



New Psych Training

October 21st



30 Day IEPs

- What are they?
- Deadlines – procedure, what do we do with a kid?
 - Services
- Psych responsibilities
 - What we need to do
 - How the school can support (ideal/not)
 - What you need for the IEP



From the SPIG – page 42

30 DAY INTERIM PLACEMENT

Based on parent information and/or documentation that the student received special education services in another school district, transferring pupils shall *immediately* be placed in appropriate programs and receive appropriate special education services comparable to those described in the previous IEP on an interim basis not to exceed thirty (30) days. The school administrator or designee enrolling the student from out-of-district must *immediately* request all psychological and special education information from the previous school district.

Before the expiration of the thirty (30) day period, an IEP *shall be held* at the local school to review the interim placement and to make a final recommendation for the student's placement, supports and services. The IEP team may develop an LAUSD IEP document utilizing any records, reports and information from the sending school district along with current information from the student's classroom teacher and other service providers.

- *If* the IEP team determines the incoming IEP information from out-of-district is accurate, appropriate, current and compliant with federal and state law, this information may be summarized on a PLP. No new, additional assessment is required.
- *If*, however, the student's current IEP or psycho-educational assessment report are unavailable or non-compliant with federal and/or state law, or appear inconsistent with student's current observable academic performance and/or behavior, an assessment plan (AP) shall be developed and an evaluation conducted.

SPIG – and Yes! There is a Bulletin



- **Bulletin 1309, Comprehensive Evaluation for Students Suspected of Emotional Disturbance (ED), September 29, 2004.**
- **Bulletin 2075.0, Establishment and Documentation of Intervention Procedures for Students Suspected of Emotional Disturbance, October 24, 2005.**

For important background information, school psychologists should also read:

Report on the Progress and Effectiveness of the Los Angeles Unified School District's Implementation of the Modified Consent Decree During 2009-10, Appendix E: Study on the Disproportionate Identification of African American Students as ED in LAUSD, Year Seven, September 29, 2010, Attachment A: Instrument.

30 Day Interim Placement

- Special education students transferring to LAUSD from another district shall immediately receive services comparable to those described in the previous IEP on an interim basis not to exceed 30 days
- The school administrator or designee must immediately request all psychological and special education information from the previous school district
- Before the 30 day period expires, an IEP meeting shall be held to review the interim placement and to make a final recommendation for supports, services, and placement
- The IEP is developed utilizing any records, reports and information from the sending school district along with current information from the student's classroom teacher and other service providers

30 Day Interim Placement

- **If** the IEP team determines that the incoming IEP information is appropriate and compliant with federal and state law, this information may be summarized on a PLP
- **If** the student's current IEP or psycho-educational assessment report are unavailable or non-compliant, or appear inconsistent with student's current observable academic performance and/or behavior, an assessment plan (AP) shall be developed and an evaluation conducted

30 Day Interim Placement

For incoming students with an ED eligibility:

- A comprehensive psycho-educational assessment must be completed if all of the required LAUSD comprehensive evaluation components of the out of district evaluation are not present
- If a student enters LAUSD from a school district with a disability that is unclear, ill defined, or inconsistent with California Code of Regulations, a comprehensive assessment must be completed

Students New to LAUSD with an IEP

Background information

- There is only **one** initial IEP in a student's career (whether it was a speech and language assessment or if it was completed in another school district or if the student did not qualify).
- No parent signature is required for a records request to and/or from another public school either within or outside of the state of California. A parent signature is required if the request for records comes from an agency, attorney or advocate.
- The psychologist is involved in any 30-day IEP that has an eligibility that is school psychologist designated.
- An assessment plan for cognition and social-emotional is not required for a review of existing data.
- The prior triennial date is maintained at the 30-day IEP but a new annual date is generally designated.
- If the out-of-district IEP designates a non-public school placement, the student should *not* be enrolled in the public school and the IEP should immediately be faxed to the NPS office. The current parent contact information should be included in the fax. Designate the school of residence where the student is attempting to enroll

Situation #1 – The child is placed in an interim placement with an IEP that is current

1. The school, with the collaboration of the site psychologist, requests a copy of the psycho-educational report from the prior district of attendance.

The school uses the interim period to observe the student and judge the appropriateness of the prior IEP (eligibility, placement, etc.).

Within thirty days of student's enrollment at the current school, convene an IEP.

Utilize all accumulated information, including psych report and/or prior IEP's to create Cognitive and Social-Emotional Present Levels of Performance. Include the following:

Per the psychoeducational report created on _____ by the _____ School District

a. ability appears to fall within the _____ range.

social-emotional status is or is not appropriate.

Relative strengths... Relative weaknesses... Impact on education...

Since enrolling at... Recommendations...

Neither names of tests or IQ score should be included, rather list the performance range.

