



FUNCTIONAL BEHAVIORAL ASSESSMENTS

How Can We Best Support Our Students Using FBAs?

Collaborative Care Behavioral Therapy (CCBT) is excited to collaborate with your school to help conduct an FBA and create a BIP that will mitigate challenging behaviors that are impeding learning. When you identify a student who requires an FBA and BIP, be assured that we understand the urgency and seriousness of the situation. Your support and communication are crucial to us having a healthy and productive working relationship, which will result in the best outcomes for your students.

What Does CCBT Expect from Our School?

We know that our common goal is to see success in diminishing challenging behaviors so that the learning process is not thwarted for any student in your school. As such, CCBT expects full cooperation and communication from your staff when implementing an agreed-upon BIP. We hope for productive team meetings filled with valuable input from all sides of the table. We are counting on parents being educated about the FBA/BIP process and giving their consent before the FBA/BIP process can begin. For your convenience, CCBT provides your school with a parent handout and consent form, but you are not required to use our forms. You are welcome to educate and acquire consent from parents in whatever way you choose.

What Can Our School Expect From CCBT?

You can count on consistent communication with CCBT staff regarding scheduling, planning, training, and support. When you contact CCBT and identify a student needing an FBA/BIP, you can expect the process to be initiated within 30 days. Additionally, you can count on CCBT staff having a professional appearance and demeanor.



Communication is Key!

Collaborative Care Behavioral Therapy (CCBT) is passionate about helping your staff and your students implement a successful BIP. It is imperative that we establish and maintain open and consistent lines of communication to give the students the best chance at success!



Collaborative Care Behavioral Therapy's 10 Steps for FBA/BIP

Below we outline the 10 steps Collaborative Care Behavioral Therapy (CCBT) implements during our FBA/BIP process so that you know what to expect every step of the way.

Step 1: Meet with School Staff

A CCBT Behavior Analyst (BCBA) will meet with the staff who works with the student the most. The BCBA needs to establish a good working relationship with the school district because we are all on the same team.

Step 2: Observation

Now that the BCBA has met with the staff, he or she will now spend some time observing the student in the classroom. The student will be observed at least two separate days, once in the morning and once in the afternoon, at least 3 hours each time.

Step 3: Teacher/Aide Interviews

The BCBA will conduct an interview with the teachers and aides who work with the student to gather information about the student – not just about the challenging behaviors, but about his/her strengths as well.

Step 4: Parent Interview

The BCBA will talk with the parent over the phone to gather even more information about the student.

Step 5: FBA Direct Assessment

The BCBA will conduct an assessment one-on-one with the student. This assessment takes approximately 30 minutes.

Step 6: Write the FBA/BIP

Now that the BCBA has conducted interviews and assessments, he or she has gathered enough information to write the FBA report and create a BIP.

Step 7: Team Meeting

Now that the FBA and BIP are written out, the team must meet to go over them and formulate a plan for implementing the BIP. The team includes school staff, parents, and the BCBA who wrote the FBA/BIP.

Step 8: Modeling and Training

Once the team has agreed upon the BIP, the BCBA will train the school staff who is directly involved with the student so that they can successfully implement the plan. This could include working directly with the student to model different aspects of the plan for the school staff.

Step 9: Supervision of Staff

Once school staff is sufficiently trained, the BCBA will supervise the implementation of the BIP for a time to make sure it is being conducted effectively. The BCBA can then make adjustments to the plan if needed.

Step 10: Ongoing Data Collection and Support

Once the BIP is found to be running smoothly, the BCBA will then continue to check in with school staff. He or she will collect data to assure that the plan is still effective and offer support and additional training when necessary.

Should a time come when the BIP is no longer effective, the BCBA will likely suggest another FBA so that a new, more effective BIP can be created.



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