**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) |