If it is recommended that a comprehensive assessment be completed

the 30-day IEP is held with the psych PLOP's included

an assessment plan is then generated that designates a 50-day timeline

a Re-evaluation IEP is held within 50 days

More Situations...

- Situation #2 – An annual review is due within the first 30 days of enrollment in LAUSD
- Same as all above other than the addition of reviews conducted by the teacher and any DIS providers.
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- Situation #3 – A triennial re-evaluation is due within the first 30 days of enrollment in LAUSD
- Same as above and the interdisciplinary team conducts a 3-year re-evaluation
 - the team has 30 days to complete the evaluation however parent can be asked to wave the 30-day timeline and the school then has 20 additional days
 - the triennial date is aligned with the new IEP
 - the school psychologist creates a case, including the current IEP, prior psych report and prior IEP. Notations are to be made in the chronology.

Policy for students with disabilities & behavior concerns



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE:	Multi-Tiered System of Behavior Support for Students with Disabilities	ROUTING All Employees All Locations
NUMBER:	BUL-6269.0	
ISSUER:	Sharyn Howell, Executive Director Division of Special Education	
DATE:	April 7, 2014	
PURPOSE:	The purpose of this Bulletin is to provide guidelines for implementing a multi-tiered framework for behavior instruction and intervention.	

Students with disabilities experiencing behavioral challenges in the school environment must be afforded the opportunity to be supported using the evidence-based practices found in Multi-Tiered Systems of Support (MTSS). It is the responsibility of the IEP team to design a plan to address student behavior through teaching. It is the school staff's responsibility to implement positive behavior support even if such support is not specified in the IEP. The IEP does not supplant the school's responsibility for holding all staff accountable for implementing Positive Behavioral Interventions and Supports (PBIS).

Bulletin 6269.0

Functional Behavior Assessment (FBA) is a systematic process of identifying and understanding behavior(s) that impede learning. Functional Behavior Assessment utilizes data collection (direct and indirect) to gather and analyze information about the student's behavior and accompanying environments in order to hypothesize the purpose or intent (function) of the target behavior and guide the development of function-based, positive antecedent-based, and consequence-based behavioral interventions (see Attachment D-1 for FBA Template and Attachment D-2 for FBA Rubric).

Behavior Website – resources for FBA

<http://achieve.lausd.net/Page/8272>

Positive Behavior Support

- ▶ Contact Us
- ▶ District Publications - Policies and Procedures
- ▶ FAQ
- ▶ PBIS In Action

Tier 1 Strategies

Tier 2 Strategies

Tier 3 Strategies

- ▶ Functional Behavior Assessment
- ▶ Individual Behavior Plan
- ▶ Individual Instruction (Social Skills, Behavior Expectations, Etc.)
- ▶ Interim Behavior Response Plan (IBRP)

Trainings

- ▶ Website Resources

Functional Behavior Assessment (FBA)

The links below provide resources to support the development of an FBA:

[Functional Behavior Assessment \(FBA\) Template](#)
[Functional Behavior Assessment \(FBA\) Components and Responsibilities](#)
[Functional Behavior Assessment \(FBA\) Report Rubric](#)
[Operational Definitions of Commonly Occurring Behaviors](#)
[Worksheet for Prioritizing Potential Target Behaviors](#)
[Functional Behavior Assessment Report \(Fillable\)](#)
[Functional Behavior Assessment Interview \(FBAI\)](#)
[Assessment of the Learning Environment](#)
[Function-Based Recommendations](#)

The links below provide resources for data collection tools:

[PLACHECK - Classroom and Outside the Classroom](#)
[Scatter Plot Assessment Tool](#)
[Structured ABC Analysis](#)
[Operational Definitions of Activities Antecedents Consequences](#)
[Guidelines for Conducting Structured ABC](#)
[ABC Narrative](#)
Frequency Data Collection Sheet
Permanent Product Form

FBA Template – fillable form

Attachment D-1

Attachment I

LOS ANGELES UNIFIED SCHOOL DISTRICT DIVISION OF SPECIAL EDUCATION

Functional Behavior Assessment Report (FBA)

Name: _____ Home School: _____
Date of Birth: _____ School of Attendance: _____
LAUSD Student ID #: _____ Special Education Eligibility: _____
Chronological Age: _____ Previous Placement: _____
Grade: _____ Current Placement: _____
Gender: _____ Language Classification: _____
Assessment Conducted By: _____ ELD Level: _____
Date of Report: _____ Designated Instructional Service(s): _____

