



# 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 conditions. Section 1400(c)(5)(F) of Title 20 of the United States Code and Section 56520 of the California Education Code state that the education of children with disabilities can be made more effective through the use of Positive Behavioral Interventions and Supports (PBIS) to address the academic and behavioral needs of these children. Students with disabilities who exhibit behavioral challenges must receive timely positive supports and interventions and appropriate assessments in accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.). When behavioral interventions, supports, and other strategies are used, they must be used in consideration of the student’s physical freedom and social interaction, be administered in a manner that respects human dignity and personal privacy, and ensure a student’s right to placement in the least restrictive environment. It is the responsibility of the Individualized Education Program (IEP) team to determine student needs, through assessment and data analysis, and to generate meaningful goals and appropriate academic and behavioral supports and services.

Students with disabilities who exhibit behavioral challenges in the school environment must be afforded the opportunity to be supported using the evidence-based practices found in a Multi-Tiered System 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).



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

**MAJOR CHANGES:** This Bulletin has been updated to clarify the responsibility of the IEP team with regard to determining Behavioral Related Services. The Multi-Tiered Implementation Assessment (MIA) (Attachment A) has been revised for clarity. The Behavioral Emergency Report for Students with Disabilities (BER) (Attachment F) and the Non-Suicidal Self-Injurious Behavior (NSSIB) Referral Form (Attachment G) have also been revised.

**GUIDELINES:** The Los Angeles Unified School District provides instruction and support in the area of behavior to all students, incorporating behavior within a Multi-Tiered System of Support (MTSS), at the school-wide, class-wide, small group, and individual levels. Consistent, ongoing implementation of Tier I and Tier II behavior instruction and interventions are provided, with fidelity, before more restrictive behavioral supports are considered. All tiers of behavior instruction, support, and intervention are available to all students.

Requirements include:

- Every school has at least one team in place that regularly supports the implementation of an MTSS, including school-wide positive behavior support; reviews data and engages in problem solving to prevent problem behaviors, teaches new behaviors, and responds to behaviors.
- Tier I behavior instruction and supports must be implemented for all students. Tier II and Tier III behavior instruction and supports are data-driven and based on students' need.
- School teams use the Multi-Tiered Implementation Assessment (MIA) (Attachment A) on a regular and ongoing basis to assess the fidelity and effectiveness of behavior support within an MTSS at their school sites.
- A Behavior Support Plan (BSP) is a required element of the Individualized Educational Program (IEP) when: (1) a student with disabilities exhibits behavior that impedes learning; and (2) when good first teaching and supplementary supports in the areas of academics, behavior, and social skills have not proven to be adequate. Based on current and relevant data, the BSP outlines a description of the target problem behavior(s), antecedents to the behavior(s), a hypothesized function of the behavior, and strategies and interventions to be implemented that support the development of more appropriate behaviors.

## **I. Multi-Tiered System of Support (MTSS)**

### **A. Universal Instruction and Intervention (Tier I)**

The focus of Tier I is to provide good first teaching in the area of



**GUIDELINES**  
**(Continued):**

behavior. School-wide and classroom behavioral expectations are defined, taught, reinforced, monitored, and corrected by school site staff. Staff should maximize structure by developing predictable routines, using effective management strategies and actively teaching, modeling, and reinforcing pro-social behaviors. Students are actively engaged in learning experiences that reinforce appropriate behaviors. School staff establish, teach, and review positively stated and clear behavioral expectations, reinforce appropriate behavior, and effectively correct problem behaviors. Ongoing data collection and progress monitoring are required to determine if the instruction and interventions at Tier I are effective.

Consistent, ongoing implementation of behavior instruction and intervention at Tier I is provided with fidelity, before more restrictive behavioral supports are considered.

**B. Selected Instruction and Interventions (Tier II)**

At Tier II, students continue to receive the instruction, interventions, and supports provided at Tier I. Tier II instruction and interventions provide a more targeted level of support when differentiation in Tier I has not resulted in improved prosocial behaviors and/or a reduction in the frequency, duration, and/or intensity of target problem behavior(s). Effective Tier II interventions address target problem behavior(s) through strategies such as re-teaching behavioral expectations, small group instruction for targeted behavior and social skill acquisition, behavioral contracting, providing increased levels of reinforcement, and using planned responses to address problem behaviors. Intervention at this level includes the utilization of program supports available at the school site. Behavioral data is collected and analyzed to support decision making. Problem solving tools such as the *Multi-Tiered Implementation Assessment (MIA)* (Attachment A) and the *ICEL by RIOT Matrix* (Attachments B1-B2), are utilized.

The MIA and the ICEL by RIOT Matrix are tools best utilized by a team (e.g., Student Success and Progress Team (SSPT), Discipline Review Team) to identify and evaluate underlying reasons why the student is not experiencing academic and behavioral success and to determine the best instruction and intervention. Ongoing data collection and progress monitoring by the team is required to determine the effectiveness of the instruction and interventions that have been implemented at Tier I and Tier II.

Consistent, ongoing implementation of behavior instruction and intervention at Tier I and Tier II (when applicable) is provided with fidelity, before more restrictive behavioral supports are considered.



**GUIDELINES  
(Continued):**

C. Targeted Instruction and Intervention (Tier III)

Tier III is the most intensive level of instruction and individualized intervention to address students' needs. At Tier III, students continue to receive Tier I and Tier II instruction, intervention, and support. As with all instruction and intervention, relevant data are to be used to determine the type of Tier III support(s) that may be warranted. When a problem behavior persists, within the context of a fully implemented MTSS or the team has hypothesized the function of the problem behavior, Behavior Support Plans (BSPs) and function-based interventions must be developed, implemented, and monitored. If a problem behavior presents a significant safety concern and/or has been resistant to ongoing intervention from previous tiers of support, a Functional Behavior Assessment (FBA) may also be considered.

Functional Behavior Assessment (FBA) is a systematic process of identifying and understanding behavior(s) that impede learning. The foundation of FBA is data collection-both indirect and direct. Through FBA, the student's target problem behavior(s) and the accompanying environment(s) are analyzed in order to hypothesize a purpose or function of that behavior. Information gathered from the FBA guides the development of function-based interventions which must include positive antecedent-based, and consequence-based behavioral strategies designed to reduce the occurrence of the problem behavior and increase the use of functional, pro-social replacement behaviors (see Attachment D-1 for FBA Template and Attachment D-2 for FBA Rubric).

Immediate, intensive/individualized intervention is sometimes needed to respond to a student's acting-out behavior in the short term, while long-term supports are being put into place. In the event that an immediate and interim plan for preventing and responding to behaviors is necessary, the school team will develop an Interim Behavior Response Plan (IBRP) (Attachment C). The IBRP details planned responses to behavior(s) that present significant safety concerns and identifies key school site personnel who will implement the plan. The IBRP does not take the place of an FBA or a BSP.

At all applicable Tiers of instruction and intervention, consistent, ongoing implementation of behavior instruction and intervention is provided with fidelity, before more restrictive behavioral supports are considered.

**II. IEP Team Responsibilities**

For students eligible for special education, the IEP team has specific responsibilities related to behavior that impedes learning. At the earliest



**GUIDELINES  
(Continued):**

indication that a student’s behavior impedes his or her learning, the IEP team should systematically implement interventions to remediate the behavioral skill deficit(s) and reduce the likelihood that the target problem behavior will increase in frequency, duration, and/or intensity.

**A. Preparatory Activities**

The IEP team is strongly urged to engage in the following preparatory activities to determine if a MTSS has been implemented with fidelity:

1. Use the MIA (Attachment A) to determine the degree to which all tiers of support have been implemented.
2. Use the ICEL by RIOT Matrix Worksheet (Attachment B-2) to examine elements relevant to an individual student’s learning.
3. Collect data which document previous interventions, including dates, personnel involved, duration of implementation, and response to the intervention.
4. Consult with Special Education Service Center (SESC) staff (e.g. LRE Specialist, Behavior Specialist, Program Specialist). Consultation may include:
  - a. Review of assessments conducted, including appropriate behavioral assessment (FBA);
  - b. Review of all components of the student’s active/inactive IEPs;
  - c. Review of the ICEL by RIOT Matrix;
  - d. Discussion of current school site resources;
  - e. Discussion of possible refinement of current instructional/behavioral interventions based on the data; and/or
  - f. Review, analysis, and discussion of data to assist the IEP team in determining the unique needs of the individual student.

Use data to document the relevant characteristics of the target behavior, including, frequency, intensity, antecedents, and consequences.

**B. Behavior Related Supports and Services**

Related Services are defined in federal law (IDEA) as “...developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education...”.

