LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE:	Guidelines For Determining Appropriate Behavior Instruction and Intervention
NUMBER:	REF-5052.1
ISSUER:	Sharyn Howell, Executive Director Division of Special Education
DATE:	March 8, 2010

ROUTING
All Schools
Local District Superintendents
Executive Director, Innovation
  and Charter Schools
Administrators of Instruction
Local District Directors
Principals
Support Unit Administrators
School Site Administrators
Bridge Coordinators
Teachers

PURPOSE: The purpose of this Reference Guide is to: (1) provide guidance to school site staff regarding the provision of positive behavior instruction and intervention for all students using the three tiered approach; and (2) provide guidance to Individualized Education Program (IEP) teams, when it becomes necessary to determine the need for the most restrictive behavior instruction and intervention for students with disabilities.

MAJOR CHANGES: In order to meet the *Individuals with Disabilities Education Act (IDEA 2004)* and *California Education Code* requirements, the District's priority is to provide behavior instruction and intervention that is necessary for students to access their special education in their Least Restrictive Environment (LRE). It is the Individualized Education Program (IEP) team's responsibility to determine student needs based on assessment, and to generate meaningful goals and appropriate instructional and behavioral supports and services.

Prior to the IEP meeting, the IEP team may determine that it needs additional information in order to make behavioral support decisions. Appropriate preparatory activities include: assessment, gathering information through conducting records review, interviews with pertinent staff, student and family, observations across multiple settings and collecting data on the student's response to behavioral instruction and intervention. If preparatory activities have not been completed prior to an IEP meeting, the IEP team may complete an IEP and begin the assessment process upon receipt of a signed assessment plan.

This Reference Guide aligns to the policies described in BUL-3638: *Discipline Foundation Policy: School-Wide Positive Behavior Support*, dated March 27, 2007 and REF-4922.0: *IEP Team Guidelines For Determining Appropriate Related Services*, dated October, 2009. The SE-24 form "Recommendation for Provision of DIS or Related Services by a Provider Not Currently Available at School of Residence" will no longer be used by school site personnel.

BACKGROUND: BUL-3638: *Discipline Foundation Policy: School-Wide Positive Behavior Support*, dated March 27, 2007, outlines every school's responsibility in the area of behavior including the requirement to utilize a team approach to review data and guide the implementation of the policy. The team approach may encompass a variety of teams, such as: Student Success Team (SST), Coordination of Services Team (COST), School Based Leadership Team (SBLT), and Discipline Review Team (DRT). The purpose of these teams is to review data, engage in the Problem Solving Process, and make recommendations based on the Three Tiered Model. Data analysis should indicate specific areas in which the school, the staff, or an individual student may need support. The support may include professional development, reorganization of support staff, individualized instruction, and any other viable options that Teams wish to consider.

During preparatory activities prior to an IEP meeting, IEP teams should have access to and should use multiple data points in order to make an informed decision regarding a student's individual needs. IDEA requires that if a student with disabilities exhibits behaviors that impede his or her learning or the learning of others, the IEP team shall consider "positive behavioral interventions, strategies, and supports to address that behavior" (IDEA, 20 U.S.C. § 1414 (d)(3)(B)(i)).

Students with disabilities experiencing behavior challenges in the school environment must be afforded the opportunity to be supported using the evidence-based practices found in a Three Tiered Model as outlined in BUL-3638.0: *Discipline Foundation Policy: School-Wide Positive Behavior Support* dated March 27, 2007. It is the IEP team's responsibility to design a plan to address student behavior. 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 behavior support.

PROCEDURES: It is best practice for District personnel to engage in preparatory activities prior to the IEP team meeting to increase efficiency. In the area of behavior instruction and intervention, there are clear responsibilities:

- Staff at all schools are required to fully implement Tier I and Tier II instruction and intervention and to collaboratively implement Tier III as referenced in the Tiers of Support (Attachment A).
- The three Tiers of Support must be provided in all classrooms throughout the school environment, including all general and special education classrooms. Tier I activities must be implemented for all students. Tier II and III activities must be implemented for students based on needs.
- Every school must have a team in place that reviews data and engages in problem solving to support all students.
- When school staff anticipate that a forthcoming IEP meeting may lead to a recommendation for behavior supports beyond the current supports available, the IEP team will engage in preparatory activities that enable them to examine the fidelity of the Three Tiers of behavioral instruction and intervention.

