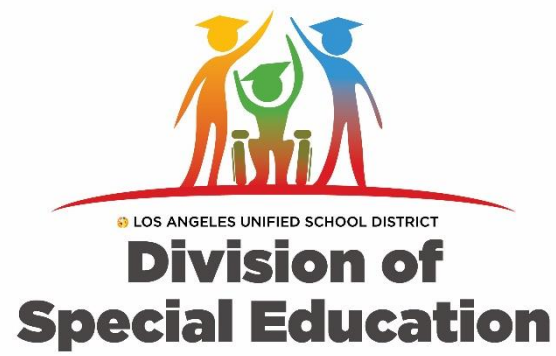
Apoyo para la Conducta Estudiantes con Discapacidades



5 de diciembre de 2018

Boletín de LAUSD 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

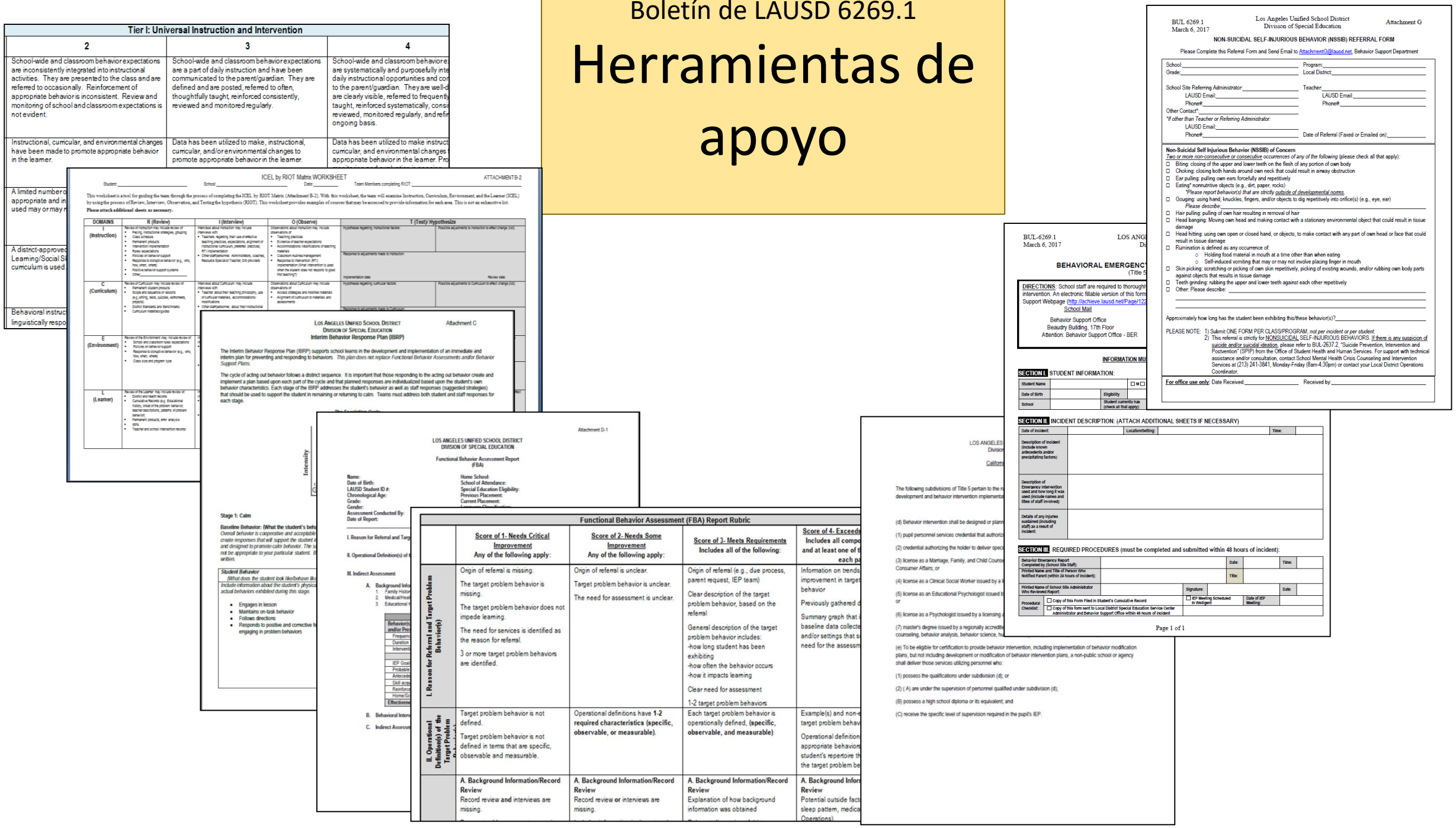
PURPOSE: The purpose of this Bulletin is to provide guidelines for implementing a multi-tiered framework for behavior instruction and intervention.

