



ABA Severe Behavior Services

Short-term, intensive clinical services for school BCBA's who need support with students with severe challenging behavior.

What is the ABA Severe Behavior Service at SERESC?

SERESC is pleased to announce a service to help school districts with students who have developmental disabilities and engage in severe, challenging behavior.

Led by Clelia Sigaud, a Board-Certified Behavioral Analyst and a certified School Psychologist, this is a short-term, intensive clinical service for school BCBA's who serve students at all levels (preK-high school).

Working closely with the staff BCBA and the team, Clelia provides training and hands-on experience with designing and implementing functional assessment and intervention.

What is ABA?

Applied Behavior Analysis (ABA) is a field of study that helps us understand how the environment influences behavior. We all learn certain skills based on what has happened to us. Sometimes, a person's learning history can result in problematic behavior. ABA is used to design specific ways to help individual people learn safer, healthier, or more independent ways of getting their needs met. ABA is based on both decades of research and careful data gathering for each person being served.

Structure of Severe Behavior Service

Pre-intensive application/screening

Review concern and confirm that the school district has resources to dedicate a staff BCBA to be primary consultee. Review paperwork and perform remote client intake.

Intensive - One Week On-Site

- Assessment planning in collaboration with primary consultee, including rehearsal and training of assessment plan.
- Complete functional analysis of challenging behavior and possible intervention modalities to develop behavior intervention plan.
- Provide consultee with hands-on behavior skills training

Post-Intensive

Weekly or bi-weekly remote follow-up consultation meetings for the first month of implementation following the Intensive.



Clelia Sigaud, PsyD, BCBA-D
Applied Behavior Analysis Team Leader

Clelia Sigaud, Psy.D, BCBA-D is a Board-Certified Behavior Analyst-Doctoral and a certified School Psychologist. Clelia's background is in special education, with a focus on individuals with developmental and intellectual disabilities who engage in severe problem behavior.

Interested in Learning More?

For additional information check out our FAQ or visit seresc.net to learn more about how we can help.



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FAQ's

Is this like contracting with SERSEC for ABA hours on the IEP?

No. This service is short term and involves collaborating with the district's existing BCBA on a severe behavior case. The Severe Behavior Service at SERESC is designed to benefit both the student and the staff. The student gets a high quality, compassionate assessment and intervention plan rooted in behavior analysis. The staff BCBA and team get training and hands-on experience with designing and implementing functional assessment and intervention.

What is a functional analysis?

A functional analysis is like a little mini science experiment, set up in a caring and thoughtful way, that seeks to understand the relationship between a particular behavior and surrounding environmental variables. The goal is to understand that relationship in order to support healthy behavior. (An FA is one example of a Functional Behavioral Assessment, or FBA, but they are not the same.)

Do you only use one kind of functional analysis (such as PFA/IISCA, isolated contingency FAs, etc)?

No. We are open to using a variety of functional analysis methodologies to understand the relationship between student behavior and environmental factors in an empirical and dignified manner.

Aren't functional analyses too dangerous, traumatic, or coercive?

If anything we do puts anyone at undue physical or psychological risk, then it's not the right fit for the situation. We work to understand the case, the context, and the stakeholders in order to design an analysis that yields actionable information and honors the human dignity of everyone involved.

What do districts need to provide in order to make this process successful?

Districts and administrators should be prepared to allow the time for their staff to collaborate with the SERESC provider and receive training. At minimum, this means that the staff BCBA will be available full time during the weeklong intensive. A suitable physical location within the student's school, outfitted for safety based on the student's specific behavioral needs, is also required.

What makes a student a good candidate for this service?

Student profiles served include students from 5–22 years who are diagnosed with an Intellectual/Developmental Disability and who engage in severe ongoing challenging behavior (e.g. physical aggression, self injury, disrobing, elopement, etc) including students with limited or no current communication method.

What makes a BCBA a good candidate for this service? Is it okay that I've never done an FA before?

Most people we work with do their very first FA with us! That is absolutely okay. In order to be successful, you need to be a BCBA (with accompanying basic background knowledge) and be prepared to fully commit to participating in the process. You also need to be trained in an approved physical management program (such as SafetyCare or CPI).

Do you collaborate with other disciplines (e.g. occupational therapy, speech pathology, social work, etc)? Can ABA students employed by the district participate?

Of course! All disciplines and individual providers can teach us about how to best serve the student and team. It is not required that other professions partner with us directly during the intensive, but we welcome involvement from non-BCBA team members and value their input. Graduate students pursuing board certification in behavior analysis are welcome as well, although they do not replace the need for a primary consultee who is a BCBA.

How can I learn more?

Please reach out directly to [Clélia Sigaud, Psy.D, BCBA-D](mailto:Clélia.Sigaud@seresc.net) or visit seresc.net to learn more about how we can help.