Behavior Related Services are Tier III, data-driven supports that include indirect and direct services. These services are provided to support students with identified Tier III behavioral needs that require the implementation of an intensive behavior plan. The goal of Behavior Related Services is to facilitate the student’s acquisition of appropriate behavior(s), while reducing the student’s need to use the target problem behavior(s).



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

## **GUIDELINES (Continued):**

All Behavior Related Services are data-driven. When a MTSS has been fully implemented by the school team and data indicate the need for an intensive behavior plan, the IEP team may consult with Division of Special Education staff (e.g., APEIS, SESC staff). Prior to the IEP meeting, IEP teams may consult with Division of Special Education staff to obtain additional information and support regarding factors for the IEP team to consider when determining an appropriate course of action. During the IEP team meeting, if the IEP team determines that implementation of the FBA recommendations require the implementation of an intensive behavior plan, the IEP team will reference behavioral data (e.g. frequency, duration, intensity of the problem behavior) when discussing and considering the type, level, frequency, and duration of services to be delivered.

Only in situations when District personnel are not available will the services of a non-public agency (NPA) be recommended to provide these services.

LAUSD provides three Behavior Related Services: Behavior Intervention Consultation (BIC), Behavior Intervention Development (BID), and Behavior Intervention Implementation (BII).

Behavior Intervention Consultation (BIC) is a flexible, data-driven service, unique to the LAUSD Division of Special Education. BIC is a service, involving consultation with the student's educational team. BIC services are delivered by certificated and classified staff members, who are trained in Positive Behavior Intervention and Supports (PBIS) and Applied Behavior Analysis (ABA). Using a team approach to build capacity, the BIC provider trains and coaches school staff in delivering behavior interventions to support individual students (per the students' IEPs). BIC may focus on the identification and implementation of Tier I, Tier II, or Tier III behavior support and/or instructional strategies (e.g., development of a system for collecting and analyzing behavior data, coaching and/or modeling behavior strategies, providing professional development). BIC can be diagnostic in nature to provide intervention and data to determine if there are behaviors of such frequency, intensity or duration that would warrant further assessment or additional support.

Behavior Intervention Development (BID) is a Tier III, data-driven Behavior Related Service, delivered by certificated staff members who are trained in Positive Behavior Interventions and Supports (PBIS) and Applied Behavior Analysis (ABA). BID includes the ongoing design, implementation, and evaluation of the instruction and behavior programs and environmental accommodations and/or modifications. Through collaboration and consultation with the student's educational team, the BID



**GUIDELINES  
(Continued):**

provider develops a plan based on appropriate assessment (i.e., FBA). It is the BID provider's responsibility to train the educational team, which may include Behavior Intervention Implementation (BII) provider(s), on the implementation of the plan and the collection of data. Based on California Code of Regulations 5 CCR 3051.23 (Attachment E), BID is provided by qualified District staff or a District contracted Nonpublic Agency (NPA). This service can be delivered as a stand-alone service or in conjunction with Behavior Intervention Implementation (BII) services (see below).

Behavior Intervention Implementation (BII) is a Tier III, data-driven Behavior Related Service that supports an individual student who exhibits significant problem behaviors in his/her educational environment which require an intensive and individualized plan and a change in the delivery of interventions and supports. This service may be delivered in conjunction with BID services. BII is a direct service that supports the implementation of the Behavior Support Plan (BSP) and/or Behavior Treatment Plan. Under the supervision of school site staff and/or a BID provider, the BII provider also collects data pertaining to the target behavior(s), replacement behavior(s), and behavior goals (e.g. frequency, duration, scatterplot, interval). Based on California Code of Regulations 5 CCR 3051.23 (e) (Attachment E), BII is provided by qualified District staff or a District contracted Nonpublic Agency (NPA).

Only in situations when District personnel are not available will a Nonpublic Agency (NPA) be recommended to provide BII/BID services.

C. IEP Documentation

When behavior impedes learning, the following elements must be included in the IEP document:

1. Present Level of Performance (PLP)

A PLP titled "Behavior" must be present and must include appropriate discussion of strengths, needs, and impact of disability as evidenced by available data. The PLP must align with identified needs as documented in the BSP.

When an FBA is conducted, a section titled "FBA Summary" is embedded in the Behavior PLP and contains the results of that assessment. Additionally, the FBA report must be uploaded to the IEP in Welligent.

2. Behavior Support Plan (BSP)

The BSP is aligned with the needs identified in the Behavior PLP and matches at least one Behavior goal (see below).

3. Goal(s)



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

## GUIDELINES (Continued):

The IEP contains at least one Behavior goal. The Behavior goal is aligned to the needs identified in the PLP(s) and the BSP.

In addition to the elements listed above, the following must be included in the IEP, when applicable:

4. If Behavior Services are required to assist the student to benefit from Special Education:
  - a. FAPE Part 2  
Services must be documented in the service grid on FAPE Part 2, including the service type, frequency, duration, and staff responsible (i.e., District Assigned Qualified Provider). The service grid must include starting and ending dates, as necessary.
  - b. The IEP team must also determine if the service is required during Extended School Year (ESY) and if so, document this offer on the service grid, including service type, frequency, duration, and staff responsible (i.e., District Assigned Qualified Provider).
  - c. FAPE Part 4, Additional Discussion  
Service(s) must be summarized in the additional discussion section of FAPE Part 4.
    - i. Further details of the behavioral support to be provided, beyond the information found in the service grid, including a statement identifying any part of the instructional day when the service will be provided, and the level and frequency of the support.
    - ii. Summary of the written student independence plan which outlines strategies for increasing student independence and fading the level of support needed for the student to access the instructional program and to improve interaction with peers and adults.

**Note: No individual or specific agency is to be named as a service provider in FAPE Part 4, Additional Discussion, or any part of the IEP.**

### D. Progress Monitoring and Evaluation

Progress monitoring takes place at least once for each reporting period. Ongoing data collection is the basis for effective progress monitoring. The IEP team determines the frequency of evaluation of services.

#### 1. Review – Annual IEP:





**GUIDELINES  
(Continued):**

- A. Review of ongoing behavioral data is required and should include the following:
    - i. Review of skill acquisition, use of the replacement behavior, and occurrence of the problem behavior.
    - ii. Examination of the progress toward goal(s).
    - iii. Review and identification of appropriate frequency and duration of Behavior Related Service(s).
  - B. In the event that the IEP team is considering the need for a change in service(s), current, relevant, and longitudinal data should be used to determine changes in frequency or level of service provided (BID and/or BIC providers collaborate with the IEP team in the development of IEP components related to Behavior and Behavior Related Services.)
2. Review – Three Year Evaluation IEP: When direct Behavior Related Services (BII and/or BID) are part of an IEP, an appropriate assessment (e.g., FBA) must be conducted in preparation for the Three Year Evaluation IEP. BID providers collaborate with the IEP team in the development of IEP components related to Behavior and Behavior Related Services. When indirect Behavior Related Services (i.e., BIC) have been provided, the IEP team shall include appropriate discussion of any data collected and/or summary reports available.

Changes to, continuation of, or discontinuation of Behavior Related Services must be based on current, relevant, and longitudinal data and are determined by the IEP team.

**III. Special Circumstances**

A. Emergency Interventions

California Education Code Section 56521.1 states:

“(a) Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior.

(b) Emergency interventions must not be used as a substitute for the systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior.

(c) No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the school site administrator or law enforcement agency, as applicable to the situation.”

The following interventions are prohibited:



**GUIDELINES**  
**(Continued):**

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 the student's face
3. Any intervention which denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities
4. Any intervention which is designed to subject the student to verbal abuse, ridicule, humiliation, or other procedures expected to cause excessive emotional trauma
5. Restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention
6. Locked seclusion
7. Any intervention that leaves the student without adequate supervision
8. Any intervention that deprives the student of one or more senses
9. Use of force that exceeds that which is reasonable and necessary under the circumstances

Only District approved emergency interventions can be used, and only by District trained staff. When an emergency intervention is used with a student with an Individualized Educational Program (IEP) staff must:

1. Within 24 hours, notify parent or guardian.
2. Complete a Behavioral Emergency Report (BER) (Attachment F) and submit within 48 hours of the emergency intervention. The BER must be submitted to the Division of Special Education, Behavior Support Office (Headquarters), and the Special Education Service Center Administrative Coordinator.
3. Schedule an IEP meeting in Welligent within 48 hours of the emergency intervention to discuss the need for an FBA, an Interim Behavior Response Plan (IBRP) (Attachment C), creation of a BSP, and/or other changes to the current intervention plan or BSP.

