



**Fall 2022 Conference, Day 2, Session 2: Board Certified Behavior Analyst (BCBA)  
Panel: Success and challenges within a district setting from the BCBA  
perspective**

**Frequently Asked Questions (FAQ)**

1. What is a BCBA?

A Board-Certified Behavior Analyst is a professional who studies people's behavior, including children and adults, to help address and improve unwanted behaviors to improve the quality of life.

2. What is MTSS?

MTSS is abbreviated for Multi-Tiered System of Support and is a schoolwide framework method to help support students and improve their learning and behavioral outcome for ALL students. It is an umbrella framework that includes both RTI and PBIS. The intervention and assessment under MTSS must be evidence-based practice.

3. Who should be on an MTSS team?

The MTSS team can be anyone directly involved in the child/student's education, such as an administrator, general education teacher, school psychologist, school counselor, special education teacher, social worker, content area expert, and ELL teacher.

4. What is PBIS?

PBIS is abbreviated for Positive Behavior Intervention Support. It is a multi-tiered framework primarily for behavioral support. PBIS includes three tiers of interventions which are Tier 1 (Core Instructional Intervention), Tier 2 (Targeted Group Interventions), and Tier 3 (Intensive, Individual Interventions).

5. What is RTI?

RTI is abbreviated for Respond to Intervention. It is a process to determine if the students are responding to the intervention or need further services. This model focuses on improving the academic outcome of the students. It includes three tiers of interventions which are Tier 1



(Core Instructional Intervention), Tier 2 (Targeted Group Interventions), and Tier 3 (Intensive, Individual Interventions).

6. What is a RBT?

RBT is abbreviated for registered behavior technician that works one-on-one with children in the home, school, and clinical settings under the supervision of a Behavior Analyst. An RBT's job is to help the student build their social, communication, and problem-solving skills.

7. How do BCBA's (Board Certified Behavior Analysts) build knowledge about their school community, and how do they build trusting relationships within each school culture?

Transparency is a key for a BCBA to establish trust with stakeholders. A BCBA wants to build relationships with classroom teachers and students.

8. Looking through the lens of MTSS, how would a district utilize a BCBA?

A district can utilize the skills of a BCBA to assist classroom teachers by taking data and being a resource for classroom teachers.

9. How can a BCBA assist the IEP team with collecting data for the FBA process?

The BCBA assists the IEP team by providing training to classroom teachers on data collection. The BCBA helps the team to operationally define and prioritize the high-need behavior.

10. What are common mistakes in the BIP process?

One mistake is to be unclear about strategies. The BCBA needs to communicate about that strategy and give advice on what to expect at this stage of the plan, whether it is at the beginning or the end of the plan. Another common mistake is not having an FBA when implementing the BIP. The FBA should be written before the BIP. The BIP should reflect the function of the behavior being addressed in the FBA. Giving positive feedback about the plan to the teachers and the students is important for the BIP process. Another mistake is not getting help from higher skilled behavioral workers like a BCBA, special education teacher, and those who understand behavior or have experienced and let them be involved in the early stage.