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

Los estudiantes con discapacidades que pasan por retos en la conducta deben tener la oportunidad de ser apoyados mediante métodos basados en evidencias que son parte de los **sistemas de apoyo a niveles (MTSS).** El equipo de IEP tiene la responsabilidad de diseñar un plan para atender el comportamiento estudiantil mediante la enseñanza. El personal escolar tiene la responsabilidad de **implementar apoyos para la conducta positiva** aún si dicho apoyo no se enumera en el IEP. El IEP no sustituye a la responsabilidad de las escuelas en cuanto a que **todo el personal es responsable por la implementación de las Intervenciones y Apoyos Positivos de la Conducta (PBIS, por sus siglas en inglés).**

Boletín de LAUSD 6269.1

Herramientas de apoyo



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 parent/guardian. They are defined and are posted, referred to often, thoughtfully taught, reinforced consistently, reviewed and monitored regularly.	School-wide and classroom behavior e are systematically and purposefully inte daily instructional opportunities and cor to the parent/guardian. They are well-d are clearly visible, referred to frequently taught, reinforced systematically, consi reviewed, monitored regularly, and refir 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
A limited numbero appropriate and in used may or may r		
A district-approved Learning/Social Sk curriculum is used.		
Behavioral instruc linguistically respo		

ICEL by RIOT Matrix WORKSHEET — ATTACHMENT B-2

Student: School: Date: Team Members completing RIOT:

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, Curriculum, Environment, and the Learner (ICEL) by using the process of Review, Interview, Observation, and Testing the hypothesis (RIOT). This worksheet provides examples of sources that may be accessed to provide information for each area. This is not an exhaustive list.
Please attach additional sheets as necessary.

DOMAINS	R (Review)	I (Interview)	O (Observe)	T (Test)/ Hypothesize
I (Instruction)	Review of instruction may include review of: • Pacing, instructional strategies, grouping • Class schedule • Permanent products • Intervention implementation • Rules/ expectations • Policies on behavior support • Response to disruptive behavior (e.g., who, how, when, where) • Positive behavior support systems • Other:	Interviews about instruction may include interviews with: • Teachers: regarding their use of effective teaching practices, expectations, alignment of instructional curriculum, preferred practices, RTI implementation • Other staff/personnel: Administrators, coaches, Resource Specialist/ Teacher, DIS providers	Observations about instruction may include observations of: • Teaching practices • Evidence of teacher expectations • Accommodations/ Modifications of teaching materials • Classroom routines/ management • Response to intervention (RTI) implementation (What intervention is used when the student does not respond to good first teaching?)	Hypothesis regarding instructional factors: / Possible adjustments to instruction to effect change (Int): / Response to adjustments made to instruction: / Implementation date: / Review date:
C (Curriculum)	Review of Curriculum may include review of: • Permanent student products • Scope and sequence of lessons (e.g., writing, tests, quizzes, worksheets, projects) • District Standards and Benchmarks • Curriculum materials/ guides	Interviews about Curriculum may include interviews with: • Teacher: about their teaching philosophy, use of curricular materials, accommodations/ modifications • Other staff/personnel: about their instructional	Observations about Curriculum may include observations of: • Access strategies and modified materials • Alignment of curriculum to materials and assessments	Hypothesis regarding curricular factors: / Possible adjustments to Curriculum to effect change (Crl): / Response to adjustments made to Curriculum:
E (Environment)	Review of the Environment may include review of: • School and classroom rules/ expectations • Policies on behavior support • Response to disruptive behavior (e.g., who, how, when, where) • Class size and program type			
L (Learner)	Review of the Learner may include review of: • District and health records • Cumulative Records (e.g. Educational history, onset of the problem behavior, teacher descriptions, patterns of problem behavior) • Permanent products, error analysis • IEPs • Teacher and school intervention records			

LOS ANGELES UNIFIED SCHOOL DISTRICT — DIVISION OF SPECIAL EDUCATION — Attachment C

Interim Behavior Response Plan (IBRP)

The Interim Behavior Response Plan (IBRP) supports school teams in the development and implementation of an immediate and interim plan for preventing and responding to behaviors. *This plan does not replace Functional Behavior Assessments and/or Behavior Support Plans.*

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 each stage.

Intensity

Stage 1: Calm

Baseline Behavior: (What the student's beha
Overall behavior is cooperative and acceptable
create responses that will support the student
and designed to promote calm behavior. The s
not be appropriate to your particular student. B
written.

Student Behavior
(What does the student look like/behave lik
Include information about the student's physic
actual behaviors exhibited during this stage.

- Engages in lesson
- Maintains on-task behavior
- Follows directions
- Responds to positive and corrective fe engaging in problem behaviors

Attachment D-1

LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF SPECIAL EDUCATION

Functional Behavior Assessment Report (FBA)

Name:
Date of Birth:
LAUSD Student ID #:
Chronological Age:
Grade:
Gender:
Assessment Conducted By:
Date of Report:

Home School:
School of Attendance:
Special Education Eligibility:
Previous Placement:
Current Placement:

I. Reason for Referral and Targ

II. Operational Definition(s) of t

III. Indirect Assessment

A. Background Info
1. Family Histor
2. Medical/Heal
3. Educational H

Behavior(s) and/or Pre
Frequenc
Duration
Intervent
IEP Goal
Probable
Antecede
Skill acq
Reinforce
Home/Sc
Effectivene

B. Behavioral Interv

C. Indirect Assessm

Functional Behavior Assessment (FBA) Report Rubric

	Score of 1- Needs Critical Improvement Any of the following apply:	Score of 2- Needs Some Improvement Any of the following apply:	Score of 3- Meets Requirements Includes all of the following:	Score of 4- Exceeds Includes all compo and at least one of t each pa
I. Reason for Referral and Target Problem Behavior(s)	Origin of referral is missing. The target problem behavior is missing. The target problem behavior does not impede learning. The need for services is identified as the reason for referral. 3 or more target problem behaviors are identified.	Origin of referral is unclear. Target problem behavior is unclear. The need for assessment is unclear.	Origin of referral (e.g., due process, parent request, IEP team) Clear description of the target problem behavior, based on the referral General description of the target problem behavior includes: -how long student has been exhibiting -how often the behavior occurs -how it impacts learning Clear need for assessment 1-2 target problem behaviors	Information on trends improvement in target behavior Previously gathered d Summary graph that baseline data collecte and/or settings that s need for the assessm
II. Operational Definition(s) of the Target Problem	Target problem behavior is not defined. Target problem behavior is not defined in terms that are specific, observable and measurable.	Operational definitions have **1-2 required characteristics (specific, observable, or measurable).**	Each target problem behavior is operationally defined, **(specific, observable, and measurable).**	Example(s) and non-e target problem behav Operational definition appropriate behaviors student's repertoire th the target problem be
	A. Background Information/Record Review Record review **and** interviews are missing.	**A. Background Information/Record Review** Record review **or** interviews are missing.	**A. Background Information/Record Review** Explanation of how background information was obtained	**A. Background Infor Review** Potential outside fact sleep pattern, medica Operations)

