



Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) Process

1. Purpose and Guiding Principles

This document establishes the district's process for addressing student behavior that interferes with learning, from classroom-based intervention through Tier 2 support and, when warranted, a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP).

- Intervene early in the classroom.
- The MCS iMTSS Dashboard has resources for Tier I and Tier II intervention.
- Tier 2 intervention is required before an FBA is initiated in all non-safety situations.
- Keep the process function-based: understand why the behavior occurs before deciding what to do about it.
- Obtain written parent/guardian consent before any FBA activity begins.
- Involve parents/guardians throughout — not only when obtaining consent or plan finalization.
- Make the plan everyone's responsibility — any staff member who interacts with the student implements the BIP.
- **A safety concern may bypass the Tier 1/Tier 2 sequence, but written consent is still required before FBA activity begins (Section 7).**

2. Process at a Glance

Stage	Who Leads	What Happens	Timeframe
Tier 1 Intervention	Classroom teacher	Implements strategies	4–6 weeks
Referral to Rtl Team	Classroom teacher	Submits Rtl referral form (via iMTSS dashboard) with Tier 1 data if concern persists	Within 1 week of window ending
Rtl Review	Building Rtl coordinator	Reviews referral; Rtl team determines Tier 2 strategy (required, except safety exception)	Within 10 school days of referral
Tier 2 Intervention	Rtl team (includes parent/guardian) & classroom teacher	Rtl team determines Tier 2 strategy (required, except safety exception); Classroom implements Tier 2 strategy	4–6 weeks
Written Consent	Building Rtl coordinator	Parent/guardian signs consent before any FBA activity begins	Before FBA begins
FBA	Rtl team	Completes the FBA form	30 days from signed consent

BIP (if warranted)	Rtl team	Completes the BIP form; trains staff; sets review dates	Within 10 school days after FBA completion
Implementation & Monitoring	All staff who interact with the student	Plan implemented with fidelity; data reviewed on schedule	Ongoing; formal review every 4–6 weeks

3. Tier 1: Classroom-Based Intervention (Before Referral to Rtl)

Required for all students before referral, except where the safety exception in Section 7 applies. Strategies may come from any combination of grade-level/building-based team brainstorming, the iMTSS dashboard's resources, and conversations with the parent.

Step	Action
1	Identify the behavior in specific, observable terms; note when/where it occurs.
2	Select 1–2 strategies: brainstorm with the grade-level team, consult the iMTSS dashboard's resources, and/or discuss with the parent.
3	Notify the parent/guardian near the start of the window of the concern and the strategy being tried.
4	Collect baseline data for 3–5 school days before starting the strategy.
4	Implement the strategy consistently for 4–6 weeks; document what was tried and how consistently.

4. Referral to the Rtl Team

If the behavior has not meaningfully improved by the end of the Tier 1 window, the classroom teacher submits a referral within one school week, using the Rtl referral form on the iMTSS dashboard.

Referral Includes
Rtl referral form (iMTSS dashboard), describing the behavior in observable, measurable terms.
Baseline and intervention - data from Tier 1 classroom-based intervention.
Summary of strategies tried, consistency, and result.
Relevant background already known (e.g., attendance, prior interventions, health/504 status, IEP status).

5. Rtl Team Composition

For behavior referrals, the Rtl team includes at minimum:

- The student's classroom teacher(s).
- The building's Rtl coordinator.
- The parent/guardian
- The special education case manager, if the student has an IEP (see Section 13).

Role	Responsibilities
Classroom Teacher	Implements Tier 1 and (with Rtl team support) Tier 2 strategies; collects data; initiates referral; provides context during the FBA; implements the BIP; sits on the Rtl team for their student.
Rtl Team	Reviews referrals; determines and monitors the required Tier 2 intervention; obtains written consent; completes the FBA form; determines whether a BIP is warranted; drafts and monitors the BIP; schedules reviews.
Parent/Guardian	Informed at referral; provides input on Tier 1/Tier 2 planning; signs written consent before the FBA begins; participates in FBA and BIP meetings; receives copies of the FBA and BIP forms.
Building Administrator	Ensures Tier 1, Tier 2, referral, and 30-day FBA timelines are followed; allocates staff time for observations/meetings; supports staff training on the BIP.
Special Education Case Manager (if IEP)	Joins the Rtl team; ensures special education procedural requirements are met; links the BIP to the IEP.
All Staff (paras, specials, related service providers, front office, etc.)	Implements the BIP consistently across settings; reports data and fidelity concerns to the Rtl team.