PROCEDURES: I.   Tiers of Support (Attachment A)

It is expected that consistent, on-going implementation of instruction and intervention at Tier I and Tier II, will prevent the student from requiring Tier III instruction and intervention.

A.   Universal Instruction and Intervention (Tier I)

The focus of Tier I is to provide good first teaching in the area of behavior. School-wide and classroom behavioral expectations are defined, taught, reinforced, monitored and corrected.

Teachers maximize structure in the classroom by developing predictable routines, using effective classroom management strategies and actively teaching pro-social behaviors. Students are actively engaged in learning opportunities and are reinforced for engaging in appropriate behaviors. Teachers establish a continuum of corrective strategies to respond to inappropriate behaviors. If behavioral errors occur, the student receives feedback on his/her behavioral performance. Behavioral data are collected and analyzed to make decisions.

Consistent, on-going implementation of instruction and intervention in Tier I prevents problem behavior on a school-wide basis and supports the use of appropriate behavior in the classroom.

B.   Selected Instruction and Intervention (Tier II)

Tier II is focused on providing instruction and intervention for students when differentiation in Tier I has proven insufficient in improving social behaviors and reducing problem behavior. Students receiving support at the Tier II level continue to have access to the support of Tier I. In addition, social skills deficits are addressed instructionally and opportunities are provided to systematically practice the skills that need to be developed. Effective intervention addresses behavior problems by re-teaching behavioral expectations, using planned responses to address problem behaviors and providing reinforcement and/or consequences as appropriate. Behavioral data are collected and analyzed to make decisions. Behavior Support Plans may be designed to support individual students.

Problem analysis using all relevant information is gathered in the domains of Instruction, Curriculum, Environment, and the Learner (ICEL) through the use of Reviews, Interviews, Observations and Tests (RIOT). This is organized in the ICEL by RIOT Matrix (Attachments B1-B2) and will enable the team to evaluate the underlying causes of the problem, to validate a hypothesis and work together to determine the best instruction and intervention.

PROCEDURES: C.   Targeted Instruction and Intervention (Tier III)

Tier III is the most intensive level of instruction and intervention for students with problem behavior and is based on assessed need. Students needing Tier III intervention will continue to receive support and instruction as provided at the Tier I and Tier II levels. Functional Behavioral Assessment (FBA) is typically required unless the behavior is "serious" in which case the IEP team must work with the Behavior Intervention Case Manager (BICM) to determine if a Functional Analysis Assessment (FAA) is necessary. Tier III includes instruction and intervention in the areas of behavior and social skills, implementing the IEP including the Behavior Support Plan (BSP) or the Behavior Intervention Plan (BIP). All interventions and supports must be evaluated through ongoing data collection and progress monitoring. Collaboration is always necessary and multi-agency (wraparound) services may be recommended. Reactive strategies are carefully designed to prevent the escalation of problem behavior.

II.   If Tier I , Tier II and Tier III instruction and intervention have been consistently implemented with fidelity but the student continues to exhibit behavior that negatively impacts learning, ensure that the following preparatory activities occur:

A.   Consultation with staff at the Special Education Support Unit.

The consultation will involve: (1) a review of the assessments completed; (2) the ICEL by RIOT Matrix; (3)the student's IEP; (4) the appropriate behavior assessment (FBA or FAA); (5) the behavior/instructional plan (BSP or BIP) developed from those assessments; (6) review the Multi-Tiered Support (Attachment C) and the Behavior Instruction and Intervention Certification (Attachment D); and (7) the development or modification of the Support Matrix (Attachment E) that identifies the allocation of personnel. The plans for provision of professional development and any needed guidance in this area are to be included in the consultation with Support Unit staff.

III.   The IEP team completes the Behavior Instruction and Intervention Certification based on all findings and identifies the appropriate instruction and interventions that are to be included in the implementation of the Behavior Support Plan or Behavior Intervention Plan. Any distribution of hours of instruction and intervention is to include plans for generalization and targets the independent use of identified replacement behavior. This Certification document should be placed as an attachment in the student's IEP in Welligent and faxed to the appropriate Support Unit.

