

## About FABIC

Functional Assessment & Behavioural Interventions Clinic (FABIC) has been designed to respond to the increasing demand by the community for professionals to work with children, adolescents and adults who are experiencing behavioural challenges and difficulties effectively managing the demands of their day-to-day life.

FABIC'S goals are to assist clients, their families and carers to develop effective skills (e.g., new appropriate behaviours) to allow individuals to function successfully in their day-to-day life. All programmes are designed to assist individual people to learn appropriate behaviours to replace their current use of inappropriate behaviours in situations they perceive as challenging.

FABIC recognises a behavioural principal that 'All behaviour serves a purpose'. Thus, Functional Assessment of a client's problem behaviour is a fundamental component of FABIC'S therapy (i.e., investigating the reasons why individual behaviours are occurring). As a result, all services developed are needs based, practical and individualised.

FABIC is also aware that challenging behaviours are generally a result of person responding to events occurring within their environment. Therefore programmes offered at FABIC may also focus on teaching carers, parents, teachers and other professionals to advance their skills to effectively manage challenging behaviour.

### Services Offered:

- Functional Behaviour Assessments
- Behaviour Management Consultations
- Social Skills
- Anger Management
- Counselling
- Life Skills Programme
- Educational Assessments
- Seminars, Workshops & Training Programme
- Behavioural Consulting Services

## Tan Curtis

Tan Curtis is the director of FABIC. Tan has a Master of Behaviour Management; a Master of Counselling; a Bachelor of Health Science (Behaviour Management) and an Associate Diploma of Education.



Tan Curtis has extensive experience working in the field of Behaviour Management and Counselling in university clinical settings and private practice with children, adolescents and adults who are displaying challenging and unwanted behaviours.

Tan's experience has included (but not limited to) supporting those who are experiencing difficulties related to: Anxiety; Aspergers Syndrome, Autism Spectrum Disorder, Intellectual Impairment, Attention Deficit Hyperactivity Disorder, Learning Disorders, Oppositional Defiance Disorder and Depression.

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*'Providing individuals with the tools to manage their own lives more successfully'*

## Functional Behaviour Assessment

Functional Behaviour Assessment of an undesired behaviour is the process of investigating the reasons why specific behaviour(s) are occurring via interviews, data collection and observations. Functional Behaviour Assessment of challenging behaviours can be conducted in the home, school or other external environment and allows a clinician to gain a full understanding of why an unwanted behaviour is being used. This assessment allows for the development of individualised, needs-based and effective skills-based behavioural interventions.

### Functional Behaviour Assessment Requires:

- 1 x initial interview in clinical setting with significant carer(s)
- Observations in setting(s) where challenging behaviour is occurring
- 1 x Interview in clinical setting with person using challenging behaviour
- 1 x written report
- 1 x feedback session with carers in clinical setting

### Results

On completion of a full Functional Behaviour Assessment a detailed report is provided to carers. The report contains all relevant information as to the possible reasons why a person continues to use unwanted behaviours as well as a detailed description of behavioural recommendations aimed at changing the unwanted behaviours. All recommendations are aimed at benefiting the person using the unwanted behaviours as well as those within the person's environment. This report assists with the development of "Behaviour Modification Programmes"

## Educational Assessment

At times a person's reported behavioural concerns in an academic setting can be a result of the individual experiencing difficulties managing the academic demands typically found in a classroom setting. An Educational Assessment is the process of investigating an individual's academic strengths and weaknesses via administration of standardised assessments along with the review of relevant reports and interviews with the client and significant others. This assessment will assist in identifying or ruling out the presence of potential challenges associated with completing academic demands in the classroom setting.

### Educational Assessment Requires

- 1 x initial interview in clinical setting with significant carer(s)
- 3 x test administration sessions with client in clinical setting
- 1 x written report
- 1 x feedback session with carers in clinical setting

### Results

On completion of a full Educational Assessment a detailed report is provided to carers. The report contains all applicable information obtained from the assessment process as well as a detailed description of recommendations aimed at assisting the person to manage more effectively in an academic setting. This report assists with the development of an "Individual Education Plan".

## Combined: Functional Behaviour Assessment & Educational Assessment

At times challenging behaviour is often a result of a person finding the classroom environment challenging. The combined Functional Behaviour Assessment and Educational Assessment is the process of investigating the reasons why unwanted behaviour(s) are occurring as well as identifying a person's academic strengths and weaknesses. This information is obtained via interviews, data collection, observations and administration of standardised assessment. The information obtained from this assessment assists with the effective development of individualised, needs-based and effective skills-based interventions and can further assist with the development of an "Individual Education Plan".

### Combined Assessment Requires

- 1 x initial interview in clinical setting with significant carer(s)
- Observations in setting(s) where challenging behaviour is occurring
- 3 x test administration sessions with client in clinical setting
- 1 x written report
- 1 x feedback session with carers in clinical setting

### Results

On completion of a combined Assessment a detailed report is provided to carers. The report contains all relevant information as to the possible reasons why a person continues to use unwanted behaviours as well as a summary of the person's academic strengths and weaknesses. All recommendations are aimed at benefiting the person using the unwanted behaviours as well as those within the person's environment. This report assists with the development of "Behaviour Modification Programmes" and a person's "Individual Education Plan".