I. Reason for Referral and Target Problem Behavior(s)

II. Operational Definition(s) of the Target Problem Behavior(s)

III. Indirect Assessment

A. Background Information

- Family History
- Medical/Health/Developmental History
- Educational History

Information from IEP dated MM/DD/YYYY	
Behavior(s) of Concern and/or Present Level(s) of Performance	
Frequency	
Duration	
Intervention(s) to address problem behavior(s)	
Behavior Support Plan	
IEP Goal(s) Addressing behavior(s) of concern	
Probable function	
Antecedent interventions	
Skill acquisition	
Reinforcement Procedures	
Home/School communication	
Effectiveness of the Intervention	

B. Behavioral Interview Tools

C. Indirect Assessment Summary

IV. Direct Assessment

Observer (Name, Title)	Date	Time (HH:MM-HH:MM)	Activity	Type of Data Collection

A. Ecological Analysis

B. Current Data

1. ABC Data

(insert graph(s))

Likely Antecedent(s)	Target Behavior(s)

Target Behavior(s)	Consequence(s)

2. Other Data (Specify Type)

C. Direct Assessment Summary

V. Function(s) of the Behavior(s)

The hypothesized function of _____ is to _____.
(target behavior) (function)

VI. Overall Summary

VII. Recommendations

A. Antecedent Strategies (Prevention)

B. Teaching Strategies for Skill Acquisition

- Identify replacement behaviors, Functionally Equivalent Replacement Behavior (FERB)
- Teaching strategies that support replacement behaviors

C. Consequence-Based (Response) Strategies

D. Follow-Up Data Collection

Signature of Assessor

Print Name and Title

FBAAs, ED Reports and Behavior Analysis

- FBA
 - Policy Bulletin
 - Training – provided by the behavior dept.
 - Components – all required available online

Reports considering ED

- Behavior Analysis – **not FBA** – using the information generated by your report
- Follow the Psycho-educational Report template

Report Reference Document

ANALYSIS OF BEHAVIOR, *as applicable:*

Must include, but may not be limited to:

- Description and analysis (*in narrative or chart form*) of the most salient behavior (as previously discussed in the social-emotional section), impacting student's educational access. The terms below are operationally defined:
 - Problem/target behavior (*the behavior that impedes access to instruction. Describe the target behavior in observable, objective terms.*):
 - Antecedents (*what happens before the target behavior?*):
 - Consequences (*what happens after the target behavior?*):
 - Function of behavior (*what purpose does it serve for the student: sensory, escape/avoidance, attention, tangibles?*):
 - Frequency and duration of problem behavior
 - Frequency (*recording the number of times a target behavior occurs*):
 - Duration (*a measurement of how long a student engages in a specific behavior. The behavior must have a discrete beginning and end*):
 - Suggested replacement behavior(s) (*a pro-social behavior that would serve the same function as the target behavior*):
- Summary of the assessment results if a separate FBA has been conducted

Analysis of Behavior

- Analysis of Behavior is NOT the same as an FBA
- It is part of the Psycho-educational Assessment when assessing for ED (or when needed)
- Purpose:
 - Reduce disproportionality ED eligibility
 - Identify the behaviors that impede learning
 - Assists the IEP team with the development of the Behavior Support Plan
 - Information gathered will assist in answering the questions on the ED Certification Page (Section 2-5)

Analysis of Behavior

- Indicate the sources of information (e.g., interviews, behavior logs, anecdotal information, observations, etc.)
- Components:
 - Target Behaviors
 - Antecedents
 - Consequences
 - Function of the Behaviors
 - Frequency and Duration
 - Alternative/Replacement Behaviors:

Target Behavior(s)

- Each target behavior is operationally defined
- Examples:
 - Non-compliance behavior as described as ignoring teacher directives/commands to discontinue behaviors such as yelling and making noises.
 - Verbal aggressive behaviors towards others as described by engaging in verbal altercations, making threatening comments, stating demeaning comments, and using foul language towards peers.

Function of the Behavior

- Four Functions of Behavior: Attention, Escape, Access, and Sensory
- Example:
 - Non-compliance behavior: The function of Ana's behavior appears to be escape from classwork.
 - Verbal aggressive behavior: The function of Ana's behavior appears to be negative attention from peers and/or access to items.

Frequency and Duration

- An estimated frequency and duration of the target behavior(s)
- Examples:
 - Non-compliance behavior: According to behavior logs and teacher interviews, Ana engages in non-compliance behavior approximately 4 times per day and last between 10-15 minutes. This behavior usually occurs during class time.
 - Verbal aggressive behavior: According to behavior logs and interviews with teacher and playground aids, Ana engages in verbal aggressive behavior approximately 1-2 times daily and last approximately 3-5 minutes. This behavior usually occurs during unstructured settings (e.g., school yard and lunch area).

