Behavior Support

Students with Disabilities





LAUSD Bulletin 6269.1



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Multi-Tiered System (MTSS) of Behavior Support for

Students with Disabilities

NUMBER: BUL-6269.1

ISSUER: Beth Kauffman, Associate Superintendent

Division of Special Education

DATE: March 6, 2017

ROUTING
All Employees
All Locations
Charter Schools

PURPOSE: The purpose of this Bulletin is to provide guidelines for implementing a multi-tiered

framework for behavior instruction and intervention.

BACKGROUND: The Los Angeles Unified School District (LAUSD) continually seeks to provide an

appropriate and meaningful educational program in a safe and healthy environment for all students, regardless of possible physical, mental, and/or emotionally disabling

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)**.

Tier I: Universal Instruction and Intervention		
2	3	4
School-wide and classroom behavior expectations are inconsistently integrated into instructional activities. They are presented to the class and are referred to occasionally. Reinforcement of appropriate behavior is inconsistent. Review and monitoring of school and classroom expectations is not evident.	School-wide and classroom behavior expectations are a part of daily instruction and have been communicated to the parentiguardian. They are defined and are posted, referred to other, thoughfully laught, reinforced consistently, reviewed and monitored regularly.	School-wide and classroom behavior are systematically and purposefully intel daily instructional opportunities and cor to the parent/guardian. They are well are clearly visible, referred to frequenty taught, reinforced systematically, consi reviewed, motioned regularly, and refin ongoing basis.
Instructional, curricular, and environmental changes have been made to promote appropriate behavior in the learner.	Data has been utilized to make, instructional, curricular, and/or environmental changes to promote appropriate behavior in the learner.	Data has been utilized to make instruct curricular, and environmental changes appropriate behavior in the learner. Pro
Student	ICEL by RIOT Matrix WORI	KSHEET Team Members completing RIOT:

Interviews about instruction may include interviews with:

* Teachers: regarding their use of effective teaching precious, expectations, alignment of instructional curriculum, prelemed practices, RTI imprementation

• Other staffigesomme! Administration, coaches,

Stage 1: Calm

Student Behavior

Baseline Behavior: (What the student's b

creete responses that will support the studen

and designed to promote calm behavior. The not be appropriate to your particular student.

(What does the student look like/behave i Include information about the student's physi

actual behaviors exhibited during this stag

Maintains on-task behavior Follows directions

Responds to positive and corrective

Engages in lesson

Overall behavior is cooperative and accep-

appropriate and i used may or may

A district-approve

Learning/Social

curriculum is used

Behavioral instru

linguistically resp

Please attach additional sheets as necessary.

initio for the Learner may include stylial or District and health seconds Cumulative Records (e.g. Educational History, onset of the protein behavior, backer descriptions, patterns of protein behavior) Permanent products, error analysis 1950.

rs acher and school intervention records

This worksheet is a tool for guiding the team through the process of completing the ICEL by RIOT Matrix (Attachment B-2). With this worksheet, the team will examine instruction, Corriculum, Environment, and the Learnes (ICEL)

Obsensions about Curroulum may include

Hypotheses regarding instructional factors:

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Interim Behavior Response Plan (IBRP)

interim plan for preventing and responding to behaviors. This plan does not replace Functional Behavior Assessments and/or Behavior

The cycle of acting out behavior follows a distinct sequence. It is important that those responding to the acting out behavior create and implement a plan based upon each part of the cycle and that planned responses are individualized based upon the student's own behavior characteristics. Each stage of the IBRP addresses the student's behavior as well as staff responses (suggested strategies)

that should be used to support the student in remaining or returning to calm. Teams must address both student and staff responses for

Name: Date of Birth: LAUSD Student ID #: Chronological Age: Grade: Gender:

Assessment Conducted By Date of Report:

L Reason for Referral and T

II. Operational Definition(s)

III. Indirect Assessment

Behaviori andior Pre Frequen Duration Intervent IEP Goa Probable Antecede Skill adop Reinforo Home/Sc

ATTACHMENTB-2

LOS ANGELES UNIFIED SCHOOL DISTRICT

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Home School: School of Attendance

Special Education Eligibility Previous Placement

Score of 1- Needs Critical

Improvement

The target problem behavior does not

The need for services is identified as

or more target problem behaviors

Target problem behavior is not

Target problem behavior is not

observable and measurable.

defined in terms that are specific,

A. Background Information/Record

Record review and interviews are

observable, or measurable).

