LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Special Education

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)
Behavioral Expectations	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):
Instruction, Curriculum, Environment	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):
Strategies	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:
Social Emotional Learning/ Social Skills	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:
Culturally and Linguistically Responsive Practice	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.

Assessment Areas	1	2	3	4	Evidence of Implementation (scores of 3 or 4)
Instruction, Curriculum, Environment	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:
Social Emotional Learning/ Social Skills	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:
Antecedents and Consequences	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:
Response Planning	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.
Use of School Site Resources	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:

SCORING: Add scores for each area to determine the Tier II score: _____ /20	**STEPS TO COMPLETE:** 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.

Developed by The Behavior Support Office, Revised August 2016

Assessment Areas	Tier III: Targeted Instruction and Intervention				
	1	**2**	**3**	**4**	**Evidence of Implementation (scores of 3 or 4)**
Behavioral Assessment	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:
Behavior Support Planning	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):
Least Restrictive Environment (LRE)	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:
Related Services	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:
Team-based Decision-making	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:
SCORING: Add scores for each area to determine the Tier III score: _____/20			**STEPS TO COMPLETE:** 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.		