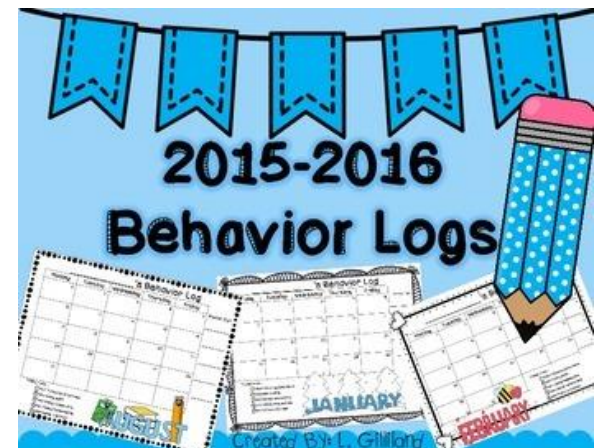
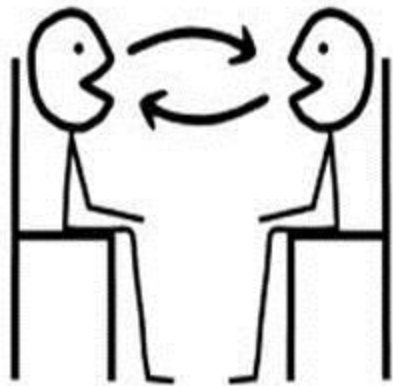
Alternative/Replacement Behaviors

- Behavior that will replace the target or problem behavior. The alternative/replacement behavior will serve the same function as the function of the target or problem behavior.
- Examples:
- Non-compliance: Ana will raise her hand or use a pre-arranged gesture to request assistance and/or a break.
- Verbal aggressive behavior:
 - Ana will request attention from peers, using age-appropriate language.
 - Ana will make verbal requests (i.e. requesting the ball) or verbally express her frustration, using age-appropriate language.

Analysis of Behavior

Sources of information

- ABC Chart
- Behavior logs
- Interviews
- Structured observations
- Anecdotal discipline records



PRESENT LEVEL of PERFORMANCE



Components of the PLP

- Statement of strengths
- Statement of area of need(s)
- Statement of impact of disability
- Statement of recommended supports is not required (optional based on professional judgment): should be general

Format of the PLP in Welligent

Based on a psycho-educational evaluation:

- **Strengths**: Student is functioning within the average range of cognitive ability. He displays stronger performance on visual tasks... etc.
- **Area of Need(s)**: Student has difficulty with interpreting or giving meaning to what is heard, following directions... etc.
- **Impact of disability**: Student's specific learning disability impacts the development of reading comprehension skills, as well as his ability to express himself in writing, which impacts his involvement and progress in the general education curriculum.

Recommended supports can be placed in appropriate sections in the IEP

check in with the staff responsible for instruction

- Instruction in the classroom should be supported by visual cues, such as color-coded information that is written in clearly spaced letters/words/problems on a page.
- Instruction in the classroom should also be presented through multiple modalities (e.g., visual, tactile) particularly when directions, explanations, and instructional content are presented.
- Providing student with frequent prompts, reminders, and feedback may also help to facilitate his overall comprehension and successful completion of assigned tasks.

IEP Sections for Recommended Supports

- *Standards-Based Promotion*

Does the disability impact the student's ability to meet District grade level standards?

IEP PAGE FAPE 1 -- What is necessary to help the student progress in the general education curriculum

Accommodations, Modifications, Supports

Instructional Accommodations

EX. Providing student with frequent prompts, reminders, and feedback may help to facilitate his overall comprehension and successful completion of assigned tasks.

Instructional Modifications

REMINDER: The PLP statement in the report is still written in narrative form.

Recommended supports are not required in the PLP statement in the psycho-ed report. The recommendation section is required in all comprehensive reports. Recommended supports may be placed in the IEP in the appropriate sections.

IEP Sections for Summary of Services Supports

- *IEP Team Recommendations – FAPE 2*

1. Check related services if counseling has been recommended
2. Check that Frequency, Interval, Minutes and Minutes of Pullout are correct

IEP Team Recommendations – FAPE SUMMARY GRID

1. Ensure the Summary Grid reflects DIS Counseling as you intend it

** If the IEP is locked with problematic time/frequency, services must be provided as designated on the IEP until the document can be ammended....



Presenting at an IEP

- PLPs contain a summary of the critical components of the report and elements that address eligibility criteria



Presenting at the IEP

- ✓ Presentation of PLP describes student's abilities and areas of need
 - ✓ If appropriate, how the disability affects student's participation in general education/appropriate activities
 - ✓ Includes observations; information shared by parent & teacher; test scores; emotional & social development
 - ✓ Summarizes findings as relevant to (a) the referral issue (b) the eligibility being considered
- **Be solution focused**
 - Identify strengths as leverages to success
 - Identify how student will be supported
 - **Be transparent**
 - What is being considered
 - **Be parent friendly**
 - In a language the parents understand
 - Address the parent concerns
 - Be respectful of their time