A. Background Information/Record

Record review or interviews are

Any of the following apply

Origin of referral is missing.

impede learning.

are identified.

defined.

the reason for referral

The target problem behavior is

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Supporting Tools

Functional Behavior Assessment (FBA) Report Rubric Score of 4- Exceed Score of 2- Needs Some Score of 3- Meets Requirements Includes all com Improvement Includes all of the following: and at least one of Any of the following apply: each i Origin of referral is unclear. Origin of referral (e.g., due process, Information on trend parent request, IEP team) improvement in targe Target problem behavior is unclear Clear description of the target The need for assessment is unclear. problem behavior, based on the Previously gathered Summary graph tha baseline data collect General description of the target and/or settings that problem behavior includes: -how long student has been need for the assess exhibiting -how often the hehavior occurs -how it impacts learning Clear need for assessment 1-2 target problem behaviors Operational definitions have 1-2 Each target problem behavior is Example(s) and nor operationally defined, (specific, required characteristics (specific, target problem beha

observable, and measurable)

A. Background Information/Record

Explanation of how background

information was obtained

Operational definition

appropriate behavio

student's repertoire the target problem i

A. Background Info

Potential outside fa

sleep pattern, medica

Los Angeles Unified School District BUL 6269.1 Attachment G Division of Special Education NON-SUICIDAL SELF-INJURIOUS BEHAVIOR (NSSIB) REFERRAL FORM Please Complete this Referral Form and Send Email to AttachmentG@lausd.net. Behavior Support Department School Site Referring Administrato LAUSD Email: LAUSD Email: Other Contact*: *If other than Teacher or Referring Administrator: LAUSD Email:_ Date of Referral (Faxed or Emailed on); Non-Suicidal Self Injurious Behavior (NSSIB) of Concern Two or more non-consecutive or consecutive occurrences of any of the following (please check all that apply): Biting: closing of the upper and lower teeth on the flesh of any portion of own body Choking: closing both hands around own neck that could result in airway obstruction Ear pulling: pulling own ears forcefully and repetitively Eating* normutritive objects (e.g., dirt, paper, rocks)

*Please report behavior(s) that are strictly outside of developmental norms. Gouging: using hand, knuckles, fingers, and/or objects to dig repetitively into onfice(s) (e.g., eye, ear)

Please describe: Hair pulling: pulling of own hair resulting in removal of hair Head banging: Moving own head and making contact with a stationary environmental object that could result in tissue Head hitting: using own open or closed hand, or objects, to make contact with any part of own head or face that could LOS ANG result in tissue damage Rumination is defined as any occurrence of: Holding food material in mouth at a time other than when eating Self-induced vomiting that may or may not involve placing finger in mouth
 Skin picking: scratching or picking of own skin repetitively, picking of existing wounds, and/or rubbing own body parts BEHAVIORAL EMERGENC against objects that results in tissue damage Teeth grinding: rubbing the upper and lower teeth against each other repetitively DIRECTIONS: School staff are required to thorough Other: Please describe: upport Webpage (http://achieve.lausd.net/Page Approximately how long has the student been exhibiting this/these behavior(s)? Beaudry Building, 17th Floor Attention: Behavior Support Office - BER PLEASE NOTE: 1) Submit ONE FORM PER CLASS/PROGRAM, not per incident or per student.
2) This referral is strictly for NONSUICIDAL SELF-INURIOUS BEHAVIORS, If there is any suspicion of suicide and/or suicidal ideation, please refer to BUL-2637.2, "Suicide Prevention, Intervention and Postvention" (SPIP) from the Office of Student Health and Human Services. For support with technical

assistance and/or consultation, contact School Mental Health Crisis Counseling and Intervention Services at (213) 241-3841, Monday-Friday (8am-4:30pm) or contact your Local District Operations

