9: What is the difference between the FAB process and a BIP?**

**Answer:** The **FAB** is defined as a comprehensive, individualized, solution oriented process for identifying the specific variables, events or patterns that reliably predict and maintain the problem behavior(s). The FAB process involves an assessment of how the student relates with his/her environment, and attempts to identify, gather and analyze this interaction to determine the purpose or **function** served by the problem behavior (i.e., to get something or avoid or escape something). Information collected through the FAB process is summarized; hypothesis statement is developed and a **BIP** is subsequently designed based upon the data gathered in the functional assessment.

The **BIP** is defined as a specific plan of action utilizing evidenced based, positive, skill building interventions to teach the student more effective, acceptable behavior(s) that replaces the inappropriate behavior, yet serves the same function as the current problem behavior. The BIP contains the following components: a summary/hypothesis statement of the problem behavior and function (setting event, antecedents/triggers, problem behavior and maintaining consequences), interventions (proactive, educative and functional), crisis management procedures, implementation, monitoring, evaluation, dates, signature of team members and revision notes.

**Question 10: What is the timeline for the completion of the FAB process?**
Answer: For students who are not identified with a disability, the SST/PST will implement
the BIP which includes an ongoing monitoring component. Based on the monitoring plan,
the SST/PST will determine the student’s response to intervention and whether the student
will continue with the plan, revise the plan, or request a multidisciplinary team evaluation.

For students with disabilities, schools are required to initiate the FAB process by the 6th day
of a student’s out-of-school suspension and begin the development of the BIP by the 10th
day in order to be reviewed by the Individual Educational Plan (IEP) team following the 10th
day. Every additional day of suspension after 10 days out of school requires a review of the
BIP and new manifestation determination review.

Question 11: Does a suspension from the bus count against the 6 cumulative days of
removal for a student with a disability?

Answer: Yes, if the bus transportation was part of the student’s Individual Educational
Plan (IEP) Special Transportation/Related Services and the transportation is necessary for
the student to obtain access to the location/school where all other services will be
delivered, a bus suspension would be treated as a suspension from school.

Question 12: What is the FAB process?

Answer:
Prior to the Initial Meeting:
Identify the behavior that needs to be changed
Obtain parental consent (FM#6279) or (FM#4961)
Schedule a meeting (FM#4851)

Initial Meeting- FAB initiated
Complete the Structured Interview (FM#6660)
Discuss and summarize findings
Establish data gathering procedures
Choose appropriate data collection instruments
(FM #6656, 6657, 6658, 6659, 6662, 6663, 6665, 6666, 6667)
Define team member responsibilities
*Enter FAB date in Student Case Management (SCM) system
Schedule a meeting date for the follow-up meeting (FM#4851)

Follow-Up Meeting- BIP Developed
Review assessment results
Determine the function (purpose) of the behavior
Develop a Behavior Intervention Plan (BIP) (FM#6287)
Define team member responsibilities for implementation of the BIP
Identify and secure needed resources, training and supports
Establish monitoring procedures
*Enter BIP date in the Student Case Management (SCM) system
Schedule follow-up meeting (enter as Anticipation Duration date on BIP)
Update the IEP with the BIP interventions

**Implementation and Monitoring of BIP**
Distribute copies of BIP
Implement interventions and execute monitoring procedures
Provide support to student and or team member as needed

**Follow-Up Progress Meeting**
Evaluate the effectiveness of the BIP
Reconvene team and discuss progress
Revise BIP as needed
Develop a teaching plan that will build in maintenance and generalization

**Question 13:** For students with disabilities, what is the difference between the FAB initial date, the BIP initiation date and the BIP anticipation duration date?

**Answer:** The **FAB initial date** is the date that you began the FAB progress, which should be the same date that you scheduled your meeting to conduct the Structured Interview (FAB date in ISIS).

The **BIP initiation date** indicates the date the team reconvened to review the data collected and develop the BIP (BIP date in ISIS).