LOS ANGELES
Division
California

The following subdivisions of Title 5 pertain to the n development and behavior intervention implementa

(d) Behavior intervention shall be designed or planm

(1) pupil personnel services credential that authoriz

(2) credential authorizing the holder to deliver speci

(3) license as a Marriage, Family, and Child Couns Consumer Affairs; or

(4) license as a Clinical Social Worker issued by a li

(5) license as an Educational Psychologist issued b or

(6) license as a Psychologist issued by a licensing

(7) master's degree issued by a regionally accredite counseling, behavior analysis, behavior science, hu

(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:

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

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

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

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

BUL-6269.1
March 6, 2017

LOS ANG
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BEHAVIORAL EMERGENC
(Title 5

DIRECTIONS: School staff are required to thoroughl intervention. An electronic fillable version of this form Support Webpage (http://achieve.lausd.net/Page/122 School Mail

Behavior Support Office
Beaudry Building, 17th Floor
Attention: Behavior Support Office - BER

INFORMATION MU

SECTION I. STUDENT INFORMATION:

Student Name			☐ M ☐
Date of Birth		Eligibility	
School		Student currently has (check all that apply):	

SECTION II. INCIDENT DESCRIPTION: (ATTACH ADDITIONAL SHEETS IF NECESSARY)

Date of Incident:		Location/Setting:		Time:	
Description of Incident (Include known antecedents and/or precipitating factors):					
Description of Emergency Intervention used and how long it was used (include names and titles of staff involved):					
Details of any injuries sustained (including staff) as a result of incident:					

SECTION III. REQUIRED PROCEDURES (must be completed and submitted within 48 hours of incident):

Behavior Emergency Report Completed by (School Site Staff):		Date:		Time:	
Printed Name and Title of Person Who Notified Parent (within 24 hours of incident):		Title:			
Printed Name of School Site Administrator Who Reviewed Report:		Signature:		Date:	
Procedural Checklist:	☐ Copy of this Form Filed in Student's Cumulative Record	☐ IEP Meeting Scheduled in Welligent	Date of IEP Meeting:		
	☐ Copy of this form sent to Local District Special Education Service Center Administrator and Behavior Support Office within 48 hours of incident				

Page 1 of 1

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March 6, 2017

Los Angeles Unified School District
Division of Special Education

Attachment G

NON-SUICIDAL SELF-INJURIOUS BEHAVIOR (NSSIB) REFERRAL FORM

Please Complete this Referral Form and Send Email to AttachmentG@lausd.net, Behavior Support Department

School: Program:
Grade: Local District:

School Site Referring Administrator: Teacher:
LAUSD Email: LAUSD Email:
Phone#: Phone#:
Other Contact*:
*If other than Teacher or Referring Administrator:
LAUSD Email:
Phone#: 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" nonnutritive 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 orifice(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 damage
- ☐ Head hitting: using own open or closed hand, or objects, to make contact with any part of own head or face that could result in tissue damage
- ☐ Rumination is defined as any occurrence of:
  - o Holding food material in mouth at a time other than when eating
  - o 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 against objects that results in tissue damage
- ☐ Teeth grinding: rubbing the upper and lower teeth against each other repetitively
- ☐ Other: Please describe:

