



Response to Intervention/PBIS Tier 2 & 3

Intervention Procedure FAQs

1) Can students with disabilities receive Tier 2 and 3 interventions?

Yes! Students with disabilities can and should be included at all three academic and behavior tiers. However, interventions should be considered on an individual basis. If the student's academic needs are related to goals and services addressed in the student's IEP, staff should consider if the areas of need are adequately addressed with the IEP. If the area of academic need is not addressed in the IEP, staff should begin implementing a Tier 2 intervention.

Note: Consultation with the special education teacher should occur for any student with disabilities receiving an intervention. Additionally, parents should be notified via district approved procedures.

2) Do I need to hold an IEP meeting for a student with disabilities before enrolling him/her in Tier 2 behavior interventions?

You do not need to have an IEP review/revise meeting before enrolling a student with disabilities in CICO or SAIG. However, an IEP meeting may be necessary for students with disabilities, when addressing Behavior Assessment Intervention Plans (BAIP) at Tier 2. If behavior is not addressed in the child's IEP, then the team may choose to proceed with a BAIP without holding an IEP meeting. However, if behavior is addressed in the child's IEP, the team will proceed with a Functional Behavioral Assessment/Behavior Intervention Plan (FBA/BIP) instead of a BAIP. An IEP meeting is always necessary for students with disabilities when holding a FBA/BIP at the Tier 3 level.

3) Do I need to hold an IEP meeting for a student with disabilities, before enrolling him/her in a Tier 2 or 3 academic intervention?

Procedures related to academic interventions depend on goals and services addressed in the student's IEP.

- If the intervention will change or impact the delivery of the student's special education services, then an IEP meeting must be held.
- If the implementation of the intervention will not change the student's special education services or program, an IEP meeting is not required.

4) When do we proceed with an IEP meeting vs. a PBIS Tier 3 meeting?

Regular education student:

Proceed with a PBIS FBA/BIP, Wraparound or RENEW meeting.

Student with disabilities:

Is behavior addressed in the IEP?

- **YES:** The team will need to hold a Review/Revise of the IEP, update present levels of performance, evaluate the appropriateness of the behavior goal(s), and develop or revise the FBA/BIP.
- **NO:** (Example: Child is identified as having a Speech and Language Impairment or Specific Learning Disability and does NOT have behavior goals in his/her IEP) Hold Review/Revise IEP meeting and create a Functional Behavior Assessment/Behavior Intervention Plan. The IEP team may consider a possible evaluation for an additional area of special education eligibility.

5) Can a student receiving special education services access Educational Wraparound and RENEW?

Yes. The following procedures should be observed.

Does the child already have a current FBA/BIP?

- **NO:** The team will need to hold a Review/Revise of the IEP, update present levels of performance, evaluate the appropriateness of the behavior goal(s), and develop the FBA/BIP. Staff should use the FBA/BIP paperwork in SSIMS.
- **YES:** The team should hold an IEP Review/Revise meeting, update present levels of performance, and evaluate and revise the FBA/BIP. If proceeding with Educational Wraparound or RENEW, include Wraparound or RENEW intervention under Prevention Strategies for Setting Event on the BIP. Proceed with Tier 3 Educational Wraparound/RENEW meeting.
 - **Note: A FBA/BIP meeting is always legally required when a disciplinary change of placement occurs and the behavior is determined to be a manifestation of the disability. A FBA is also legally required when the use of seclusion and/or restraint is reasonably anticipated for a student.**

6) Should I use Infinite Campus for students with disabilities?

- Infinite Campus should be used for progress monitoring for both regular education students and for students with disabilities, when using a district approved behavior or intervention. Academic interventions are progress monitored on Star 360.
- If the Tier 3 team is formally involved with the creation of a new FBA/BIP for a student with a disability, then a plan should be created in Infinite Campus and progress monitoring data should be entered.

7) Who enters data into Infinite Campus or uses Star 360 for students with disabilities?

Ultimately, this is a collaborative decision at each school, and for each individual student.

- Academic Interventions:
Generally, the person delivering the intervention is responsible for adding and monitoring data.
- Behavior Interventions:
Documentation of Tier 2 interventions will be determined and managed by the Building Intervention Team (BIT). Documentation of Tier 3 interventions is determined and managed by the individual student team.