SECTION II. INCIDENT DESCRIPTION: (ATTACH ADDITIONAL SHEETS IF NECESSARY) SECTION III. REQUIRED PROCEDURES (must be completed and submitted within 48 hours of incident)

For office use only: Date Received:

Date: Copy of this Form Filed in Stude Procedural Checklist Copy of this form sent to Local District Special Education Service Center

Page 1 of 1

counseling, behavior analysis, behavior science, I (e) To be eligible for certification to provide behavior intervention, including implementation of behavior modification plans, but not including development or modification of behavior intervention plans, a non-public school or agency shall deliver those services utilizing personnel who

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School Mai

SECTION I. STUDENT INFORMATION

Date of Birth

Behavior Support Office

INFORMATION MU

(1) possess the qualifications under subdivision (d): or

The following subdivisions of Title 5 pertain to the

development and behavior intervention impleme

(d) Behavior intervention shall be designed or pla

(1) pupil personnel services credential that author

(2) credential authorizing the holder to deliver spe

(3) license as a Marriage, Family, and Child Cou

(4) license as a Clinical Social Worker issued by

(5) license as an Educational Psychologist issue

(6) license as a Psychologist issued by a licensi

(7) master's degree issued by a regionally accre

Consumer Affairs: or

(2) (A) are under the supervision of personnel qualified under subdivision (d)

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Califor

(B) possess a high school diploma or its equivalent, and

(C) receive the specific level of supervision required in the pupil's IEP.

Adapted from:

Sprague & Walker, 2004



(High-risk students) Individual Interventions (3-5%)

Selected

(At-risk Students)

Classroom & Small Group Strategies

(10-20% of students)

- Intensive social skills training
- Individual behavior management plans
- Parent training and collaboration
- Multi-agency collaboration (wrap-around) services
- Alternatives to suspension and expulsion
- Community and service learning

Intensive social skills training

- Self-management programs
- Parent training and collaboration
- School based adult mentors
- Increased academic support and practice
- Alternatives to out-of-school suspension
- Community and service learning

Universal

(All Students)

School-wide,

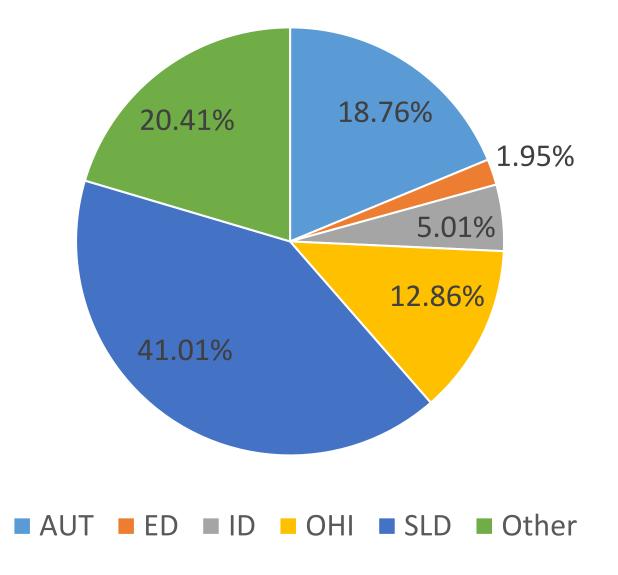
Culturally Relevant

Systems of Support (75-85% of students)

- Effective academic support
- Social skills training
- Positive, proactive discipline
- Teaching school behavior expectations
- Active supervision and monitoring
- Positive reinforcement systems
- Firm, fair, and corrective discipline
- Effective classroom management
- Community and service learning



Special Education Eligibilities in LAUSD



SWD are 13% of the total student population.