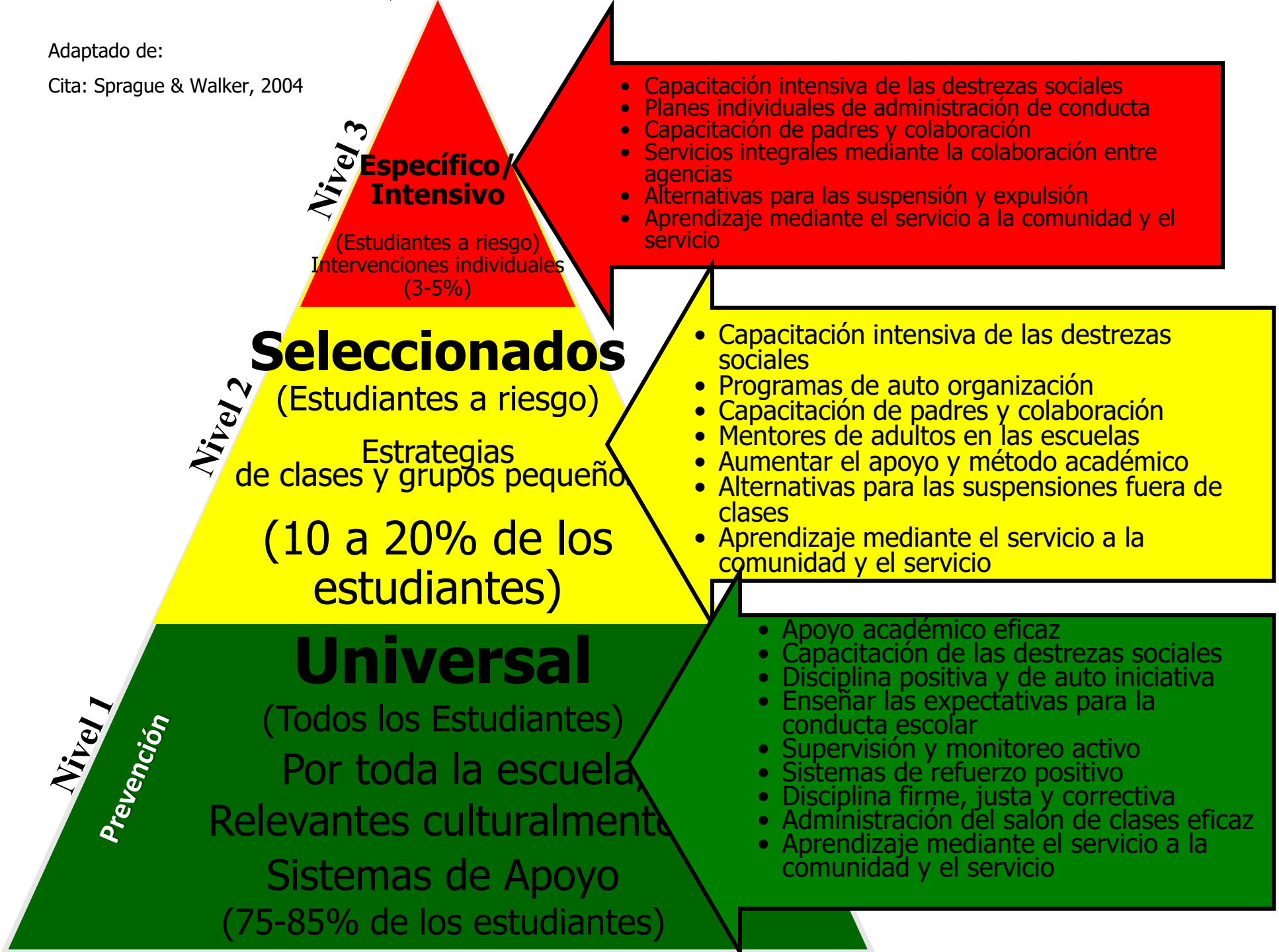
Approximately how long has the student been exhibiting this/these behavior(s)?

PLEASE NOTE: 1) Submit ONE FORM PER CLASS/PROGRAM, *not per incident or per student.*
2) This referral is strictly for NONSUICIDAL SELF-INJURIOUS 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 Coordinator.

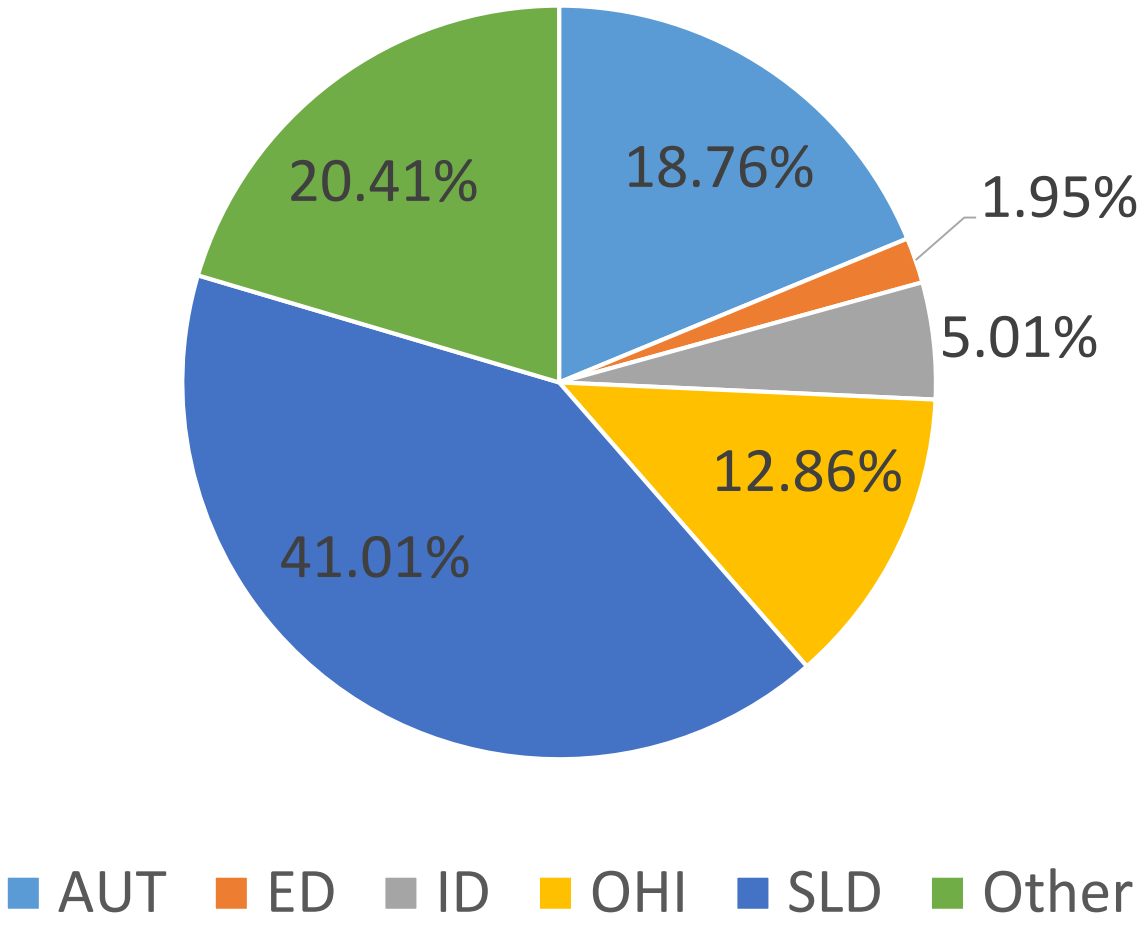
For office use only: Date Received: Received by:

Adaptado de:

Cita: Sprague & Walker, 2004



Elegibilidades de educación especial en LAUSD



Los SWD son el 13% de la población estudiantil

Estos datos representan 85,675 estudiantes dentro de LAUSD.