**B. Non-Suicidal Self-Injurious Behavior (NSSIB)**

The District term "Non-Suicidal Self-Injurious Behavior (NSSIB)" generally applies to students with the most significant disabilities, but may apply to any student, and refers to the following **stereotyped/repetitive** (occurring two or more non-consecutive or consecutive occurrences) behaviors:

- Biting: closing the upper and lower teeth on the flesh of any portion of own body



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

## **GUIDELINES (Continued.):**

- Choking: closing both hands around own neck that could result in airway obstruction
- Eating nonnutritive items (e.g., dirt, paper, rocks) *when doing so is outside of developmental norms*
- Ear pulling: pulling own ear forcefully and repetitively
- Gouging: using hand, knuckles, fingers, and/or objects to dig repetitively into orifice(s) (e.g., eye, ear)
- Hair pulling: pulling of own hair that results 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: holding food material in mouth at a time other than when eating and/or self-induced vomiting that may or may not involve placing finger or objects 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, could result in tooth and/or jaw damage

If there is suspicion of suicidal ideation, school staff should consult the Office of Student Health and Human Services BUL-2637.2: “Suicide Prevention, Intervention, and Postvention (SPIP).” For support with technical assistance and consultation, contact School Mental Health Crisis Counseling and Intervention Services at (213) 241-3841 Monday-Friday (8:00 a.m. - 4:30 p.m.) or contact your Local District Operations Coordinator.

If a school site is aware of any occurrence of NSSIB, the school team shall put preventive and protective measures in place and complete the NSSIB Referral Form (Attachment G). Follow these steps:

1. With the school site administrator’s knowledge, school staff must complete the NSSIB Referral Form and email to the Division of Special Education, Behavior Support Department at [AttachmentG@lausd.net](mailto:AttachmentG@lausd.net) (see Attachment G). The referring party must ensure that a knowledgeable school site contact is named and reliable contact information is provided.
2. Ensure that MTSS instruction and supports are in place (refer to MIA (Attachment A) and ICEL by RIOT (Attachment B-2)).
3. If necessary, develop and implement an Interim Behavior Response Plan (IBRP) (Attachment C).

Upon receipt of the NSSIB Referral Form, a representative from the



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

**GUIDELINES (Continued):** Division of Special Education will contact the school team within three (3) school days to provide consultation. An IEP meeting may be required to address NSSIB.

**AUTHORITY:** This is a policy of the Superintendent of Schools. California Education Code, Section 56520 authorizes this policy.

- RELATED RESOURCES:**
- *Individuals with Disabilities Education Act (IDEA) (Title 20 Section 1400 (c)(5)(F)*
  - *California Education Code Section 56520*
  - *California Code of Regulations Title 5 CCR 3051.23*
  - REF-4922.0: “IEP Team Guidelines for Determining Appropriate Related Services”
  - REF-5941.2: “Behavior Intervention Implementation Service Tracking Documentation Using the Welligent Service Tracking System”
  - BUL-6231.0: “Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support”
  - BUL-2637.2: “Suicide Prevention, Intervention, and Postvention (Students)”
  - Office of Special Education Programs (OSEP) Positive Behavior Intervention and Supports website: [www.pbis.org](http://www.pbis.org)
  - Los Angeles Unified School District, Division of Special Education, Behavior Support Department/ Behavior Support website: <http://achieve.lausd.net/site/Default.aspx?PageID=4137>

**ASSISTANCE:** For assistance or further information please contact Laura Zeff, Coordinator, Behavior Support, at 213-241-8167 or via email at [laura.zeff@lausd.net](mailto:laura.zeff@lausd.net).

- ATTACHMENTS:**
- Attachment A: Multi-Tiered Implementation Assessment (MIA)
  - Attachment B-1: ICEL by RIOT Definitions
  - Attachment B-2: ICEL by RIOT Matrix Worksheet
  - Attachment C: Interim Behavior Response Plan (IBRP)
  - Attachment D-1: Functional Behavior Assessment (FBA) Report Template
  - Attachment D-2: FBA Report Rubric
  - Attachment E: California Code of Regulations Title 5
  - Attachment F: Behavioral Emergency Report for Students with Disabilities (BER)
  - Attachment G: Non-Suicidal Self-Injurious Behavior (NSSIB) Referral Form

**MULTI-TIERED IMPLEMENTATION ASSESSMENT (MIA)**

Student Name:	School:	Team Members:	Date Completed:

**USE THIS IMPLEMENTATION ASSESSMENT TO DETERMINE YOUR SCHOOL'S CURRENT LEVEL, FOR EACH OF THE ASSESSMENT AREAS, AT EACH TIER OF IMPLEMENTATION.**

**Tier I: Universal Instruction and Intervention**

Assessment Areas	1	2	3	4	Evidence of Implementation (scores of 3 or 4)
<b>Behavioral Expectations</b>	School-wide and classroom behavior expectations are not a part of daily instructional opportunities. School and class rules may be posted, but are not referenced or reinforced regularly.	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 expectations are systematically and purposefully integrated into daily instructional opportunities and communicated to the parent/guardian. They are well-defined and are clearly visible, referred to frequently, thoroughly taught, reinforced systematically, consistently reviewed, monitored regularly, and refined on an ongoing basis.	Dates and manner of implementation (e.g., first days of school):
<b>Instruction, Curriculum, Environment</b>	Limited instructional, curricular, or environmental changes have been made to promote appropriate behavior in the learner.	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 instructional, curricular, and environmental changes to promote appropriate behavior in the learner. Progress monitoring and evaluation is ongoing.	Date(s) and description of change(s):
<b>Strategies</b>	A few strategies are utilized to address student behavior and are not a match to student need.	A limited number of strategies are used to address appropriate and inappropriate behavior. Strategies used may or may not reflect student need.	A variety of strategies are used to address appropriate and inappropriate behavior and chosen based on student need. A 4:1 ratio of positive to corrective interactions is evident in the school-wide and classroom environments.	Strategies to respond to appropriate and inappropriate behavior are varied and adapted based on student need (i.e. priming, pre-correction, reinforcement). A ratio of 4:1, positive to corrective interactions is evident in the school-wide and classroom environments.	List strategies used:
<b>Social Emotional Learning/ Social Skills</b>	Use of a District-approved Social Emotional Learning/Social Skills and/or violence prevention curriculum is not evident.	A District-approved Social Emotional Learning/Social Skills and/or violence prevention curriculum is used.	A District-approved Social Emotional Learning/Social Skills and/or violence prevention curriculum is used, reinforced, and modeled regularly.	A District-approved Social Emotional Learning/Social Skills and/or violence prevention curriculum is systematically integrated throughout the school day, reinforced consistently, and modeled regularly by the adults.	Curriculum Used:  Implementation Schedule:
<b>Culturally and Linguistically Responsive Practice</b>	Cultural and linguistic responsiveness and/or student need is not evident in behavioral instruction.	Behavioral instruction is sometimes culturally and linguistically responsive and may not be easily accessed by students with disabilities.	Behavioral instruction is almost always culturally and linguistically responsive and adapted to the needs of students with disabilities.	Behavior instruction is always culturally and linguistically responsive and is easily accessible to students with disabilities.	Examples of Learning Activities:

**SCORING:** Add scores for each area to determine the Tier I score: \_\_\_\_\_ /20

**STEPS TO COMPLETE:**

Score of 15-20 (with only 3s and 4s): Consider Tier 2 interventions.  
Score of 10-14: Complete action steps based on areas of deficit (refer to rubric). Contact local Special Education Service Center (SESC) for guidance, if needed.  
Score of 9 or below: Fully implement Tier 1. Contact local SESC for guidance, if needed.

