**Functional Behavioural Assessment / Positive Behaviour Support Plan Template**

**Child:** John Iduknow **Team Members:** Jennifer Rae - District resource teacher

**Grade:** 3 Marion Ettrich-Wells - Classroom teacher

**Date:** 28 October 2015 Ms. Listener – Counsellor

Mr. Addminn – Principal

Mr & Mrs. Iduknow - John’s parents

**Competing Behaviour Pathways Chart**

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|  | | **Preferred Behaviour(s)**  🡪 | **Maintaining Consequences** |
| - Thinks before answering questions  -Raises hand to signal teacher and speak in class  - Listens to and complies with teacher requests  - Remains seated and completes in class tasks  - Maintains self-control | -Positive teacher attention  -Peer acceptance and friendships  -Access to preferred activities  -Grades and school performance improve |
| **Setting Event(s)**  🡪 | **Antecedent(s)/Trigger(s)**  🡪 | **Problem Behaviour(s)**  🡪 | **Maintaining Consequences** |
| -Hyperactivity  -Learning Difficulties | - Asked to engage in seat work  -Asked to respond to the teacher’s questions  -Asked to listen and attend in class  -Asked to persist with a task to completion  -Teased by classmates | - Throws temper tantrums  - Responds to questions immediately and thoughtlessly  - Starts arguments or fights with classmates  -Non-compliant and impolite | -Negative teacher attention  -Negative peer social interactions  -Task avoidance |
|  | | **Alternative/Replacement Behaviour(s)**  🡪 |  |
| -Raises hand to signal for help  -Raises hand to request a break |

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| **Identify Intervention Strategies that Make Problem Behaviour Irrelevant, Ineffective, & Inefficient** | | | |
| **Setting Event**  **Strategies** | **Antecedent**  **Strategies** | **Teaching**  **Strategies** | **Consequence**  **Strategies** |
| -Adjust academic expectation to meet John’s needs.  - Provide EA support for academic tasks.  -Embed UDL strategies into lessons.  -Provide opportunities for movement breaks.  -Break up assignments into smaller pieces.  -Provide alternative seating choices, fidgets,  or other sensory equipment.  -Provide desktop and whole class visual schedule. | - Pair with a student who can serve as a mentor.  -Use a timer to keep track of time and manage transitions.  - Have John repeat back instructions after they have been given.  - Have students use cards, personal whiteboards, or other alternate methods to answer questions.  -Incorporate preferences into class activities.  -Present tasks as choices.  -Alternate preferred and non-preferred tasks.  -Use safety signals (when you finish…., you can do…).  -Provide regular attention and breaks. | -Teach, practice, and reinforce classroom behaviour expectations.  - Teach, model, and practice social skills and communication skills.  -Teach John how to ask for a break and how to ask for help.  -  Teach anti-bullying strategies to the whole class.  -Use a contingency map to teach alternative replacement behaviours and preferred behaviours.  -Teach whole class how to ignore distractions | -Praise and reward desired behaviour immediately and frequently.  -Reinforce behaviour that John can do right now (working toward the preferred behaviour).  -Ignore inappropriate or problem behaviours when possible.  -Establish a token economy where John can earn preferred activities.  -Non-exclusionary “time out”  -Task removal after completing a set number of problems (gradually increasing over time) |