Datos de octubre de 2018

Grupo étnico de los estudiantes por porcentaje

Latino	73.4
Raza blanca	10.5
Afroamericanos	8.2
Asiáticos	4.2
Nativos de américa o Alaska, Nativos de Hawái o Isleños del pacífico	Menos de 1
Filipinos	2.1
No hay informe	1

Datos de Consulta rápida de LAUSD para 2018-2019

Incidencias de Suspensión
De julio de 2018 a 15 de noviembre de 2018

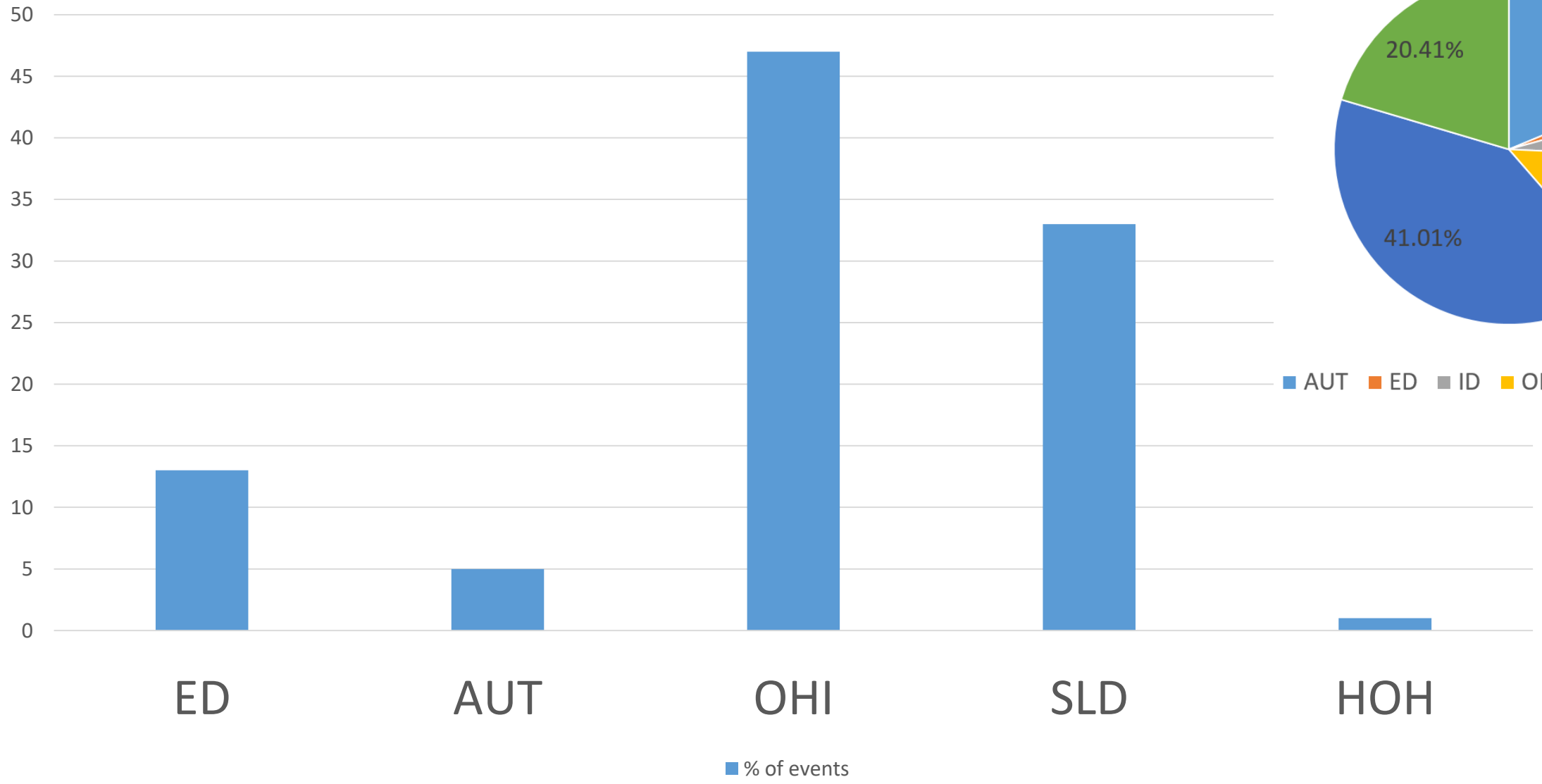
- 593 incidencias (todos los estudiantes)

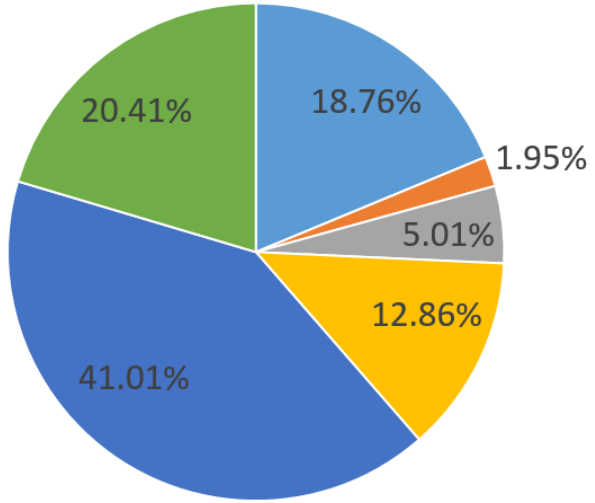
- De las 593 incidencias, 189 de ellas fueron de estudiantes con discapacidades (estudiantes SWD)
  - ¿Qué porcentaje representa? 32%

