

Behavior Support

Positive Behavior Interventions and Support

The Los Angeles Unified School District (LAUSD) Special Education Local Plan Area (SELPA) shall conform to current State and Federal laws and regulations regarding behavior support and intervention. LAUSD has a policy based on research and evidenced-based principles that focuses on a multi-tiered system of behavior support for students with disabilities. This system is set up to meet the needs of all students. District level policy and administrative regulations shall apply.

Professional Development

Professional development supports the differentiated roles and responsibilities of staff members, including the provision of training for all staff involved in behavior support. Training shall:

- Include information on preventive plans which include strategies for insuring that social-emotional skills are taught consistently and with fidelity through the District or State adopted violence prevention curriculum, strategies for classroom management, behavioral expectations and individual and group support (*Examples: Second Step, Positive Action, etc.*)
- Be ongoing and provide sufficient training and resources for school staff to understand the function of behavior and how best to support appropriate behavior (*Examples: Paraeducator, Strengthening our Behavioral Skills, Assistant Principals, Multi-tiered Behavioral Support*)
- Teach how to develop and implement effective, individual, and tailored Behavior Support Plans for all students, those with or without disabilities (*Learning Zone offerings: Positive Behavior Support, Fundamentals of CHAMPs and Discipline in the Secondary Classroom, etc.*)
- Include policy information and create alignment with all other professional development and training offered to administrators, teachers, support staff and parents (*Teacher Training Academy, Operations, Service Center, OCISS, etc.*)

In addition to all of the above, there are specific requirements for staff who work with students with serious behaviors [*Functional Behavior Assessment (FBA)* and emergency intervention training].

LAUSD provides emergency intervention training to support students with disabilities with serious behavior problems. Serious behavior is documented in the Individual Education Plan (IEP), Positive Behavior Support Plan. The Behavior Support Office shall maintain a record of currently trained individuals and shall provide ongoing training consistent with state guidelines.

Behavior Emergency Intervention

Emergency intervention may only be used to control unpredictable, spontaneous behavior, which poses a clear and present danger of serious harm to the individual or others, and which cannot be immediately prevented by a response less restrictive than the temporary application of an approved technique used to contain their behavior. All approved techniques in the SELPA must be consistent with District-provided emergency intervention training. Schools are required to insure that a copy of the Behavior Emergency Report is written within 24 hours and placed in the pupil's cumulative file with a copy sent to the SELPA's Division of Special Education, Behavior Support Office and the appropriate Service Center. An IEP team meeting shall be scheduled within 48 hours to review the Behavior Emergency Report and IEP.

A. Behavioral Intervention Prohibited by Law

To protect the child from physical or emotional trauma, the following strategies and techniques may not be used by any public or nonpublic school or agency, regardless of emergency situation or as part of any plan and school activity. The interventions prohibited are:

1. Any intervention that is designed to, or likely to, cause physical pain;
2. Releasing noxious, toxic or otherwise unpleasant sprays, mists, or substances in proximity to individual's face;
3. Denial of sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. Procedures such as verbal abuse, ridicule or humiliation, or others that can be expected to cause "excessive emotional trauma;"
5. Physical restraint by a device, material or objects that simultaneously immobilizes all four extremities, including "prone containment" or similar techniques, unless it is used by personnel who are trained in the technique and it is used only as an "emergency intervention;"
6. "Locked seclusion", unless it is used as an emergency procedure and then only in a facility licensed or permitted by state law to use a locked room;
7. Any intervention that leaves a student without "adequate supervision;" and

8. Any intervention which deprives the individual of one or more of his or her senses.

Reporting Requirements and Data Collection

Each Positive Behavior Support Plan shall include the type, frequency, and nature of the data to be collected and analyzed by the IEP team. The IEP team shall determine the need for ongoing monitoring of the plan.

Annually, at the request of the California Department of Education, the LAUSD SELPA shall report the number and type of Behavior Emergency Reports reported during a given school year.

DRAFT