Tier II: Selected Instruction and Intervention					
Assessment Areas	1	2	3	4	Evidence of Implementation (scores of 3 or 4)
<b>Instruction, Curriculum, Environment</b>	Problem behavior has not been addressed through systematic changes to instruction, curriculum, or the environment.	Some adjustments have been made to the instruction, curriculum, or environmental areas to address problem behavior.	Based on data collection from Tier I changes to instruction, curriculum, and/or the environment, targeted adjustments have been made to one or more of these areas to reduce problem behavior. An assessment tool, such as the ICEL by RIOT matrix, has been completed and is available for review.	Based on data collection from Tier I, changes to instruction, curriculum, and the environment and parent/guardian collaboration, targeted adjustments have been made to these areas to reduce problem behavior. An assessment tool, such as the ICEL by RIOT matrix, has been completed and is available for review. Appropriate revisions have been made based on data collection.	List dates and changes:  Date ICEL by RIOT matrix completed:
<b>Social Emotional Learning/Social Skills</b>	Social Emotional Learning /Social Skills instruction that is tailored to specific student need is not evident.	Social Emotional Learning/Social Skills instruction may or may not be targeted to meet areas of identified need.	Data has been utilized to identify specific social emotional learning deficits. Social Emotional Learning/Social Skills have been taught to address areas of deficit.	Data has been utilized to identify specific social emotional learning deficits. Social Emotional Learning/Social Skills have been explicitly taught through lessons designed to develop the identified skills.	Dates of implementation:  Skills Targeted:
<b>Antecedents and Consequences</b>	The target (problem) behavior has not been operationally defined. Antecedents and consequences have not been investigated.	The target behavior has been identified. Possible antecedents and consequences have been identified with or without direct observation.	The target behavior has been operationally defined. Antecedents and consequences to the behavior have been identified and systematically altered to address problem behavior.	The target behavior has been operationally defined (is observable and measurable). Antecedents and consequences to the behavior have been identified through purposeful observation and systematically altered to address problem behavior.	Dates of observation:  Antecedents:  Consequences:
<b>Response Planning</b>	Planned responses to problem behavior are not evident.	The team has developed a plan to address problem behavior. For behaviors requiring immediate prevention and response, an Interim Behavior Response Plan (IBRP) has been developed.	The team has developed a written plan, utilizing parent/guardian feedback, which identifies specific responses to problem behavior. For behaviors requiring immediate prevention and response, an Interim Behavior Response Plan (IBRP) has been developed, which addresses the stages of the escalation cycle and staff responses at each stage. Support personnel participate in the development and implementation of planned responses.	The team has developed a written plan in collaboration with the parent/guardian, which identifies specific responses to problem behavior and includes specified staff members and their roles. For behaviors requiring immediate prevention and response, an Interim Behavior Response Plan (IBRP) has been developed, which addresses the stages of the escalation cycle and staff responses at each stage. Support personnel (e.g., counselor, coordinator, social worker) are a part of systematic interventions for students having behavioral challenges (e.g., social skills group, lunch buddies).	Date of plan:  *Attach plan for review.
<b>Use of School Site Resources</b>	Support personnel are not a part of intervention activities for students having behavioral challenges.	Support personnel are consulted regarding intervention for students having behavioral challenges.	Support personnel meaningfully participate in the development and implementation of intervention(s) for students having behavioral challenges.	Support personnel (e.g., counselor, coordinator, social worker) are a part of systematic intervention for students having behavioral challenges (e.g., social skills group, lunch buddies).	List personnel and manner of involvement:
<b>SCORING:</b> Add scores for each area to determine the Tier II score: _____ /20			<b>STEPS TO COMPLETE:</b> Score of 15-20 (with only 3s and 4s): Ensure continued implementation of Tier I and II supports. Consider Tier III interventions. Score of 10-14: Complete action steps based on areas of deficit (refer to rubric). Contact local Special Education Service Center (SESC) for guidance, if needed. Score of 9 or below: Full implementation of Tiers I and II are required. Contact local SESC for guidance, if needed.		

Tier III: Targeted Instruction and Intervention					
Assessment Areas	1	2	3	4	Evidence of Implementation (scores of 3 or 4)
<b>Behavioral Assessment</b>	The team has not completed an appropriate behavioral assessment.	The team has conducted an appropriate behavioral assessment; Functional Behavior Assessment (FBA). The assessment contains data gathered from indirect methods.	The team has conducted a Functional Behavior Assessment (FBA). The assessment contains appropriate data gathered from direct and indirect methods and the team has consulted with the local SESC Instruction/Behavior staff regarding the results of the assessment.	The team has conducted a Functional Behavior Assessment (FBA). The assessment contains appropriate data gathered via direct and indirect methods, and consultation with the local SESC Instruction/Behavior staff regarding the results of the assessment has occurred. The team has integrated the recommendations of the consultation into a plan to address the target behavior.	Date of assessment:  Function of the Behavior:
<b>Behavior Support Planning</b>	The team has developed a Behavior Support Plan (BSP) which is a mismatch to student need or has not yet developed a plan.	The team has developed a Behavior Support Plan (BSP) which lists a replacement behavior.	The team has developed and implemented a Behavior Support Plan (BSP) that clearly defines a Functionally Equivalent Replacement Behavior (FERB) to be taught, modeled, reinforced, and corrected. A plan for ongoing data collection is included for progress monitoring.	The team has developed and implemented a Behavior Support Plan (BSP) which utilizes parent/guardian feedback and clearly defines a Functionally Equivalent Replacement Behavior (FERB) to be taught, modeled, reinforced, and corrected. Data has been collected and utilized to refine the plan and monitor efficacy.	Date of Plan:  Date(s) of revision (if applicable):
<b>Least Restrictive Environment (LRE)</b>	Consideration for the Least Restrictive Environment (LRE) is not evident.	Informal assessment has been conducted to determine the student's Least Restrictive Environment (LRE). The student may not have had time to benefit from any changes to the educational placement.	Formal and informal assessments have been conducted to determine the student's Least Restrictive Environment (LRE). Any decisions regarding changes to the student's educational placement are data-driven and documented in the IEP. The student has had an opportunity to benefit from any changes in educational placement.	Formal and informal assessments have been conducted to determine the student's Least Restrictive Environment (LRE). Any decisions regarding changes to the student's educational placement are data-driven and documented in the IEP. The student has had an opportunity to benefit from any changes in educational placement. The team uses data to evaluate the effectiveness of these changes.	Date of Assessment:  Outcome:
<b>Related Services</b>	The need for additional related services has not been considered.	Informal assessments have been conducted to determine the need for appropriate related services. Any services required have been documented in the IEP. Service delivery has not yet begun.	Formal and informal assessments have been conducted to determine the need for appropriate related services. Any services required have been documented in the IEP. The student has had an opportunity to benefit from any additional related services.	Formal and informal assessments have been conducted to determine the need for appropriate related services. Appropriate services have been documented in the IEP and are currently provided. Ongoing data collection occurs to evaluate efficacy of services.	Dates:  Outcome:
<b>Team-based Decision-making</b>	The student's educational team does not meet regularly to conduct revisions or progress monitoring regarding the coordination of services for the student.	The student's educational team meets informally to discuss student progress.	The student's educational team, including parent/guardian, meets at least quarterly for informal meetings, revisions, and progress monitoring regarding the coordination of services for the student. Team meeting outcomes are documented.	The student's educational team, including parent/guardian, meets regularly for formal and informal meetings, revisions, and progress monitoring regarding the coordination of services for the student. Team meeting outcomes are documented. Recommendations are made based on relevant data collection.	Meeting dates/outcome:
<b>SCORING:</b> Add scores for each area to determine the Tier III score: ____/20			<b>STEPS TO COMPLETE:</b> Score of 15-20 (with only 3s and 4s): Ensure continued implementation of Tiers I-III supports. Contact SESC for guidance. Score of 10-14: Complete action steps based on areas of deficit (refer to rubric). Contact local SESC for guidance, if needed. Score of 9 or below: Full implementation of Tiers I and II are required. Contact local SESC for guidance, if needed.		

### ICEL by RIOT Definitions

#### **The ICEL domains are used to investigate the factors affecting the student's learning environment:**

**Instruction:** refers to teaching practices, including accommodations and modifications made to the instructional program. Instructional components that may be considered include: lesson pacing, use of technology, learning activities, student groupings, and other classroom strategies.

**Curriculum:** refers to the educational programs used in the classroom, which are based on the academic skills in the content areas (English, Math, History, and Science, etc.) that students are expected to master. Through examination of the curriculum, the team is able to identify and/or assess the need for individualized support in a specific academic area and also determine the appropriateness of fit between the student's needs and the educational program(s).

**Environment:** refers to the characteristics of the physical surroundings that directly impact academic success, in positive or negative ways. Some examples of environmental factors include: classroom environment, physical room arrangement, class size, presence of peers, presence of adults, visual representations of behavior support. It is important to consider home and community elements.

**Learner:** refers to the student as an individual. Personal and unique aspects and traits of the student should be considered, including but not limited to strengths, weaknesses, needs, interests, and health. Special education eligibility (if applicable), psychological factors, and behaviors are all part of this domain.

#### **RIOT outlines the actions taken to investigate the ICEL domains listed above:**

**Review:** Review the educational records and relevant permanent products (e.g., cumulative file, progress reports, behavior contracts, reward charts, work samples). Collect evidence related to the behavior(s) of concern. Collect evidence from records and permanent products related to all ICEL domains (i.e., instruction, curriculum, environment, learner).

**Interview:** Interview stakeholders who have direct experience with student(s) in regards to the behavior(s) of concern. Stakeholders may include school staff members and parents/guardians. Interviews may be conducted in person, via email, and/or over telephone. All relevant ICEL domains (i.e., instruction, curriculum, environment, and learner) must be addressed through the interviews.