For students with disabilities, this meeting should be scheduled as an IEP meeting (either annual or interim) and to develop a BIP. The purpose for this meeting should be indicated on Notification of Meeting FM #4851: check the box for “Other” and write (Functional Assessment of Behavior/Behavior Intervention Plan). Once the BIP is developed; the IEP is updated to include those interventions. Refer to Question #7 for clarification regarding parental/guardian consent, participation and attendance.

The **BIP anticipated duration date** indicates the date the team should reconvened to determine whether the interventions chosen were effective and as a result, a behavior change occurred.

**Question 14:** Can a FAB and BIP date be the same?

**Answer:** NO. The FAB is a process that reviews current ‘free’ data (attendance, referrals, tardiness, suspension, etc.), academic and behavioral data, and collects additional information through interview, survey and observation. The **BIP** is the behavior plan developed as of a result of the data collection process. Therefore, the initiation date for the FAB process cannot be the same as the BIP date. A minimum of 3 weeks is the accepted time frame for collecting and reviewing data to develop a Behavior Intervention Plan. For all general education students (those note identified with a disability), the (1) Notice of Intent and Parental/Guardian Consent to Conduct a Screening/Assessment (FM #6279) is requested and the FAB data collected (FM # 6660 and baseline data information) prior to the SST/PST meeting. The BIP is written at the SST/PST meeting. The SST/PST procedures are
the guidelines to be followed when designing and implementing an individual intervention plan, which for significant behavioral concerns, is the BIP. The SST/PST uses the RtI model (Tiers of Intervention) when addressing at-risk students with social/emotional/behavioral difficulties.). Refer to questions 1-3 for a detailed description of the process.

**NO. For all students with disabilities,** the FAB and BIP date should **not** be the same. Use the date you convened to initiate the FAB process and conduct the Structured Interview; the date of this meeting must be entered in ISIS as the FAB Conference Date. Use the Student Services Code “FC” for FAB Conference. Data collection must take place based on the Action Plan agreed upon on page 2 of the Structured Interview. A second meeting must take place to review the data and create the BIP. This is the date that would be entered in ISIS as the BIP date. Use the Student Service Code “BI” for Behavior Intervention Plan.

**Question 15: How are the IEP and BIP connected?**

**Answer:** Interventions from the BIP must be documented in the student’s IEP. The current BIP must be stapled to the current IEP and placed in the student’s Cumulative folder.

**Question 16: Can a BIP be terminated?**

**Answer:** If it is determined by the team that behavioral supports are no longer necessary, an Interim IEP meeting must be convened, goals revised and a justification entered in the conference note sections of the IEP and BIP.

**Question 17: How often is the BIP reviewed?**
**Answer:** The BIP should be reviewed as often as the IEP is reviewed. The interventions should be monitored and revised as necessary. Revisions are conducted as a part of an IEP meeting; therefore the revision date should match the date of the IEP Meeting.

For a student who is not identified with a disability, the BIP should be reviewed by the SST/PST according to the monitoring and follow-up timelines established by the SST/PST.

**Question 18: Can a BIP be written without undergoing the FAB process?**

**Answer:** NO. The BIP is the end product of the FAB process.

**Question 19: Where are the FAB documents placed?**

**Answer:** The FAB documents should be placed in a folder labeled FAB and placed in the student’s Cumulative Folder. The FAB documents would include the following: the Structured Interview, and any other data collection tools and monitoring tools used. Please note that the original BIP must be attached to the most current IEP.

**Question 20: Should schools update FAB's annually on ISIS?**

**Answer:** FABs are NOT updated annually on ISIS. Updates to the BIP however should be documented on the actual BIP document (see Revision Section on page 3 of the BIP). Documentation should be continued on Conference Note page of the BIP, if needed. (The BIP is currently not monitored electronically through the new Easy IEP system.

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