6. Tier 2: Targeted and Strategic Intervention (Required Before an FBA Referral in All Non-Safety Situations)

Tier 2 support is required after an Rtl referral and before an FBA referral, in all non-safety situations.

Step	Action
1	Rtl team reviews the referral and Tier 1 data within 10 school days.
2	Rtl team selects a Tier 2 strategy (e.g., check-in/check-out, small-group skill instruction, structured mentoring, targeted reinforcement).
3	Classroom teacher implements the Tier 2 strategy, with Rtl team support, for 4–6 weeks.
4	Rtl team reviews Tier 2 data at the end of the window and decides: continue/fade Tier 2, or move to consent/FBA (Section 7).

7. Written Consent and Decision to Conduct an FBA

Step	Action
1	Rtl team determines an FBA is warranted after reviewing Tier 2 data (or immediately, under the safety exception).
2	Rtl team requests written consent from the parent/guardian to conduct the FBA.
3	No FBA activity (i.e., record review, interviews, observation) begins until signed consent is received.
4	The FBA form must be completed within 30 days of the date consent is signed.

8. Conducting the FBA

The Rtl team completes the FBA form (located in SameGoal). **Target completion is 30 days from signed consent**, extended only with documented justification (e.g., attendance gaps, need for additional observation windows).

Step	Action
1	Record review: attendance, discipline history, prior interventions, health/504/IEP information.
2	Interviews: teacher, parent/guardian, and student (as age-appropriate).
3	Direct observation: at least 2–3 observations across different times/settings, using an ABC (Antecedent-Behavior-Consequence) format.
4	Data synthesis: identify patterns in when/where the behavior occurs and does not occur.
5	Hypothesized function: identify the likely function(s) — escape/avoidance, attention, access to tangible/activity, sensory, etc. — with supporting evidence.
6	Complete and finalize the FBA form.

9. Decision Point: Is a BIP Needed?

Based on the FBA, the Rtl team then determines the next step(s):

- **No BIP needed:** Tier 1/Tier 2 strategies are adjusted based on FBA findings and continue to be monitored.
- **BIP needed:** the behavior's frequency, intensity, or impact on learning warrants a formal, function-based plan.
- **Referral elsewhere:** findings suggest a need outside the Rtl team's scope (e.g., special education evaluation, mental health referral).

10. Developing the BIP

When a BIP is warranted, the Rtl team completes the BIP form (located in SameGoal) with the parent/guardian, target completion 5 school days after the FBA is finalized.

BIP Form Includes
Target behavior and hypothesized function, drawn from the FBA.
Replacement behavior that serves the same function, taught explicitly.
Antecedent (prevention) strategies.
Teaching/reinforcement strategies for the replacement behavior.
Response strategies for when the target behavior occurs, including any crisis/safety procedures.
Data collection method staff will use to monitor the plan.
First review date, no more than 4–6 weeks out.

11. Implementation: Everyone's Responsibility

- Rtl coordinator ensures a copy of the BIP reaches relevant staff, including substitutes and new hires, before they work with the student.
- Any staff implementing the plan documents data as specified in the BIP and reports fidelity concerns promptly rather than waiting for the next scheduled review.
- The classroom teacher remains the primary point of contact for day-to-day questions, with the Rtl team available for escalation.

12. Progress Monitoring and Review

- Rtl team reviews data on the schedule set in the BIP — no less often than every 4–6 weeks.
- Reviews include the parent/guardian and assess: fidelity, progress toward the goal, and whether to continue, adjust, intensify, or fade the plan.
- Any team member or implementing staff can request an earlier review if the behavior worsens significantly or a safety concern emerges.
- If data show the plan is ineffective despite fidelity, the Rtl team considers whether a referral for a special education evaluation is appropriate.

13. Students with an Existing IEP — Recommended Approach

Recommendation: use the same FBA/BIP process and team structure for all students. For students who already have an IEP, add the following:

- Case manager on the team: the student's special education case manager joins the Rtl team as a required member for that student.
- Consent: written consent is obtained the same way as for any student (Section 7).
- Documentation: the BIP becomes part of the student's IEP and is reviewed at least whenever the IEP is reviewed (in addition to the 4–6 week Rtl review cycle).
- Discipline linkage: if disciplinary action being considered could constitute a change in placement, the case manager ensures the FBA/BIP is considered in any required manifestation determination review.

14. Documentation

- The Rtl team records all interventions in EduClimber.
- The FBA form and BIP form are located in SameGoal.
- Parents/guardians receive copies of the completed FBA form and BIP form, and any revisions made at review meetings.