**Observe:** Conduct observations across educational settings (e.g., classroom, recess/lunch). Identify and record facts regarding the behavior(s) of concern. Collect relevant behavioral data (e.g., frequency, duration, antecedents, consequences, intensity, severity). Conduct observations to address all applicable ICEL domains (i.e. instruction, curriculum, environment, and learner).

**Test/Hypothesize:** Develop hypotheses regarding the factors that contribute to, or support, the behavior(s) of concern. The team should collaborate to determine a course of action to address the areas of concern revealed through the examination of the ICEL areas. Once complete, the team should proceed to the Test stage. **Test** hypotheses regarding the behavior(s) of concern through the implementation of adjustments/interventions in all applicable ICEL domains (i.e., instruction, curriculum, environment, learner) for a sustained period of time. Ensure the fidelity of implementation through monitoring, feedback, and support of staff members.



# ICEL by RIOT Matrix WORKSHEET

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. 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	
<b>I (Instruction)</b>	Review of Instruction may include review of: <ul style="list-style-type: none"> <li>▪ Pacing, instructional strategies, grouping</li> <li>▪ Class schedule</li> <li>▪ Permanent products</li> <li>▪ Intervention implementation</li> <li>▪ Rules/expectations</li> <li>▪ Policies on behavior support</li> <li>▪ Response to disruptive behavior (e.g., who, how, when, where)</li> <li>▪ Positive behavior support systems</li> <li>▪ Other _____</li> </ul>	Interviews about Instruction may include interviews with: <ul style="list-style-type: none"> <li>▪ Teachers: regarding their use of effective teaching practices, expectations, alignment of instructional curriculum, preferred practices, RTI implementation</li> <li>▪ Other staff/personnel: Administrators, coaches, Resource Specialist Teacher, DIS providers</li> </ul>	Observations about Instruction may include observations of: <ul style="list-style-type: none"> <li>▪ Teaching practices</li> <li>▪ Evidence of teacher expectations</li> <li>▪ Accommodations/Modifications of teaching materials</li> <li>▪ Classroom routines/management</li> <li>▪ Response to Intervention (RTI) implementation (What intervention is used when the student does not respond to good first teaching?)</li> </ul>	Hypotheses regarding instructional factors:	Possible adjustments to Instruction to effect change (list):
				Response to adjustments made to Instruction:	
<b>C (Curriculum)</b>	Review of Curriculum may include review of: <ul style="list-style-type: none"> <li>▪ Permanent student products</li> <li>▪ Scope and sequence of lessons (e.g., writing, tests, quizzes, worksheets, projects)</li> <li>▪ District Standards and Benchmarks</li> <li>▪ Curriculum materials/guides</li> </ul>	Interviews about Curriculum may include interviews with: <ul style="list-style-type: none"> <li>▪ Teacher: about their teaching philosophy, use of curricular materials, accommodations/modifications</li> <li>▪ Other staff/personnel: about their instructional philosophy, district implementation, expectations, curricula</li> </ul>	Observations about Curriculum may include observations of: <ul style="list-style-type: none"> <li>▪ Access strategies and modified materials</li> <li>▪ Alignment of curriculum to materials and assessments</li> </ul>	Hypotheses regarding curricular factors:	Possible adjustments to Curriculum to effect change (list):
				Response to adjustments made to Curriculum:	
<b>E (Environment)</b>	Review of the Environment may include review of: <ul style="list-style-type: none"> <li>▪ School and classroom rules/expectations</li> <li>▪ Policies on behavior support</li> <li>▪ Response to disruptive behavior (e.g., who, how, when, where)</li> <li>▪ Class size and program type</li> </ul>	Interviews about the Environment may include interviews with: <ul style="list-style-type: none"> <li>▪ Teachers and other staff/personnel: about classroom routines, rules/expectations, behavior management plans, reinforcement, contingencies, overall climate for learning</li> <li>▪ Family: about school and classroom rules/expectations, home/community factors</li> </ul>	Observations of the Environment may include observations of: <ul style="list-style-type: none"> <li>▪ Environmental analysis</li> <li>▪ Individual vs. class compliance</li> <li>▪ Distractions</li> <li>▪ Patterns of interactions among adults and students</li> <li>▪ Room arrangement, physical environment</li> <li>▪ Overall climate</li> </ul>	Hypotheses regarding environmental factors:	Possible adjustments to the Environment to effect change (list):
				Response to adjustments made to the Environment:	
<b>L (Learner)</b>	Review of the Learner may include review of: <ul style="list-style-type: none"> <li>▪ District and health records</li> <li>▪ Cumulative Records (e.g. educational history, onset of the problem behavior, teacher descriptions, patterns of problem behavior)</li> <li>▪ Permanent products, error analysis</li> <li>▪ IEPs</li> <li>▪ Teacher and school intervention records</li> </ul>	Interviews about the Learner may include interviews with: <ul style="list-style-type: none"> <li>▪ Teachers/Staff/Family: about their perception of the problem behavior, patterns of behavior</li> <li>▪ The student: about his/her actions, perception</li> </ul>	Observations of the Learner may include observations of: <ul style="list-style-type: none"> <li>▪ Target behavior including the dimensions and nature of the problem (e.g., antecedents and consequences, scatter plot, frequency, duration, intensity, severity)</li> <li>▪ Present levels of performance</li> <li>▪ Response to Interventions (RTI) (use and effectiveness of support strategies)</li> <li>▪ Patterns of interactions with adults and peers</li> </ul>	Hypotheses regarding personal factors and/or function(s) of behavior:	Possible adjustments to interactions with the Learner to effect change (list):
				Response to adjustments made in regards to Learner:	

# ICEL by RIOT Matrix WORKSHEET

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. 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	
<b>I (Instruction)</b>				Hypotheses regarding instructional factors:	Possible adjustments to Instruction to effect change (list):
				Response to adjustments made to Instruction:	
				Implementation date:	Review date:
<b>C (Curriculum)</b>				Hypotheses regarding curricular factors:	Possible adjustments to Curriculum to effect change (list):
				Response to adjustments made to Curriculum:	
				Implementation date:	Review date:
<b>E (Environment)</b>				Hypotheses regarding environmental factors:	Possible adjustments to the Environment to effect change (list):
				Response to adjustments made to the Environment:	
				Implementation date:	Review date:
<b>L (Learner)</b>				Hypotheses regarding personal factors and/or function(s) of behavior:	Possible adjustments to interactions with the Learner to effect change (list):
				Response to adjustments made in regards to Learner:	
				Implementation date:	Review date:

**Interim Behavior Response Plan (IBRP)**

\*\*A fillable version of this form is available for download at <http://achieve.lausd.net/Page/9626>\*\*

Student Name \_\_\_\_\_

Date of Plan \_\_\_\_\_

School Team Developing Plan: \_\_\_\_\_

School: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Calm</b>	<i>Student Behavior</i>		<i>Staff Responses</i>
<b>Trigger</b>	<i>Identify Known Triggers</i>	<i>Student Behavior</i>	<i>Staff Responses</i>
<b>Agitation</b>	<i>Student Behavior</i>		<i>Staff Responses</i>
<b>Acceleration</b>	<i>Student Behavior</i>		<i>Staff Responses</i>
<b>Peak</b>	<i>Student Behavior</i>		<i>Staff Responses</i>
<b>De-escalation</b>	<i>Student Behavior</i>		<i>Staff Responses</i>
<b>Recovery</b>	<i>Student Behavior</i>		<i>Staff Responses</i>

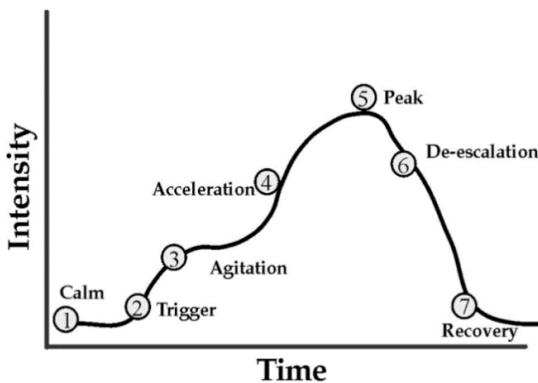
**Interim Behavior Response Plan (IBRP)**

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.

