



BCBA & RBT Support

Referral Process

RSD SEL-B MTSS

2025-2026

OUR TEAM



Belynda Treadwell

M. Ed., BCBA



Ronnie Brooks

M.A., BCBA

The Board Certified Behavior Analysts (BCBAs) and Registered Behavior Technicians (RBTs) are Tier 3 supports; implemented when the school site has exhausted all other interventions.

All Students

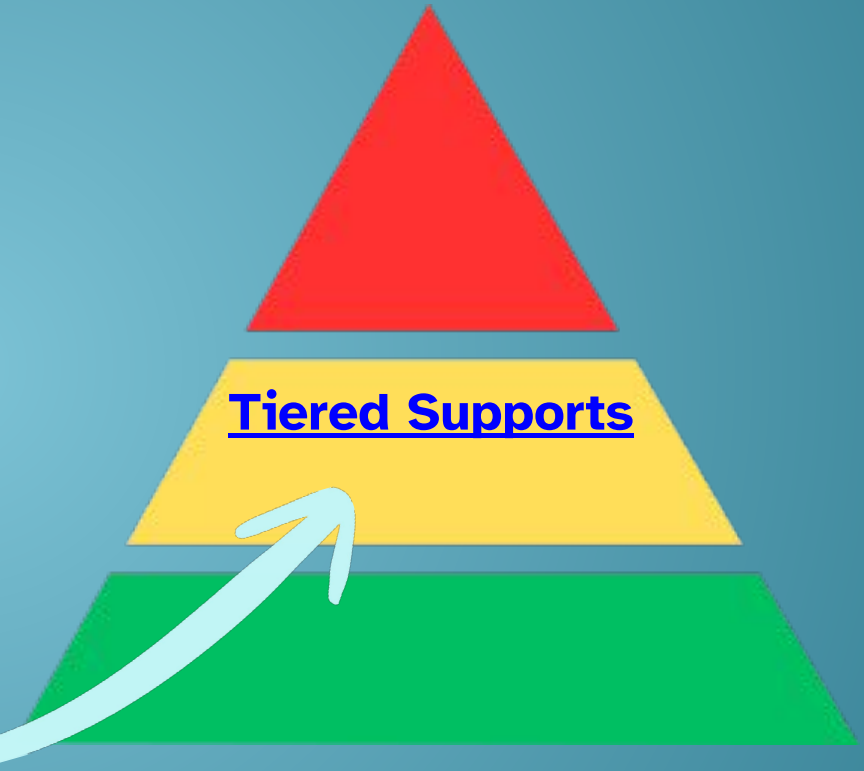
IMPLEMENT MTSS TIER-1 INTERVENTIONS

- **Basic classroom and schoolwide strategies that all teachers and staff use to help every student succeed.**
- **Simple, universal supports that help prevent unwanted behaviors should be implemented consistently and**



IMPLEMENT MTSS TIER-2 INTERVENTIONS

- Support is an individualized, preventive, early intervention approach designed to address emerging problem behaviors
- Behaviors are addressed through increased structure, consistency, and skill-building opportunities.



**SAI Level 1 Students
and
Students without
an IEP**

MTSS for Behavior Support Needs (SWD)

PLOP

Provide a robust description in the present levels using evidence of student performance (data) to determine area of need for goals.

Goals

Develop **behavioral goals and update Special Factors page** with a description of how the behavior impedes the learning of the student and/or peers.

Supports

Add supplementary aids and accommodations to support positive behavior.

BCBA

When little to no improvements after interventions have been implemented with fidelity and data collection, an admin can submit a BCBA referral form.

BIP

A Tier 2 Behavior Intervention Plan is developed in collaboration between the case carrier and the BCBA

FBA

A Functional Behavior Assessment (FBA) is needed when the function of the behavior is unknown or the team feels additional adult support is necessary to implement strategies

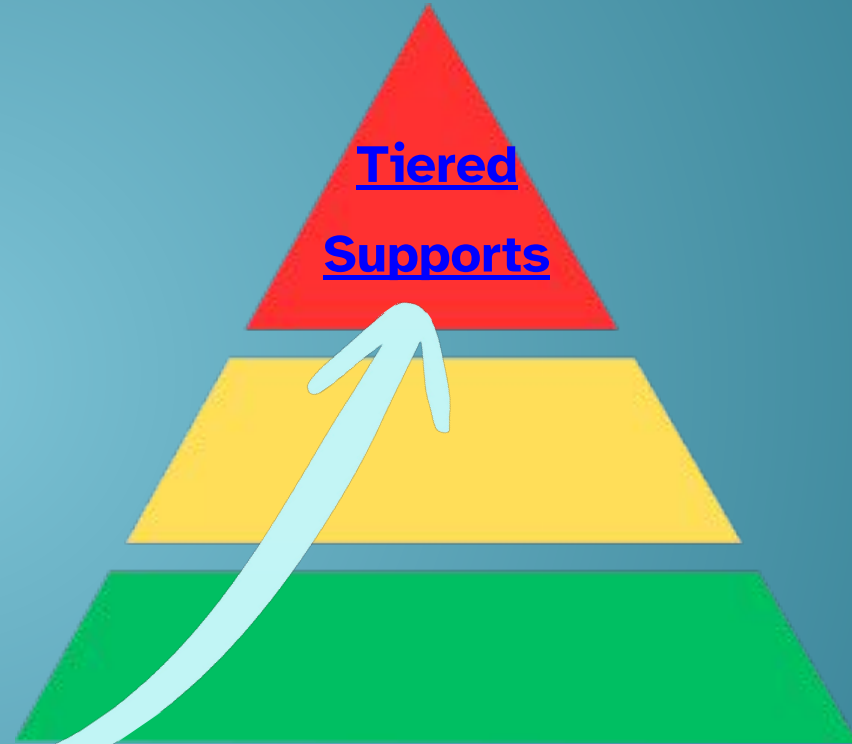
4-6 week Implementation and Progress Monitor through Data Collection.