- De las 593 incidencias, 224 incidencias fueron de estudiantes afroamericanos
  - ¿Qué porcentaje representa? 38%

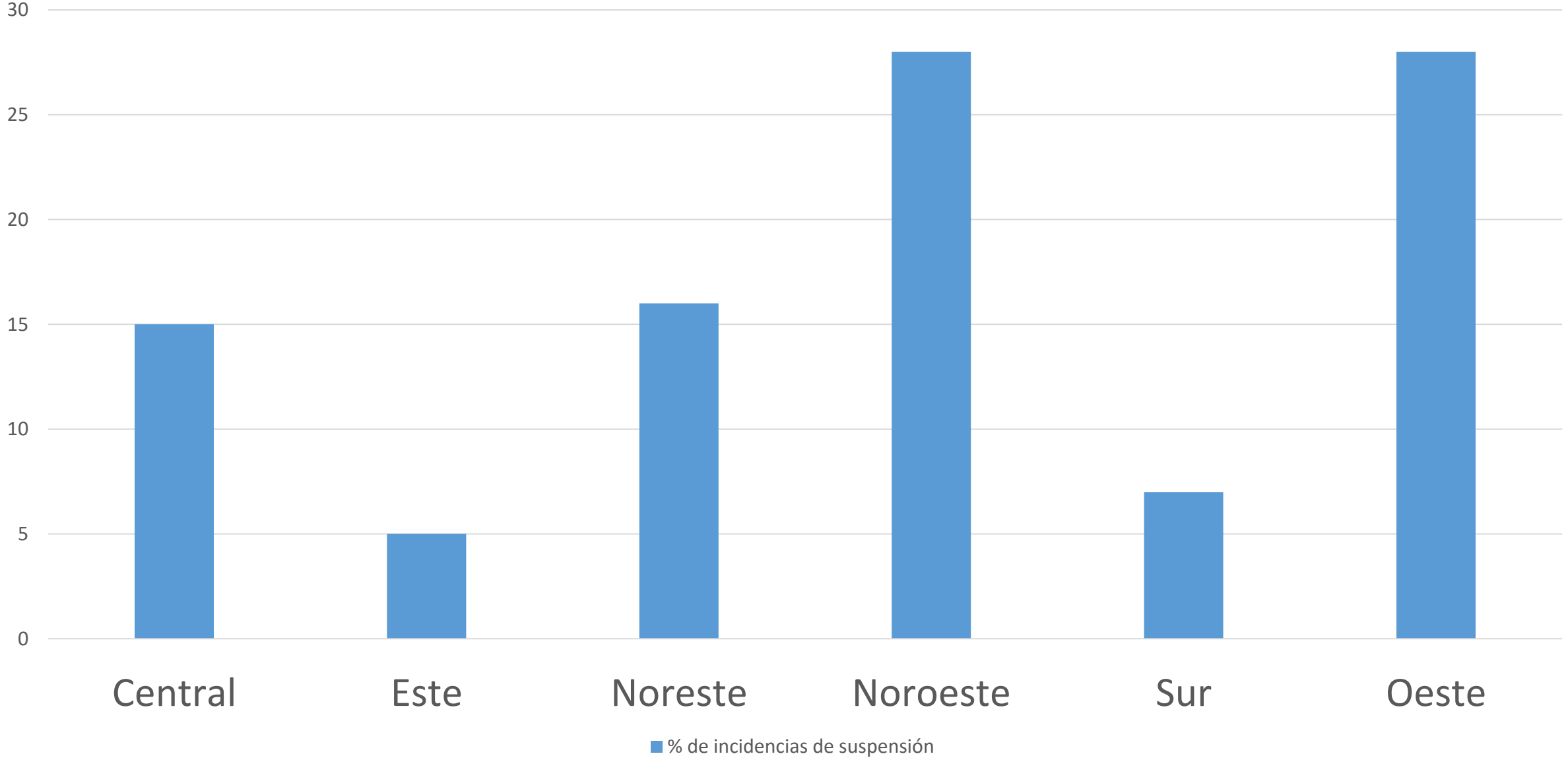
- De las 189 incidencias de los SWD, 68 fueron de afroamericanos
  - ¿Qué porcentaje representa? 36%