Student Ethnicity by Percentage

Latino	73.4
White	10.5
African American	8.2
Asian	4.2
American Indian or Alaskan Native, Native Hawaiian or Pacific Islander	Less than 1
Filipino	2.1
Not reported	1

Suspension Events From July 2018 – November 15, 2018

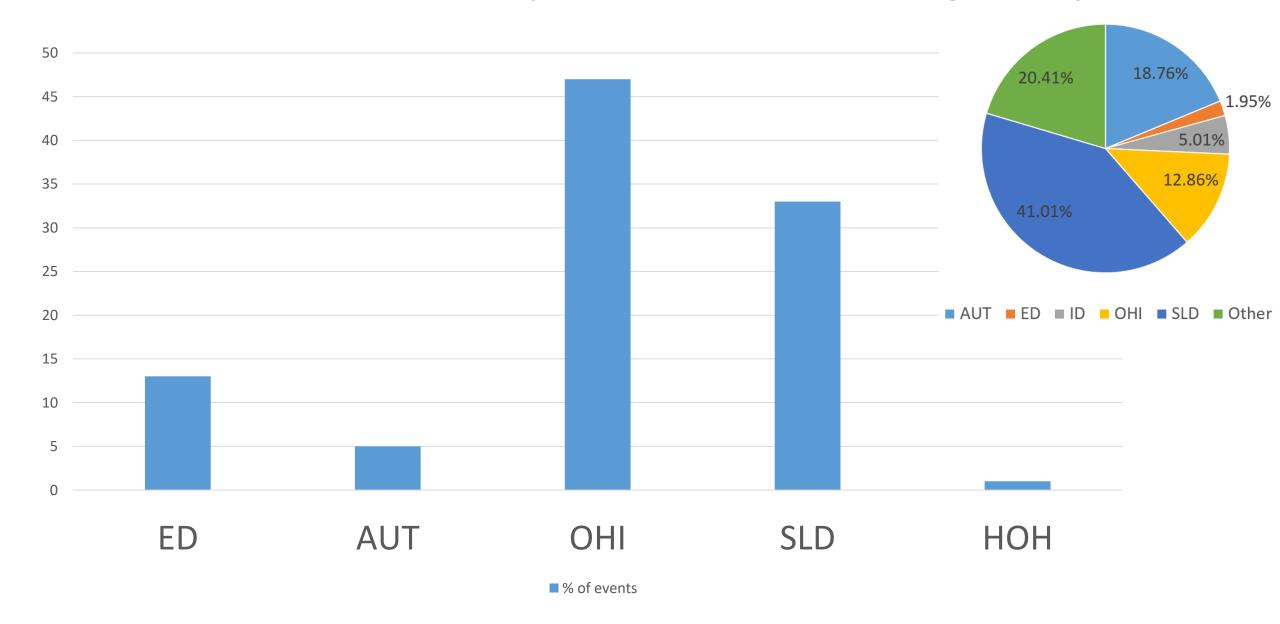
- 593 events (all students)
- Of the 593 events, 189 events were Students with Disabilities (SWD)
 - What percent is this?
 32%
- Of the 593 events, 224 events were African American students
 - What percent is this?