RELATED RESOURCES: <u>Legal</u>

o   *Individuals with Disabilities Education Act (IDEA 2004)*

RELATED RESOURCES:
o *California Education Code: Sections 48900-48927; 56520 et seq.*
o *Modified Consent Decree: Outcome 17—IEP Team Consideration of Special Factors—Behavior Interventions, Strategies and Supports*

District Policy Documents

o BUL-H-50 Revised: *Behavior Interventions Regulations for Students with Disabilities with Serious Behavior Problems*, dated September, 2004.
o BUL-1686.0: *Roles, Responsibilities and Authority of Individualized Education Program Team*, dated April, 2005.
o BUL-2130.0: *Section 504 and Students with Disabilities*, dated April, 2007.
o BUL-3638: *Discipline Foundation Policy: School-Wide Positive Behavior Support*, dated April, 2007.
o BUL-3958.0: *Determining the Need for Behavior Intervention Therapy as a Related Service for Students with Disabilities*, dated October, 2007.
o MEM-4845.0: Positive *Behavior Support Online Training for Special Education Assistants/Trainees*, dated August 27, 2009.
o BUL-4827.1: *Multi-Tiered Framework for Instruction, Intervention and Support*, dated September, 2009.
o REF-4922.0: *IEP Team Guidelines for Determining Appropriate Related Services*, dated October, 2009.
o MEM-4977.0 Classroom Management On Line

ATTACHMENTS:
Attachment A1-A3: Tiers of Support
Attachment B1-B2: ICEL by RIOT Explanation and Matrix
Attachment C: Multi Tiered Support
Attachment D: Behavior Instruction and Intervention Certification
Attachment E: Support Matrix

ASSISTANCE:
For assistance or information, please contact the Special Education Support Unit Administrator at the telephone number listed below:

SUPPORT UNIT	ADMINISTRATOR	PHONE/FAX NUMBER
North	Cheryl Krohn and Cindy Welden	(818) 256-2800 (818) 894-1786
Central-West	Diane Kloosterman and Bette Medina	(323) 421-2950 (323) 291-1624
East	Judy Moe and Janet Montoya	(213) 241-0101 (213) 241-3332
South	Emily Kuwahara and Don Macintosh	(310) 354-3431 (310) 769-4984

You may also contact Laura Zeff, Specialist, Behavior Support at (213) 241-8051 or via email at laura.zeff@lausd.net, or Nancy Franklin, Director at nancy.franklin@lausd.net.

**Positive Behavior Support
School-Wide, Classroom and Individual**

Tier I: Universal Instruction and Intervention*
For All Students

Consistent, on-going implementation of Tier I supports prevents problem behavior.

- Structure is maximized in the classroom and throughout the school, developing predictable routines that promote positive, collaborative behavior.
- Behavioral expectations are clearly stated and explicitly taught in the classroom and throughout the school using examples, non-examples and practice activities.
- Social skills instruction is provided, reinforced, integrated throughout the day and modeled by adults.
- Second Step or another violence prevention curriculum is used systematically throughout the K-8 system.
- A continuum of strategies is used to encourage and acknowledge appropriate behavior, in the classroom and throughout the school.
    o Provide positive feedback using a 4:1 ratio
    o Ensure that students get acknowledgement for doing the right things
    o Develop class-wide and school-wide reinforcement systems
    o Student behavior is monitored in the classroom and throughout the school using systematic supervision, pre-correction, proximity and the collection of data to evaluate the effectiveness of school-wide and classroom plans
- Academic engagement is emphasized in every classroom with the provision of opportunities to respond and actively participate in learning. High rates of responding are promoted as well as the utilization of differentiated instruction in order to maintain the flow of instruction. Multiple modes of responding are utilized.
- A continuum of strategies is established to respond to inappropriate behavior with an emphasis on getting the student reengaged in learning. Strategies include redirection, restating the rule, offering choices, the provision of corrective feedback and the use of consequences.
- Families are welcomed as part of the school community and are active participants in supporting behavioral expectations.

* Professional development is organized to enable all staff to provide school and class wide positive behavior support.

**Positive Behavior Support
School-Wide, Classroom and Individual**

Tier II: Selected Instruction and Intervention*
For Some Students

Tier II Interventions focus on providing additional instruction and intervention to students when differentiation of Tier I supports has proven insufficient in improving pro social behaviors and preventing/reducing problem behavior. In this tier, continued implementation of Tier I is mandatory.