4-6 week Implementation and Progress Monitor through Data Collection

SUBMIT BCBA REFERRAL

SAI LEVEL 1 AND STUDENTS WITHOUT AN IEP

- Admin will submit BCBA referral form to district through Google along with completed data sheets
- BCBA will schedule the initial observation within 2 weeks of receiving the referral
- Observation may take up to 2 weeks given student has positive attendance
- Following observations, BCBA will schedule a meeting w/Teacher and Admin. To review recommendations and discuss next steps



IMPLEMENTATION OF BCBA RECOMMENDATIONS

SAI LEVEL 1 STUDENTS AND STUDENTS WITHOUT IEP

- Implementation of BCBA behavioral recommendation 4-6 weeks**
- If behavior is improving continue with recommendations and/or tier 2 interventions w/BCBA check-ins**
- If behavior is not improving BCBA will determine next steps**
- RBT support**
- Revise or develop Tier 2 behavior intervention plan**
- Recommendations for additional assessments**

BCBA Referral Process

L1 and Students Without an IEP

IMPLEMENT TIER 1 INTERVENTIONS

Basic classroom and schoolwide strategies that all teachers and staff use to help every student succeed. These are simple, universal supports that help prevent unwanted behaviors and should be implemented daily, with consistency.

1



IMPLEMENT TIER 2 INTERVENTIONS

Tier 2 behavioral support is an individualized preventive, early intervention approach designed to address emerging problem behaviors through increased structure, consistency, and skill-building opportunities.

- Continue implementing Tier 1 strategies/ interventions
- Collaborate with parents and team members in regards to behavior concerns
- If student has an IEP/504 plan update accommodations
- Collect data for 4-6 weeks

2



SUBMIT BCBA REFERRAL FOR SUPPORT WITH BEHAVIOR INTERVENTION PLAN

Submit BCBA Referral for support with Tier 2 Behavior Intervention Plan

- Admin will submit the form to the district through a Google Form along with the completed data sheets.
- BCBA will schedule the initial observation within 2 weeks of receiving the referral
- BCBA observations can take up to 2 weeks, considering the student's attendance.
- Once observations have been completed, BCBA will schedule a meeting with the teacher and admin to review the recommendations.

3



IMPLEMENT BCBA RECOMMENDATIONS

Continue implementation of the BCBA behavioral recommendations for 4-6 weeks

- If behavior is improving, continue with the implementation of BCBA recommendations (and/or) tier 2 interventions with BCBA check-ins.
- If behavior is not improving, the BCBA will determine next steps, which may include:
 - a. RBT support
 - b. Revise or develop tier 2 behavior intervention plan
 - c. Recommendation for additional assessments.