The

**Escalation Cycle**



**Stage 1: Calm**

**Baseline Behavior: (What the student's behavior looks like on a typical day)**

*Overall behavior is cooperative and acceptable at this stage. The goal of documenting the student's behavior in the calm stage is to create responses that will support the student in maintaining his or her behavior in this stage. Staff responses should be supportive and designed to promote calm behavior. The sample below gives ideas of the type of information the team may want to include. It may not be appropriate to your particular student. Be sure to include information that is matched to the student for whom the plan is being written.*

<b>Student Behavior</b> <i>(What does the student look like/ behave like when calm?)</i>	<b>Staff Responses</b> <i>(Suggested strategies to promote calm behavior)</i>
<p><i>Include information about the student's physical state and actual behaviors exhibited during this stage.</i></p> <ul style="list-style-type: none"> <li>• Engages in lesson</li> <li>• Maintains on-task behavior</li> <li>• Follows directions</li> <li>• Responds to positive and corrective feedback, without engaging in problem behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a positive classroom environment with a high level of routine and consistency</li> <li>• Clearly communicate and teach behavior expectations. Use modeling, role-play, and rehearsal to explicitly teach the desired behavior.</li> <li>• Positively reinforce the expected behavior</li> <li>• Provide a ratio of 4 positive to 1 corrective adult-student interactions</li> <li>• Provide active supervision</li> <li>• Teach social skills</li> <li>• Teach problem solving and coping skills</li> <li>• Teach replacement behaviors</li> <li>• Assess for environmental factors that may trigger inappropriate behavior</li> <li>• Integrate academic and behavior instruction for success</li> </ul>

	<p>for all students</p> <ul style="list-style-type: none"> <li>• Plan and structure transitions</li> <li>• Provide opportunities for choice</li> <li>• Use precorrection</li> <li>• Give clear, calm, and brief redirections for minor, infrequent behavior errors</li> <li>• Implement the student's behavior support plan. Share it with those who work with the student.</li> </ul>
--	--

**Stage 2: Trigger**

*Overall behavior involves a series of unresolved problems at this stage. Events in the environment (e.g. interactions with others, physical discomfort) can trigger the escalation of the cycle of acting out behavior. It is important to know what types of events in the environment have a history of triggering a student's acting out behavior. The student's physical state should also be considered at this stage. Ensure that the plan created is a match to the student's actual behavior characteristics.*

**Identify triggers (if known):**

*Identify school-based and/or nonschool-based environmental triggers that may cause the student to escalate. These may or may not include:*

- Change in routine
- Unfamiliar people
- Enclosed spaces
- Presentation of tasks
- Health problems
- Inadequate sleep
- Transiency
- Community factors

<b>Student Behavior</b>	<b>Staff Responses</b>
<p><i>(What does the student look like/ behave like when triggered?)</i></p> <ul style="list-style-type: none"> <li>• Grimaces</li> <li>• Stares into space</li> <li>• Verbally refuses to follow directions</li> <li>• Appears to be unfocused or off task after directions are given</li> </ul>	<p><i>Identify staff responses to be utilized when the student is in the trigger stage. In what way will the staff respond to assist the student to return to calm.</i></p> <ul style="list-style-type: none"> <li>• Speak calmly, firmly, and respectfully</li> <li>• Avoid power struggles, arguing, or becoming defensive. Don't embarrass or humiliate the student.</li> <li>• Respect the student's personal space and keep a reasonable distance. Avoid touching or grabbing the student.</li> <li>• Avoid body language that communicates anger or frustration. Move slowly and deliberately toward the problem situation. Establish eye-level position.</li> <li>• Acknowledge cooperation</li> <li>• Listen actively</li> <li>• Be brief and minimize adult talk, KISS (Keep It Short and Simple)</li> <li>• State directions positively. (Tell the student what to do, avoid telling the student "Don't ____.") Give only one direction at a time, be specific and direct.</li> <li>• Redirect to a choice activity</li> <li>• Allow student to use a "safe" place (identify)</li> </ul>

**Stage 3: Agitation**

Overall behavior is unfocused and distracted at this stage. The agitation stage is usually reached when a student is unable to control or manage the triggers identified in phase two. The agitation phase can be described as a slight increase or decrease in the student's behavior. Students in the agitation stage are often unfocused and distracted.

<b>Student Behavior</b>	<b>Staff Responses</b>
<p>Include information about the student's physical state and actual behaviors exhibited during this stage. Behaviors in this stage may or may not include:</p> <ul style="list-style-type: none"> <li>• Stares into space</li> <li>• Paces</li> <li>• Fidgets</li> <li>• Rocks</li> <li>• Vocalizes repetitively (e.g., repeating words, sentences, sounds)</li> <li>• Withdraws from group</li> </ul>	<p>Suggested strategies to return to calm:</p> <ul style="list-style-type: none"> <li>• Offer assistance with the task</li> <li>• Minimize the work load</li> <li>• Break up the task into smaller chunks</li> <li>• Guide the student with simple visual and verbal prompts</li> <li>• Provide opportunities for successful responses/minimize errors</li> <li>• Guide student to start/continue task</li> <li>• Provide movement activities</li> <li>• Determine appropriate proximity</li> <li>• Provide preferred activities</li> <li>• Provide additional time and/or space</li> <li>• Give reassurance</li> <li>• Guide or assist student back to tasks</li> <li>• Be brief and minimize adult talk, KISS (Keep It Short and Simple)</li> </ul>

**Stage 4: Acceleration**

Overall behavior is staff-provoking, leading to further negative interactions at this stage. The acceleration stage often appears very similar to the agitation stage. The clear difference is a shift to behavior that is engaging to others. Student exhibits behaviors that are highly likely to obtain a response from another individual.

<b>Student Behavior</b>	<b>Staff Responses</b>
<p>Include information about the student's physical state and actual behaviors exhibited during this stage. Behaviors in this stage may or may not include:</p> <ul style="list-style-type: none"> <li>• Questions and argues</li> <li>• Violates rules</li> <li>• Uses profanity</li> <li>• Whines and cries</li> <li>• Threats and intimidates</li> <li>• Destroys property</li> </ul>	<p>Suggested strategies to return to calm:</p> <ul style="list-style-type: none"> <li>• Offer choices (e.g., use choice cards, allow choice of preferred activities)</li> <li>• Provide a break/"cool down" time and location (based on a pre-planned protocol). Student can be provided with independent activities, movement activities, or low stress/calming activities.</li> <li>• Acknowledge/reinforce any approximations of desired behavior</li> <li>• Redirect the student's attention to a high-interest activity</li> <li>• Speak calmly, and respectfully</li> <li>• Avoid power struggles</li> <li>• Use nonthreatening body language</li> <li>• Be brief, minimize adult talk, KISS (Keep It Short and Simple)</li> </ul>

**Stage 5: Peak**

Overall behavior is irrational and unresponsive at this stage. During the peak stage, behaviors have reached the most serious or intense part of the acting out cycle. Peak behaviors are serious, disruptive, and can often threaten the safety of the acting out person or others. During the peak stage, the acting out behavior can become very dangerous.

<b>Student Behavior</b>	<b>Staff Responses</b>
<p>Include information about the student's physical state and actual behaviors exhibited during this stage. Behaviors in this stage may or may not include:</p> <ul style="list-style-type: none"> <li>• Aggresses physically towards others</li> <li>• Threatens the safety of students, staff, and/or self</li> <li>• Destroys property (to an increased extent, as compared to Stage 4)</li> <li>• Tantrums severely</li> <li>• Elopes (runs away)</li> </ul>	<p>Suggested strategies to ensure safety: Strategies should be a match to individual situation and school setting.</p> <ul style="list-style-type: none"> <li>• Follow the District's emergency procedures</li> <li>• Assess situation for safety concerns</li> <li>• Alert school administration</li> <li>• Continue to use verbal de-escalation strategies</li> <li>• Remove other students as needed, to a pre-designated area. Plan ahead of time how this will be done, where, and which adults will stay with the student in crisis</li> <li>• Be brief and minimize adult talk, KISS (Keep It Short and Simple)</li> </ul>

**Stage 6: De-escalation**

Overall behavior shows confusion and lack of focus at this stage. The de-escalation stage is the beginning of the student's reduction of the intensity of behavior. Students in the de-escalation stage are often confused or disoriented. It is important to avoid staff responses that may re-escalate the student.

<b>Student Behavior</b>	<b>Staff Responses</b>
<p>Include information about the student's physical state and actual behaviors exhibited during this stage. Behaviors in this stage may or may not include (Be specific to student):</p> <ul style="list-style-type: none"> <li>• Exhibits confusion (e.g., unresponsive to adults when spoken to, expresses unfamiliarity with environment or event)</li> <li>• Exhibits withdrawal (e.g., puts head down, isolates self from peers or adults)</li> <li>• Denies responsibility</li> <li>• Blames others</li> </ul>	<p>Suggested strategies to return to calm:</p> <ul style="list-style-type: none"> <li>• Allow time and space</li> <li>• Allow access to a preferred activity</li> <li>• Provide a relaxation activity</li> <li>• Be brief and minimize adult talk, KISS (Keep It Short and Simple)</li> </ul>

**Stage 7: Recovery**

Overall behavior reflects an eagerness to refocus attention away from problem behavior at this stage. A desire to work independently and a reluctance to interact may be apparent. During recovery, the student is returning to a non-agitated state. The student's behavior may even drop below the baseline (calm) state. The student may regain focus and engage in classroom activities or other previously mastered tasks, to a limited extent.

