

BCBA Service Request (page 1 of 2)

Name: _____ School: _____ Date: _____

Grade: ____ Room #: ____

What is your reason for this request (choose from the following):

Classroom routine concerns (Page 1) Individual student concerns (Page 2) Procedure/instructional concerns (Page 1)

Classroom Routine Concerns

Definition – Each student in the class is expected to participate in a whole class activity and you need support in developing and/or implementing specific procedures/strategies for students and staff for successful classroom management. Examples of whole class activities include arrival, dismissal, snack, morning meeting, lining up, spelling test, etc.

1. What is the whole classroom task/activity/routine?
2. What does this task/activity/routine look like now?
3. What would you like this routine to look like?
4. What skills are most concerned about teaching during this routine?
5. Within the classroom task/activity/routine what are you having the most difficulties?

Procedure/Instructional Concerns

Definition – You and/or your staff would like support with creating and implementing student programs. Example of student programs may include behavior intervention plans, program/lesson descriptions, discrete trial instructional descriptions, data collection and analysis, etc.

1. What do you need support with?
2. What areas are you having the most difficulties with?
3. What areas have you seen success with?
4. Have you consulted with other teachers/colleagues?

BCBA Service Request (page 2 of 2)

Name: _____ School: _____ Date: _____
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Please make sure you attach the student's current Behavior Intervention Plan, Functional Behavior Assessment, and 8-12 weeks of data.

Individual Student Concerns

Definition – A student in your classroom is demonstrating problematic behaviors which are disruptive to his/her own learning as well as their peers. Examples of problematic behaviors include hitting, throwing objects, screaming, tantrum, etc.

1. What is the student's behavior you are concerned about?

2. What does the student's behavior look like?

3. How often does the student's behavior occur?

4. How long does the student's behavior usually last?

5. Where does the student's behavior occur?

6. What usually happens right before the student's behavior occurs?

7. What usually happens right after the student's behavior occurs?

8. How long has the student's behavior been occurring?

9. When and where does the student's behavior not occur?

10. Please list what strategies have you used to address the student's behavior? (Attach FBA, BIP, and data)