38%

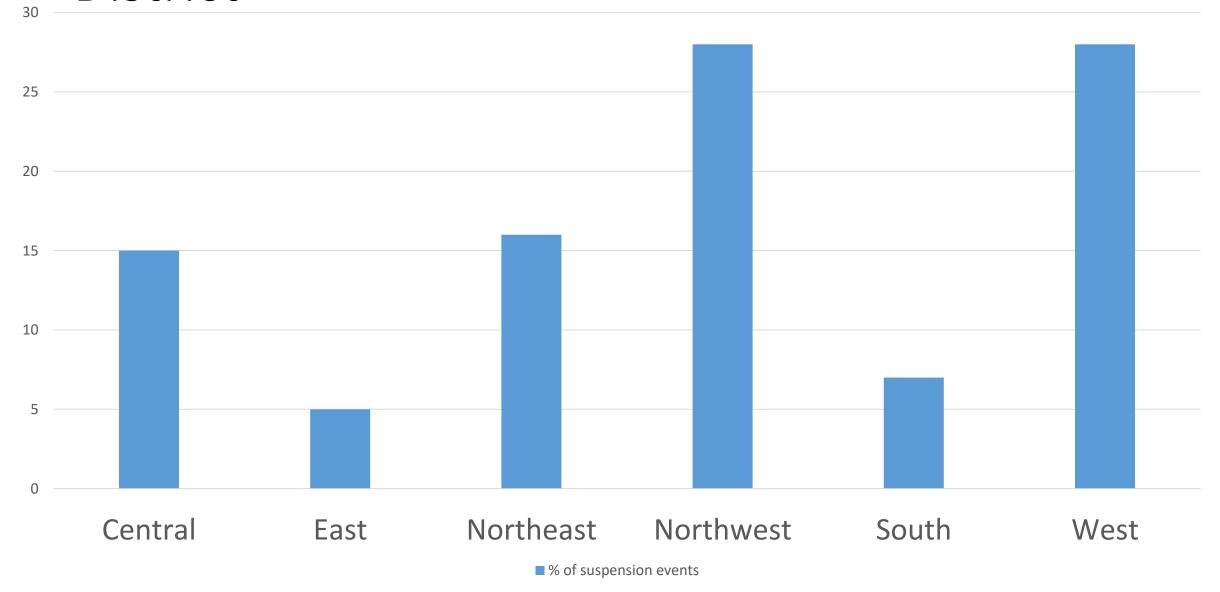
- Of the 189 SWD events, 68 were African American
 - What percent is this?

36%

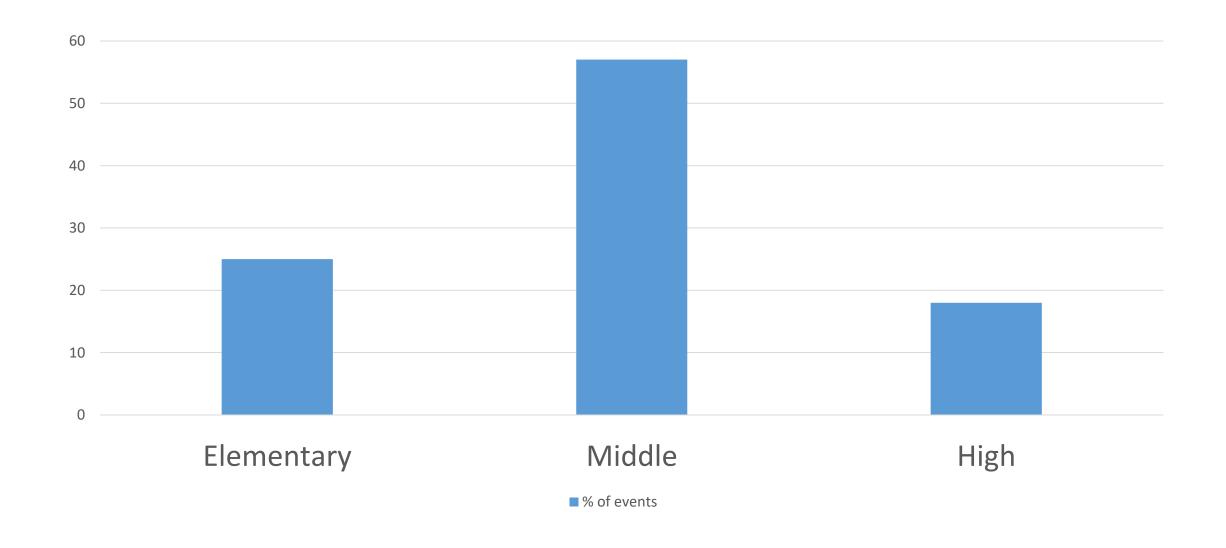
% of events of suspension SWD - eligibility