<b>Student Behavior</b>	<b>Staff Responses</b>
<p>Behavior may or may not include (Be specific to student):</p> <ul style="list-style-type: none"> <li>• Cries</li> <li>• Sleeps</li> <li>• Normalizes breathing and other physical functions</li> <li>• Accepts independent work/activity</li> <li>• Participates at a minimal level</li> <li>• Regains composure</li> </ul>	<p>Suggested strategies to return to calm:</p> <ul style="list-style-type: none"> <li>• Be non-judgmental</li> <li>• Give time and space</li> <li>• Be brief and minimize adult talk, KISS (Keep It Short and Simple)</li> <li>• Provide independent work if student is receptive</li> <li>• Allow for decreased levels of participation</li> </ul>

Adapted from: *Managing the Cycle of Acting Out Behavior*, Geoff Colvin, 2004.

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

1. Family History
2. Medical/Health/Developmental History
3. Educational History

Information from IEP dated MM/DD/YYYY	
<b>Behavior(s) of Concern and/or Present Level(s) of Performance</b>	
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	
<b>Effectiveness of the Intervention</b>	

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**

1. Identify replacement behaviors, Functionally Equivalent Replacement Behavior (FERB)
2. Teaching strategies that support replacement behaviors

**C. Consequence-Based (Response) Strategies**

**D. Follow-Up Data Collection**

\_\_\_\_\_  
 Signature of Assessor

\_\_\_\_\_  
 Print Name and Title

Functional Behavior Assessment (FBA) Report Rubric				Page 1
	<b>Score of 1- Needs Critical Improvement</b> Any of the following apply:	<b>Score of 2- Needs Some Improvement</b> Any of the following apply:	<b>Score of 3- Meets Requirements</b> Includes all of the following:	<b>Score of 4- Exceeds Requirements</b> Includes all components of a "3" and at least one of the following for each part:
<b>I. Reason for Referral and Target Problem Behavior(s)</b>	<p>Origin of referral is missing.</p> <p>The target problem behavior is missing.</p> <p>The target problem behavior does not impede learning.</p> <p>The need for services is identified as the reason for referral.</p> <p>3 or more target problem behaviors are identified.</p>	<p>Origin of referral is unclear.</p> <p>Target problem behavior is unclear.</p> <p>The need for assessment is unclear.</p>	<p>Origin of referral (e.g. due process, parent request, IEP team)</p> <p>General description of the target problem behavior includes: -how long student has been exhibiting -how often the behavior occurs -how it impacts learning</p> <p>1-2 target problem behaviors</p>	<p>Information on trends, worsening or improvement in target problem behavior</p> <p>Previously gathered data</p> <p>Summary graph that illustrates baseline data collected across time and/or settings that supports the need for the assessment</p>
<b>II. Operational Definition(s) of the Target Problem Behavior(s)</b>	<p>Target problem behavior is not defined.</p> <p>Target problem behavior is not defined in terms that are specific, observable, and measurable.</p>	<p>Operational definitions have <b>1-2 required characteristics (specific, observable, or measurable)</b>.</p>	<p>Each target problem behavior is operationally defined (<b>specific, observable, and measurable</b>).</p>	<p>Example(s) and non-example(s) of target problem behavior</p> <p>Operational definitions of 1-2 appropriate behaviors currently in the student's repertoire that are related to the target problem behavior</p>
<b>III. Indirect Assessment</b>	<p><b>A. Background Information/Record Review</b> Record review <b>and</b> interviews are missing.</p> <p>Does not address current or previous target behavior(s).</p> <p>Information from IEP(s) is not charted.</p> <p><b>B. Behavioral Interview Tools</b> Target problem behavior is not addressed.</p> <p>Key individuals are not interviewed.</p> <p><b>C. Indirect Assessment Summary</b> Summary is not included.</p> <p>Lengthy descriptions and/or discussions of irrelevant details (e.g., interventions that are more than 2 years old) are included.</p>	<p><b>A. Background Information/Record Review</b> Record review <b>or</b> interviews are missing.</p> <p>Includes information irrelevant to the FBA (e.g. discussions of inappropriate behaviors other than the target behavior).</p> <p>Does not address previous target behavior(s).</p> <p>IEP information chart is incomplete.</p> <p><b>B. Behavioral Interview Tools</b> Behaviors or topics irrelevant to the target behavior are discussed/reported.</p> <p>1 key individual is interviewed.</p> <p><b>C. Indirect Assessment Summary</b> Incomplete summary of indirect assessments</p>	<p><b>A. Background Information/Record Review</b> Explanation of how background information was obtained</p> <p>Relevant discussion of history: -family -medical/ health/ developmental -educational -previous target behaviors and interventions</p> <p>IEP information chart</p> <p><b>B. Behavioral Interview Tools</b> Relevant discussion and summary of interviews</p> <p>Interviews of <b>2</b> key individuals (1 parent/guardian, 1 school staff member who works with the student on a daily basis) using the Comprehensive Interview Tool.</p> <p><b>C. Indirect Assessment Summary</b> Summary of all indirect assessments</p> <p>Possible influencing factors, antecedents, consequences, and function of the behavior</p>	<p><b>A. Background Information/Record Review</b> Potential outside factors (e.g., diet, sleep pattern, medication) (Motivating Operations)</p> <p>Instruction, Curriculum, Environment, Learner (<b>ICEL</b>) by Review, Interview, Observe, Test (<b>RIOT</b>) analysis (see Attachments B-1 and B-2)</p> <p>Interview with outside service providers</p> <p>Discussion of parent involvement with implementation of behavior services</p> <p>Graphs of relevant data</p> <p><b>B. Behavioral Interview Tools</b> Interviews of 3 or more key individuals</p> <p>Use of additional, valid tools</p> <p><b>C. Indirect Assessment Summary</b> Analysis and discussion of discrepancies in results</p>

Functional Behavior Assessment (FBA) Report Rubric				Page 2
	<b>Score of 1- Needs Critical Improvement</b> Any of the following apply:	<b>Score of 2- Needs Some Improvement</b> Any of the following apply:	<b>Score of 3- Meets Requirements</b> Includes all of the following:	<b>Score of 4- Exceeds Requirements</b> Includes all components of a "3" and at least one of the following for each part:
IV. Direct Assessment	<p>Observation record (table) is missing.</p> <p>Observation periods are not determined by patterns of behavior, may be chosen arbitrarily.</p> <p>Includes <b>0-1</b> direct observation/data collecting periods.</p> <p><b>0-7</b> occurrences of the target problem behavior are captured.</p> <p><b>A. Ecological Analysis</b> Settings/activities, number of students and staff are not identified.</p> <p>Tier 1 support is not analyzed.</p> <p><b>B. Current Data</b> No direct observations conducted</p> <p>Data are not collected and/or reported.</p> <p>Antecedent-Behavior-Consequence (ABC) data are not included.</p> <p>Data unrelated to target problem behavior are reported.</p> <p><b>C. Direct Assessment Summary</b> Summary analysis of data is missing or inaccurate.</p>	<p>Observation record (table) is incomplete.</p> <p>Observation periods are determined by indirect data.</p> <p>Includes <b>2</b> direct observation/data collection periods.</p> <p><b>8-14</b> occurrences of the target problem behavior are captured.</p> <p><b>A. Ecological Analysis</b> <b>Only</b> settings/activities, number of students and adults are identified.</p> <p><b>B. Current Data</b> Fewer than 5 days of scatter plot data are collected and reported.</p> <p>Antecedent-Behavior-Consequence (ABC) data collection may be used, but at least one other form of data collection is missing.</p> <p>ABC data reflects <b>fewer than 15</b> occurrences of the target behavior.</p> <p>Recurring antecedents and consequences are not clearly identified or discussed.</p> <p><b>C. Direct Assessment Summary</b> Summary analysis of data is included but does not include graph(s).</p>	<p>Observation record (table) is complete.</p> <p>Observation periods selected based on scatterplot.</p> <p><b>3 or more</b> direct observation/ data collection periods, (different days), during which target problem behavior is observed.</p> <p><b>A. Ecological Analysis</b> Settings/activities, number of students and adults, classroom motivation systems, physical structure, and interpersonal interactions are identified and described.</p> <p>Description and analysis of Tier I supports.</p> <p>Level of class-wide academic engagement is discussed.</p> <p><b>B. Current Data</b> 5 days of scatter plot data are collected and reported at the outset of the assessment period (consecutive days, when possible).</p> <p>In addition to ABC data collection, at least <b>1</b> other type of data collection is included (i.e. frequency, duration, PLACheck/peer comparison).</p> <p><b>At least 15</b> occurrences of the target problem behavior are captured by ABC data collection.</p> <p>Data collection sessions conducted in settings where the behavior is and is not occurring.</p> <p>Recurring antecedents and consequences are clearly identified in graphs. Antecedent-Behavior and Behavior-Consequence patterns are summarized in a chart (see template).</p> <p>Data are graphed appropriately.</p> <p><b>C. Direct Assessment Summary</b> Summary analysis is consistent with reported data.</p>	<p><b>4</b> or more observations/ data collection periods during which target problem behavior occurred</p> <p><b>A. Ecological Analysis</b> Graphs summarizing results. Ratio of positive/supportive to negative/corrective interactions between adults and students.</p> <p><b>B. Current Data</b> 6 or more days of scatter plot data are collected and reported. Additional data collection, relevant to the target behavior Addresses any precursor behaviors and response classes (if applicable)</p> <p><b>ICEL by RIOT</b> is part of analysis (see Attachments B-1 and B-2) Inter-rater reliability Conditional probability (A:B, B:C)</p> <p><b>C. Direct Assessment Summary</b> Data on appropriate behaviors (e.g., frequency, duration, etc.)</p>