% de las incidencias de suspensión de los SWD– elegibilidad

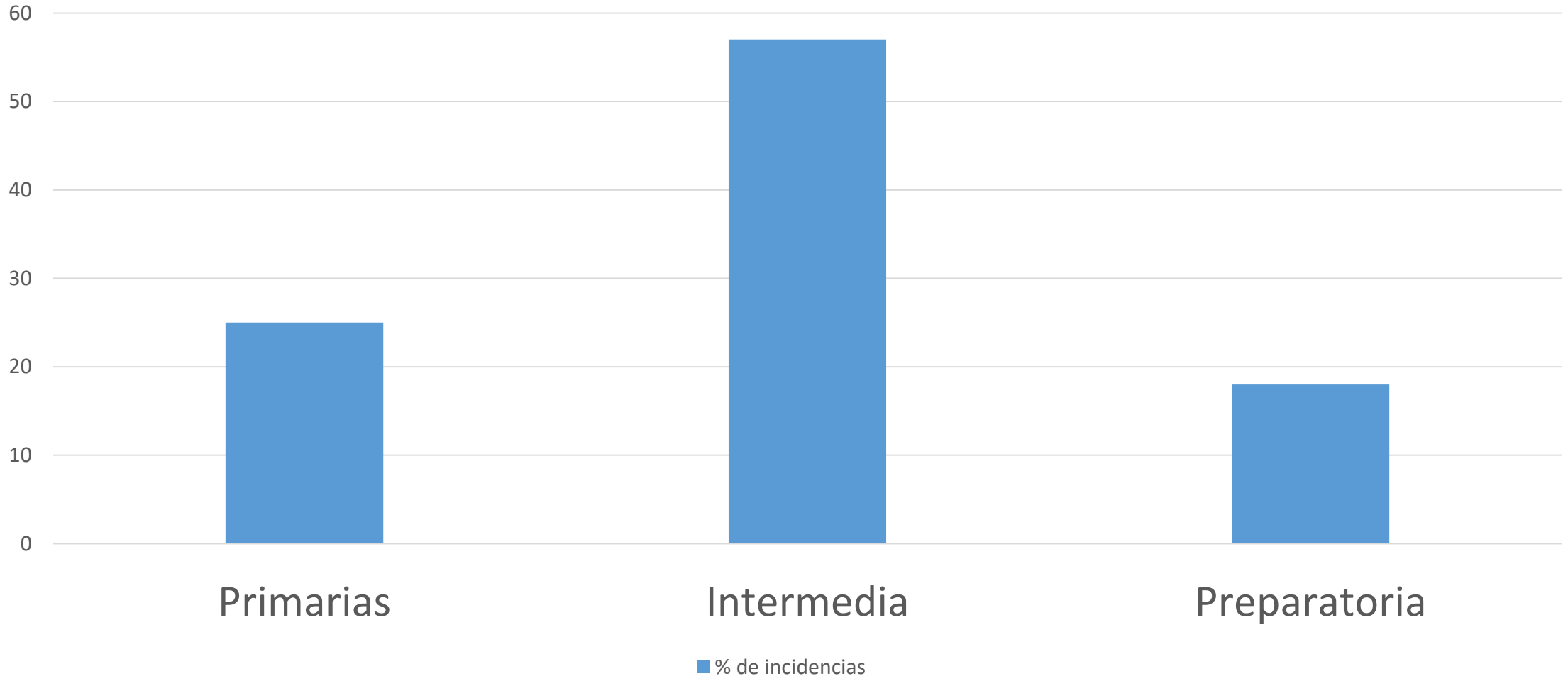




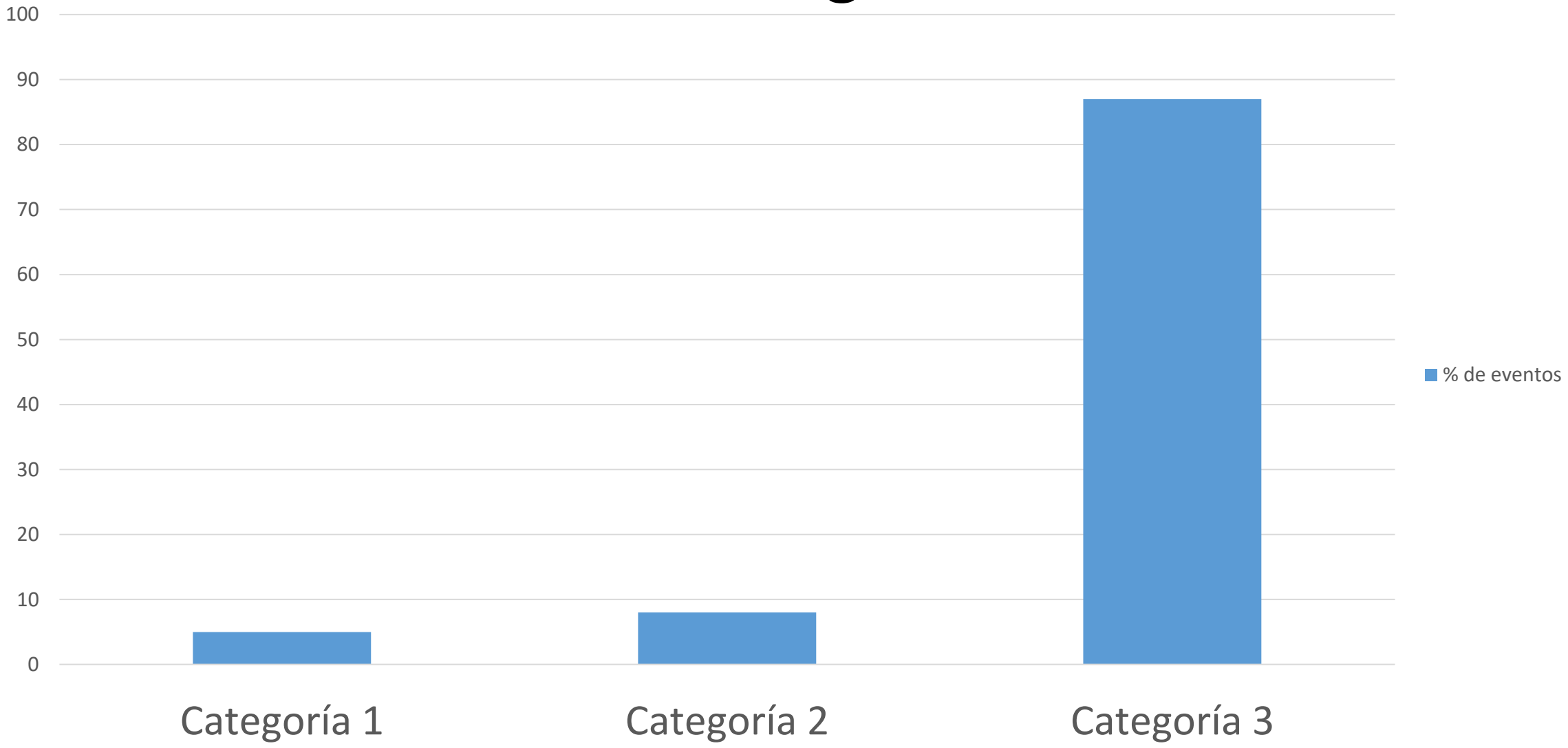
% de las incidencias de suspensión delos SWD– Distrito Local