- Social skill instruction is increased by integrating problem solving, conflict resolution, anger management and opportunities to learn empathy throughout the day. Strategies can include de-briefing, priming, reflection and the use of additional Second Step or other violence prevention lessons.
- Self-management/self monitoring is explicitly taught and supported. This may include using a check in/check out system of support, reviewing the rules before transitions, having students' problem solve collaboratively and using daily report cards.
- School based mentor programs are promoted including cross age mentors, adult mentors, buddy systems and intentional building of healthy relationships.
- Home-school communication is increased at Tier II with regular home-school dialogue, behavior contracts, individualized reinforcement systems as well as parent collaboration and training.
- Understanding that academic challenges can be at the root of problem behavior, Tier II includes increased academic support, after-school intervention, Saturday intervention, opportunities for errorless learning, the use of accommodations and increased progress monitoring.
- Corrective feedback is provided so that the student develops an understanding of school and classroom appropriate behavior and is provided opportunities for practice and successful demonstration of the expectations.

* Professional development is organized to enable all staff to collaborate on the provision of additional instruction and intervention based on data.

**Positive Behavior Support
School-Wide, Classroom and Individual**

Tier III: Targeted/Intensive Instruction and Intervention*
For a Few Students

Tier III is the most intensive level of intervention and instruction and is based on assessed need(s). Students requiring Tier III supports must continue to receive support and instruction provided at the Tier I and Tier II levels.

- Functional Behavior Assessment (FBA) or Functional Analysis Assessment (FAA) include a description of the behavior, frequency, intensity and duration of the behavior, hypothesized function of the behavior as well as data collection and analysis.
  - Behavior Support Plan or Behavior Intervention Plan (may include the following)
    - Intensive social skills teaching
    - Increase level of reinforcement
    - Description of strategies to prevent the behavior
    - Description of strategies to respond to the behavior
    - Functionally equivalent replacement behavior
    - Data collection
    - Progress monitoring
    - Continuous monitoring for decision-making

- In this tier, collaboration is essential
- Intensive academic support
- Parent training and staff training may be necessary
- Alternatives to suspension are utilized
- Multi-agency collaboration (wrap-around services/supports)

* Professional development is organized to support staff in the development and implementation of plans to address student's assessed needs.

ICEL by RIOT

Instruction, Curriculum, Environment, Learner (ICEL)

Consider the following ideas as a partial list.

Instruction:
- Instructional level
- Variety of teaching strategies/styles
- Pace of presentation
- Clarity of instruction
- Culturally relevant
- Cooperative learning, groupings
- Practice activities
- Opportunities for collaboration/social learning
- 4:1 feedback

Curriculum:
- Developmentally and age appropriate materials
- Culturally relevant
- Instructional adaptations, accommodations, modifications
- Standards-based

Environment:
- Physical arrangement of the room/area
- Expectations – defined, posted, taught, reinforced, reviewed, monitored and corrected
- Class-wide motivation system
- Peer influence
- Relationship with adults
- Routines, procedures
- Accessibility of materials, items and space

Learner:
- Physical/emotional well-being
- Self-management in focusing and attending
- Motivation
- Prior knowledge
- Hearing, vision, health, speech/language, physical, motor
- Basic needs

Review, Interview, Observe, Test (RIOT)
Begin to consider why the behavior is occurring.

Review: Review prior records or any other type of permanent product that might be relevant.

Interview: Consider interviewing anyone with knowledge of the student and his/her skills.

Observe: Observe what is occurring in a classroom or other setting and across transitions.

At this point, form a hypothesis based on the collected data.

Test: Test your hypotheses by implementing instructional/behavioral strategies and collect data for progress monitoring.

ICEL by RIOT Matrix

Last Name	First Name	Problem

List relevant data & then generate a hypothesis for each area regarding why the problem behavior is occurring. Describe how the hypothesis will be tested.

	REVIEW	INTERVIEW	OBSERVE	INSTRUCTION HYPOTHESIS	TEST
INSTRUCTION					

	REVIEW	INTERVIEW	OBSERVE	CURRICULUM HYPOTHESIS	TEST
CURRICULUM					

	REVIEW	INTERVIEW	OBSERVE	ENVIRONMENT HYPOTHESIS	TEST
ENVIRONMENT					

	REVIEW	INTERVIEW	OBSERVE	LEARNER HYPOTHESIS	TEST
LEARNER					

MULTI TIERED SUPPORT
BEHAVIOR INSTRUCTION and INTERVENTION
To be utilized in preparatory activities for IEPs in which behavior instruction and intervention will be discussed.

