Step 2: Checklist for Oversight of Ongoing Collaboration with *Behavior Analyst* and/or *RBT* as *Private Instructional Personnel* (PIP)

Student Name: School:		Date:	
Names of Behavior Analysts:	Circle credential: BCBA-D	BCBA BCaBA	
	Circle credential: BCBA-D		
Names of Registered Behavior	Technicians (RBTs)		

- To initiate the process and obtain necessary approval, the school administrative team may first complete: Step 1: Checklist for Coordinating and Approving *Behavior Analyst* and/or *RBT* Access as *Private Instructional Personnel* (PIP)
- The checklist below may be completed in a collaborative meeting of the student's teacher(s), school
 district behavior support personnel, school problem-solving team, and the PIP RBT and/or Behavior
 Analyst.

Collaborative Planning and Implementation:

- □ Plan assessment methods (skills, behavior baseline, etc.)
- □ Select priority target behaviors (learn a new behavior, increase an existing behavior, reduce an existing behavior, teach a person to emit behavior in the right time and place)
- □ Prepare measurable goals (aligned with IEP or school BIP/PBIP, when appropriate)
- Develop and/or implement strategies with the highest probability of success (aligned with school BIP/PBIP, when appropriate)
- □ Coordinate frequent sharing of clear student progress measures with visual displays (graphs)

Collaborative Review and Program Modifications via Ongoing Meetings and Data Analysis:

- □ Maintain intervention fidelity
- Monitor progress toward goals
- $\hfill\square$ Modify strategies, when needed

Fading and Termination of PIP Services:

- PIP fades out hours and settings of service as student maintains progress with interventions implemented by the PIP
- School instructional personnel *fade in* and manage interventions across all relevant settings
- □ Following successful transfer (fading in) of intervention strategies to school instructional personnel, the PIP will be able to terminate the services in the school setting