Functional Behavior Assessment (FBA) Report Rubric				Page 3
	<b>Score of 1- Needs Critical Improvement</b> Any of the following apply:	<b>Score of 2- Needs Some Improvement</b> Any of the following apply:	<b>Score of 3- Meets Requirements</b> Includes all of the following:	<b>Score of 4- Exceeds Requirements</b> Includes all components of a "3" and at least one of the following for each part:
<b>V. Function(s) of the Target Problem Behavior(s)</b>	A hypothesized function of the problem target behavior is missing.  Hypothesized function of the problem target behavior is not based on behavioral concepts and/or is not consistent with collected data. <b>(SEAT: Sensory/Automatic, Escape, Attention, Tangible)</b>	Hypothesized function is not reflected by data collected.	For each target problem behavior: hypothesized function (SEAT) is aligned with and supported by collected data.	Incorporates any precursor behaviors and/or setting events (Motivating Operations) into hypothesized function statement.
<b>VI. Overall Summary</b>	Summary of emerging patterns that may influence the target problem behavior is missing.  Relevant antecedents are not discussed.	Summary is based on indirect data <b>only</b> .  Summary is based on direct data <b>only</b> .	Pertinent background information -assessments (indirect & direct) -emerging patterns and influences (e.g., time, setting, individuals/interactions, environmental triggers, and responses)  Findings from all areas  Relevant antecedents  Statement(s) of hypothesized function	Summarizes emerging patterns that may influence <b>appropriate</b> behaviors  Effects of Motivating Operations (e.g., diet, sleep pattern, medication, etc.)  Precursor behaviors  Response classes  Overall summary chart/table
<b>VII. Recommendations</b>	Lacks a functionally equivalent replacement behavior (FERB)  Strategies are not based on the function of the behavior.  Behavior Related Service (i.e., BII, BIC, BID) is named as a strategy.  <b>A. Antecedent Strategies (Prevention)</b> Strategies are missing  <b>B. Behavior Strategies (Teaching)</b> New, replacement behaviors are not identified.  Replacement behaviors do not match the function of the target problem behavior.  <b>C. Consequence-Based Strategies</b> Not identified  Intended reinforcers are not identified and/or based on student's preferences  <b>D. Follow up Data Collection</b> Methods for follow up data collection are missing	Functionally equivalent replacement behavior (FERB) is not described for each target behavior.  <b>Some</b> strategies are based on the function of the behavior.  <b>A. Antecedent Strategies (Prevention)</b> Do not address environmental changes.  <b>B. Behavior Strategies (Teaching)</b> Incomplete discussion of: -Replacement behaviors -Prerequisite skills -Teaching strategies  <b>C. Consequence-Based Strategies</b> A description of reinforcement is missing.  Safety precautions are missing, if applicable.  Includes <b>only</b> correction strategies.  <b>D. Follow up Data Collection</b> Methods for follow up data collection are unclear	Functionally equivalent replacement behavior (FERB) described for each target problem behavior. <b>All</b> strategies are related to the hypothesized function.  <b>A. Antecedent Strategies (Prevention)</b> Environmental changes (e.g., schedules, choice)  <b>B. Teaching Strategies for Skill Acquisition</b> Replacement behaviors (FERB) Prerequisite skills needed and those already in student's repertoire Teaching strategies (e.g., modeling, role play, small group instruction, pre-teaching) Includes plan for generalization and fading, as appropriate.  <b>C. Consequence-Based (Response) Strategies</b> Reinforcement of existing and new appropriate behaviors, based on student preferences  Identification and description of correction strategies (e.g., prompts to use FERB, redirection,)  <b>D. Follow up Data Collection</b> Type of data, frequency of data collection, and data analysis  Methods for follow up data collection include response measure	<b>A. Antecedent Strategies (Prevention)</b> Indicates curricular accommodations  <b>B. Behavior Strategies (Teaching)</b> General descriptions of teaching strategies  Technologically written (step-by-step) generalization and fading plan, as appropriate.  <b>C. Consequence-Based Strategies</b> Schedule(s) of reinforcement  Preference assessment

5 CCR § 3051.23  
§ 3051.23. Behavioral Intervention

[The following subdivisions of Title 5 pertain to the nature of requirements for provision of behavior intervention development and behavior intervention implementation.]

(a) Pursuant to Education Code section 56520, behavioral interventions shall be designed or planned only by personnel who have a:

(1) Pupil Personnel Services Credential that authorizes school counseling or school psychology; or

(2) credential authorizing the holder to deliver special education instruction; or

(3) license as a Marriage and Family Therapist certified by the Board of Behavioral Sciences, within the Department of Consumer Affairs; or

(4) license as a Clinical Social Worker by the Board of Behavioral Sciences, within the Department of Consumer Affairs; or

(5) license as an Educational Psychologist issued by a licensing agency within the Department of Consumer Affairs; or

(6) license in psychology regulated by the Board of Psychology, within the Department of Consumer Affairs; or

(7) master's degree issued by a regionally accredited post-secondary institution in education, psychology, counseling, behavior analysis, behavior science, human development, social work, rehabilitation, or in a related field.

(b) To provide behavioral intervention, including implementation of behavior intervention plans, but not including development or modification of behavior intervention plans, an LEA shall deliver those services using personnel who:

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

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

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

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

**BEHAVIORAL EMERGENCY REPORT FOR STUDENTS WITH DISABILITIES**  
(Title 5, California Code of Regulations)

**DIRECTIONS:** School staff are required to thoroughly complete all sections of this form immediately following an emergency intervention. An electronic fillable version of this form is available on the LAUSD Division of Special Education Behavior Support Webpage (<http://achieve.lausd.net/Page/12203>). Please submit the completed form via school mail or fax to:

School Mail

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

Fax

(213) 241-8916  
(To: "Behavior Support Office:  
Behavior Emergency Report")

**INFORMATION MUST BE TYPED OR PRINTED LEGIBLY**

**SECTION I. STUDENT INFORMATION:**

Student Name	<input type="checkbox"/> M <input type="checkbox"/> F	LAUSD ID	Grade	Local District
Date of Birth	Eligibility	Current Placement	Curriculum	<input type="checkbox"/> Gen. Ed. <input type="checkbox"/> Alternate
School	Student currently has (check all that apply):	<input type="checkbox"/> Functional Behavior Assessment (FBA) <input type="checkbox"/> Behavior Support Plan (BSP) <input type="checkbox"/> Interim Behavior Response Plan (IBRP) <input type="checkbox"/> Behavior Treatment Plan <input type="checkbox"/> None of these		

**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:	<input type="checkbox"/> Copy of this Form Filed in Student's Cumulative Record	<input type="checkbox"/> IEP Meeting Scheduled In Welligent	Date of IEP Meeting:
	<input type="checkbox"/> Copy of this form sent to Local District Special Education Service Center Administrator and Behavior Support Office within 48 hours of incident		

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

Please Complete this Referral Form and Send Email to [AttachmentG@lausd.net](mailto:AttachmentG@lausd.net), Behavior Support Department

School: _____	Program: _____
Grade: _____	Local District: _____
School Site Referring Administrator: _____	Teacher: _____
LAUSD Email: _____	LAUSD Email: _____
Phone#: _____	Phone#: _____
Other Contact*: _____	
<i>*If other than Teacher or Referring Administrator:</i>	
LAUSD Email: _____	Date of Referral (Faxed or Emailed on): _____
Phone#: _____	

#### 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:
  - 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 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: \_\_\_\_\_