% de las incidencias de suspensión delos SWD– Nivel Escolar



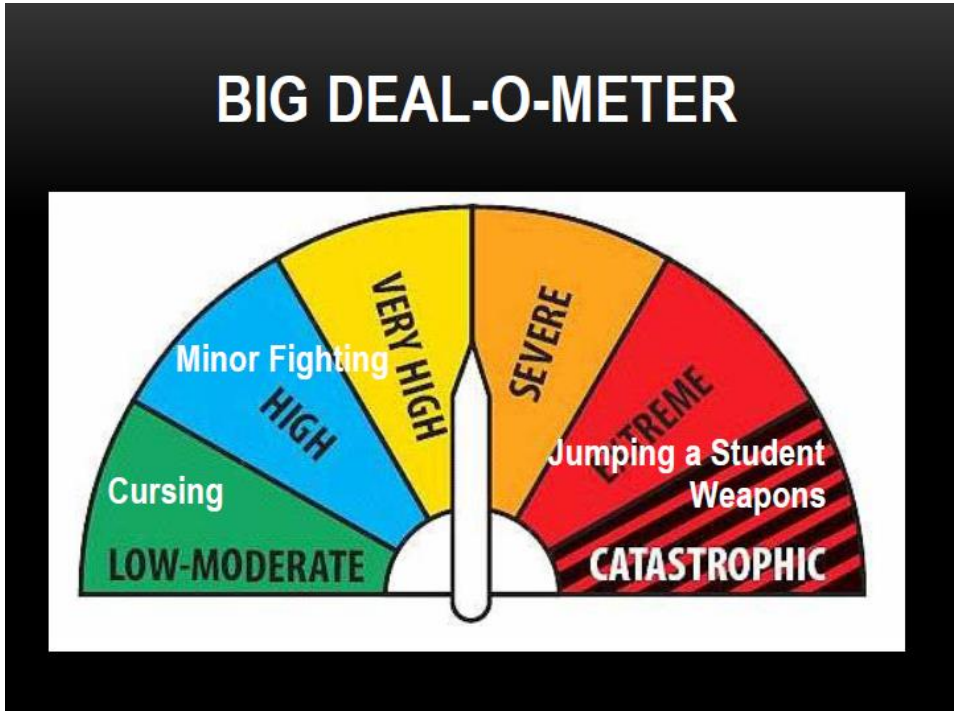
% de las incidencias de suspensión delos SWD– Categoría



Justo..... Igual..... Accesibilidad.....

¿Qué podemos hacer al respecto?

- Reservar la exclusión para los comportamientos más serios
- Desarrollar un sistema consistente de consecuencias
- Clarificar las infracciones severas vs. leves
- Permitir que los estudiantes que son excluidos tengan acceso a la instrucción
- Reconectarse con el estudiante antes de que devuelva al salón de clases
- Disciplina gradual
  - Un sistema de disciplina gradual asegura que se atiendan los incidentes de comportamiento menos serios con consecuencias leves en vez de consecuencias punitivas



Con base en los datos, ¿qué más podemos considerar?

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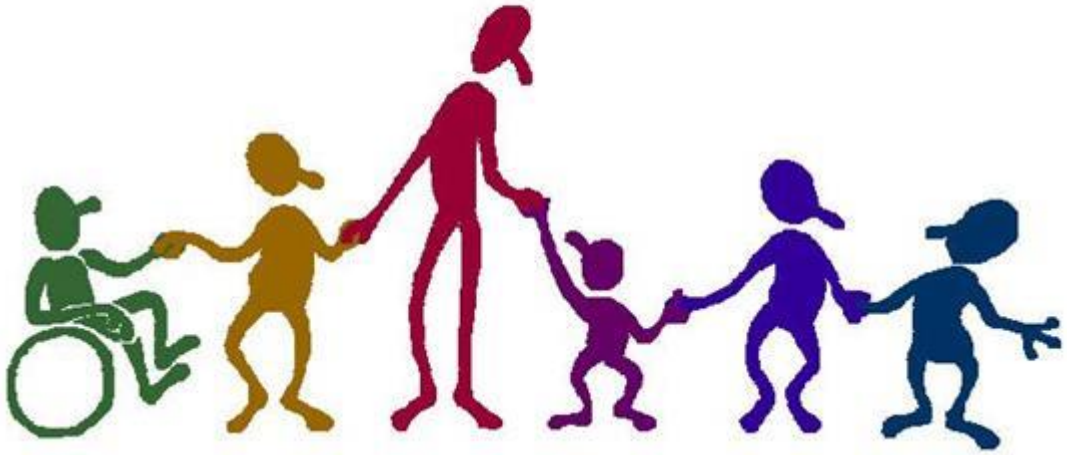
Cita de Barbara Mikulski