4

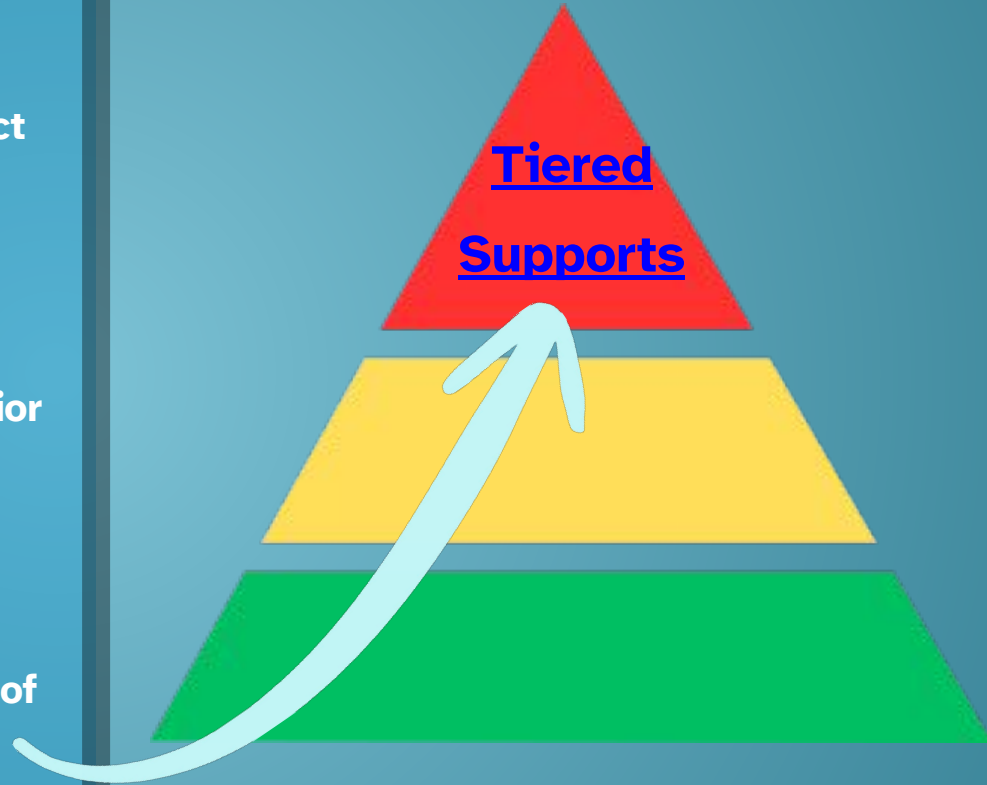


**SAI Level 2
and Level 3 Students**

SUBMIT BCBA REFERRAL

SAI LEVEL 2 AND LEVEL 3

- Admin will submit the form to the district through a Google Form along with the completed data sheets.
- BCBA will schedule a meeting with the admin and the teacher to discuss behavior goals and review data collection, and operationally define behaviors.
- BCBA will provide data sheets based on targeted behaviors for the development of tier 2 behavior intervention plan.



IMPLEMENTATION OF BCBA RECOMMENDATIONS

SAI LEVEL 2 AND LEVEL 3

- **Continue monitoring the tier 2 plan for 4-6 weeks**
- **If behavior is improving, continue with the implementation of tier 2 interventions with BCBA check-ins.**
- **If behavior is not improving after implementing tier 2, the BCBA will determine next steps, which may include:**
 - **RBT support**
 - **Functional Behavior Assessment for Tier 3 recommendation.**

BCBA Referral Process SAI L2 and SAI L3

IMPLEMENT TIER 1 INTERVENTIONS

Basic classroom and schoolwide strategies that all teachers and staff use to help every student succeed. These are simple, universal supports that help prevent unwanted behaviors and should be implemented daily, with consistency.



IMPLEMENT TIER 2 INTERVENTIONS

Tier 2 behavioral support is an individualized preventive, early intervention approach designed to address emerging problem behaviors through increased structure, consistency, and skill-building opportunities.

- Continue implementing Tier 1 strategies/ interventions
- Hold and IEP meeting
- Implement goals and collect data for 4-6 weeks



SUBMIT BCBA REFERRAL FOR SUPPORT WITH BEHAVIOR INTERVENTION PLAN

Submit BCBA Referral for support with Tier 2 Behavior Intervention Plan

- Admin will submit the form to the district through a Google Form along with the completed data sheets.
- BCBA will schedule a meeting with the admin and the teacher to discuss behavior goals and review data collection, and operationally define behaviors.
- BCBA will provide data sheets based on targeted behaviors for the development of tier 2.



IMPLEMENTAT BEHAVIOR INTERVENTION PLAN

Continue monitoring the tier 2 plan for 4-6 weeks

- If behavior is improving, continue with the implementation of tier 2 interventions with BCBA check-ins.
- If behavior is not improving after implementing tier 2, the BCBA will determine next steps, which may include:
 - a. RBT support
 - b. Functional Behavior Assessment for Tier 3 recommendation.



Registered Behavior Technician (RBT)

Registered Behavior Technicians (RBTs) are trained staff who work under the supervision of a Board Certified Behavior Analyst (BCBA). In schools, they help support students by teaching and reinforcing positive behaviors, collecting data on student progress, and following behavior intervention plans designed by the BCBA, with the goal of extinguishing the behavior. They work closely with teachers and support staff to help students succeed in the classroom.

Roles and Responsibilities

- **Support teachers in the implementation of Behavior Intervention Plans**
- **Support the implementation of BCBA recommendations**
- **Intervention for identified students**
- **Data collection**
- **Utilize reinforcement strategies, and positive behavior intervention strategies**
- **Support students to practice social skills and help manage challenging behaviors**
- **Integrate in classrooms to promote participation in academic tasks and activities**
- **Transition support - assist students with transitions (e.g., moving between activities or locations) that can be challenging**
- **Collaboration with Staff: RBTs work closely with teachers, special education staff, and other school professionals to ensure consistency in the implementation of the behavioral strategies**

Q & A



Thank You