1. <u>Tier I: Universal Instruction and Intervention</u>

In preparation for the IEP, questions that must be answered at this tier include:	Yes / No
Have classroom behavior expectations been defined, posted, taught, reinforced, reviewed, monitored and corrected?	
Have instructional, curricular or environmental changes been made to promote appropriate behavior in the learners?	
Is there a continuum of strategies being used to respond to appropriate and inappropriate behavior?	
Are there established routines for transitions?	
Is social skills instruction provided, reinforced, integrated throughout the day and modeled by the adults?	
Is behavioral instruction culturally relevant and accessible for students with disabilities?	

If there are any "no" answers to the Tier I question, these areas must be addressed. If all answers in Tier I are "yes" and the data indicates that the student is not responding to Tier I supports, the team then addresses Tier II questions.
Recommendations:

2. <u>Tier II: Selected Instruction and Intervention</u>

In preparation for the IEP, questions that must be answered at this tier include:	Yes/No
Have additional changes to instruction, curriculum or environment been made to reduce problem behavior?	
Have specific social skills been identified and explicitly taught?	
Has the team identified and addressed antecedents and consequences of the behavior?	
Are there planned responses for problem behavior if it occurs again?	
Has the team implemented intervention with support personnel at the school (i.e. counselor, social worker, lunch buddies program)?	

If there are any "no" answers to a Tier II question, these areas must be addressed   If all answers in Tier II are "yes" and the data indicates that the student is not responding to Tier II supports, the team then addresses Tier III questions.
Recommendations:

3. <u>Tier III: Targeted Instruction and Intervention</u>

In preparation for the IEP, questions that must be answered at this tier include:	Yes / No
Has assessment, an FBA or, with BICM recommendation an FAA, been completed?	
Has a Behavior Support Plan or Behavior Intervention Plan been developed that clearly defines the replacement behavior(s) to be taught, modeled, reinforced and corrected?	
Do other assessments indicate that the student's current environment is a match to the student's unique needs?	

If there are any "no" answers to a Tier III questions, these areas must be addressed, either through further assessment or IEP design/implementation.   The IEP team must determine if more restrictive supports are required to implement the Behavior Support Plan or Behavior Intervention Plan.
Recommendations:

BEHAVIOR INSTRUCTION and INTERVENTION CERTIFICATION
To be completed at the IEP meeting, after consultation with the Support Unit

Determining the most restrictive Behavior Instruction and Intervention:
If, in preparatory activities for the IEP, the team has determined that all three Tiers have been fully implemented and the student is still not responding, there is to be a consultation with the Special Education Support Unit staff. The school team will have made the following available to the Support Unit:

Date Completed:

	ICEL by RIOT Matrix (Attachments B1 / B2)
	Support Matrix (Attachment E)
	FBA or FAA
	Recommendations for BSP or BIP
	Behavior Instruction and Intervention: Multi-Tiered Support (Attachment C)

Recommendations under consideration:

	Behavior Intervention Consultation to support the following: • Professional Development • Physical environment • Program organization • Targeted instructional strategies • Social-emotional curriculum
	Behavior Intervention Therapy to provide school-based support: • Specific therapeutic hours to instruct on social-emotional competence • Intensive play-based strategies
	Behavior Intervention Development to design: • Program development recommendations • Treatment plans • Program modification • Team approach with staff and family
	Behavior Intervention Implementation to support: • Instruction of replacement behaviors • Practice and generalization of taught skills

	HOURS
Behavior Intervention Consultation	
Behavior Intervention Therapy	
Behavior Intervention Development	
Behavior Intervention Implementation	

SUPPORT MATRIX

General Education Teacher(s):   Date:
Special Education Teacher (s):
Related Service/Support Staff:
Student:
School:
Age/Birth date:
Grade:
Case Manager:

Each IEP goal is placed in a different column:

Class Schedule is placed in each row:								

Determine needs in curriculum, levels of support, and who assists according to IEP goals and class schedule:

Curriculum:	Levels of Support for Instruction and Intervention:	Who Assists:
Circle: Alternate Core (A) As is (B) Physical Assistance (C) Adapted materials (D) Different Goals (F) Substitute Activities	(T1) Tier I, integrated (T2) Tier II, additional support (T3) Tier III, intensive/ individualized	(1) General Education teacher (2) DIS/Related service (3) RST or other Sp Ed teacher (4) Assistant / Staff (5) Cross Age Tutor (6) Peers