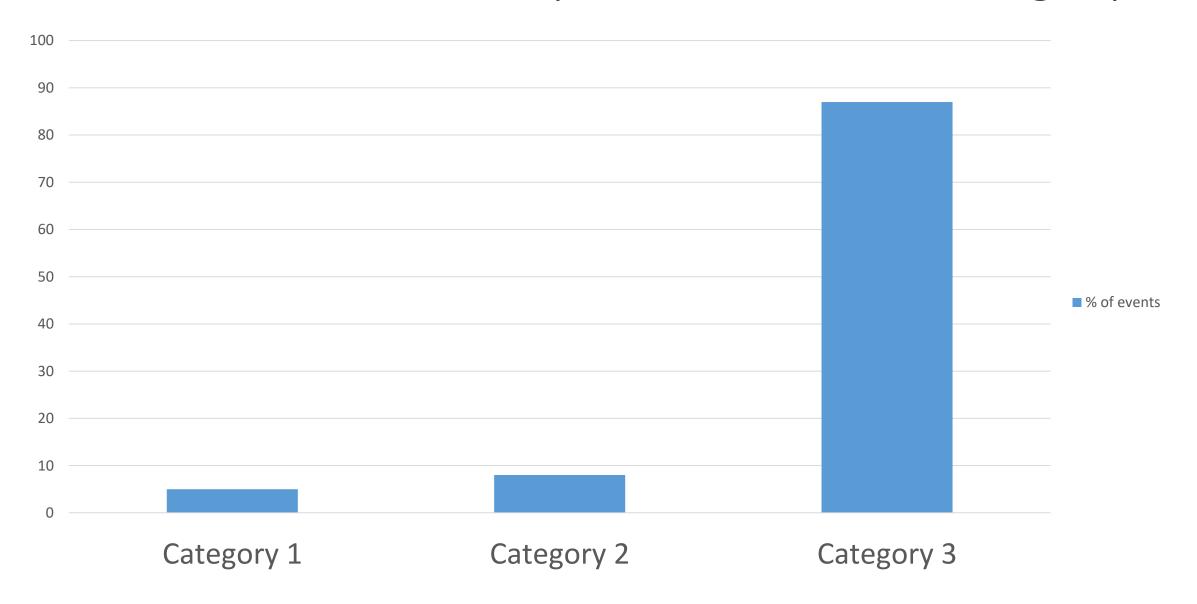
% of events of suspension SWD — Local District



% of events of suspension SWD – School Level



% of events of suspension SWD – Category

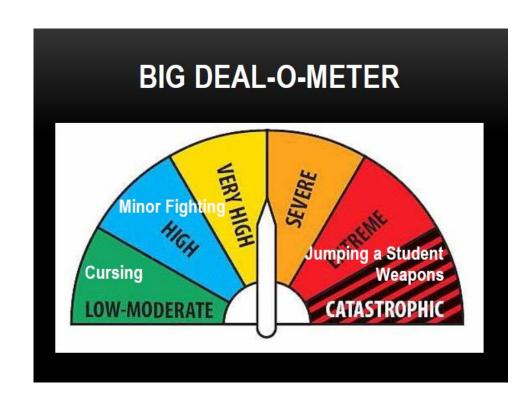


Fair..... Equal..... Accessible.....



What Can We Do About It?

- Reserve exclusion for the most serious behaviors
- Develop a consistent system of consequences
- Clarify major vs. minor infractions
- Allow students sent out to access instruction
- Reconnect with that student before they reenter the classroom
- Graduated discipline
 - A system of discipline that is graduated ensures that less serious behavior incidents are met with milder responses rather than punitive consequences



Based on the data, what else might we need to consider?



Each one of us can make a difference. Together we make change.

Barbara Mikulski

