

Los Angeles Unified School District  
Division of Special Education  
Behavior Support Office  
**Behavior Instruction and Intervention**  
**Tier I Supports**

Behavioral expectations are posted in the classroom. (list the expectations)

Behavioral expectations are positively stated \_\_\_\_yes \_\_\_\_no

How are behavioral expectations explicitly taught in the classroom?

Are social skills taught? \_\_\_\_ yes \_\_\_\_ no

How often?

By Whom?

Is Second Step or another violence prevention curriculum used? \_\_\_\_ yes \_\_\_\_ no

How often?

By whom?

What class-wide reinforcement system is in place?

Are students recognized for appropriate behavior using a 4:1 ratio? \_\_\_\_ yes \_\_\_\_ no

What does recognition look like?

\_\_\_\_verbal \_\_\_\_\_

\_\_\_\_gestural \_\_\_\_\_

\_\_\_\_tangible (point, token, ticket, etc.) \_\_\_\_\_

Los Angeles Unified School District  
Division of Special Education  
Behavior Support Office

Are students actively engaged in age-appropriate instruction? \_\_\_\_\_ yes \_\_\_\_\_ no

What does the instruction look like?

Are strategies used to respond to inappropriate behavior with an emphasis on getting the student reengaged in learning?

\_\_\_\_\_ yes \_\_\_\_\_ no

Describe what this looks like.

Redirection \_\_\_\_\_

Restating the rule \_\_\_\_\_

Offering choices \_\_\_\_\_

The provision of corrective feedback \_\_\_\_\_

The use of consequences \_\_\_\_\_

Describe procedures for:

Transition \_\_\_\_\_

Accessing materials \_\_\_\_\_

Turning in work \_\_\_\_\_

Entering/leaving the classroom \_\_\_\_\_

What student work is posted?

How are desks arranged?

Number of students \_\_\_\_\_ Number of LAUSD staff \_\_\_\_\_ Number of non-LAUDS staff \_\_\_\_\_