The implementation of this tool is not mandatory. The tool contains recommendations to support workplace violence prevention and regulatory compliance. The information presented can be adopted in whole, in part, or not at all.

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Functional Behaviour Assessment PTR-FBA and PBSP

A TOOL FOR K-12 PUBLIC EDUCATIOn - performance

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**Functional Behaviour Assessment (PTR-FBA)**

**Positive Behaviour Support Plan (PBSP)**

STUDENT NAME:       CURRENT GRADE:

FBA COMPLETED BY:       DATE OF REPORT:

**PTR Functional Behaviour Assessment**

Directions:

1. Collect environmental data through observations i.e. ABC chart, scatterplot, interviews
2. Complete the following Prevent-Teach-Reinforce (PTR) Functional Behavioural Assessment (FBA) using observational data to inform each section
3. Answer each question by checking all the appropriate areas that apply, or by writing the response(s) that best describe events related to the challenging behaviour(s) specified.

Please describe the challenging behaviour in observable terms:

**PTR Functional Behaviour Assessment – PREVENT**

1a. Are there **times of the school day** when challenging behaviour is **most likely** to occur?

If yes, what are they?

Morning  Before meals  During meals  After meals  Arrival

Afternoon  Dismissal Other:

1b. Are there **times of the school day** when challenging behaviour is **least likely** to occur?

If yes, what are they?

Morning  Before meals  During meals  After meals  Arrival

Afternoon  Dismissal Other:

2a. Are there **specific activities** when challenging behaviour is **very likely** to occur? If yes, what are they?

Reading/LA  Writing  Math  Science

Independent work  Small-group work  Large-group work  Lunch

One-on-one  Computer  Recess  Discussions/Q&A

Free time  Peer/cooperative work  Centers  Assemblies

Worksheets, seatwork

Transitions (specify)

Other:

2b. Are there **specific activities** when prosocial/positive behaviour is **very likely** to occur?

What are they?

Reading/LA  Writing  Math  Science

Independent work  Small-group work  Large-group work  Lunch

One-on-one  Computer  Recess  Discussions/Q&A

Free time  Peer/cooperative work  Centers  Assemblies

Worksheets, seatwork

Transitions (specify)

Other:

3a. Are there **specific classmates or adults** whose proximity is associated with a high likelihood of challenging behaviour? If so, who are they?

Peers (specify)

Teacher(s) (specify)

Educational Assistants (specify)

Other school staff (specify)

Other family member (specify)

Other:

3b. Are there **specific classmates or adults** whose proximity is associated with a high likelihood of prosocial/positive behaviour? If so, who are they?

Peers (specify)

Teacher(s) (specify)

Educational Assistants (specify)

Other school staff (specify)

Other family member (specify)

Other:

4. Are there **specific circumstances** that are associated with a high likelihood of challenging behaviour?

Request to start task  Task too difficult  Transition

Being told work is wrong  Task too long  Student is alone

Reprimand or correction  End of preferred activity  Unstructured time

Told “no”  Novel Task  Seated near specific peer

Peer teasing or comments  Change in schedule  Removal of preferred item

Start of nonpreferred activity  Down time (no task specified)

Teacher is attending to other students  Task is repetitive (same task daily)

Other:

5. Are there conditions in the **physical environment** (e.g., sensory needs) that are associated with a high likelihood of challenging behaviour? For example, too warm or too cold, too crowded, too much noise, too chaotic, weather conditions…

Yes (specify)

No

6. Are there circumstances **unrelated to the school setting** that occur on some days and not other days that may make challenging behaviour more likely?

Illness  No medication  Substance use

Allergies  Change in medication  Bus conflict

Physical condition  Home conflict  Lack of sleep

Hunger  Fatigue  Peer conflict

Change in diet  Change in routine  Parent not home

Online / gaming use  Hormones or menstrual cycle

Other:

Additional comments not addressed above in the **PREVENT** component:

**PTR Functional Behaviour Assessment – TEACH**

1. What **social skill(s)** could the student learn in order to reduce the likelihood of the challenging behaviour occurring in the future?

Peer interaction  Sharing objects  Taking turns

Play skills  Sharing attention  Losing gracefully

Joint or shared attention  Conversation skills  Making prosocial statements

Waiting for reinforcement  Accepting differences in others

Getting attention appropriately

Other:

2. What **problem-solving skill(s)** could the student learn in order to reduce the likelihood of the challenging behaviour occurring in the future?

Recognizing need for help  Note-taking strategies  Asking for help

Assignment management  Working independently  Ignoring peers

Graphic organizers  Working with a peer  Self-management

Move ahead to easier items, then go back to difficult items

Using visual supports to work independently

Making choices from several appropriate options

Other:

3. What **communication skill(s)** could the student learn in order to reduce the likelihood of the challenging behaviour occurring in the future?

Asking for a break  Raising hand for attention  Asking for help

Requesting information  Requesting wants/needs  Active listening

Commenting  Responding to others

Expressing emotions (frustration, anger, hurt)

Other:

Additional comments not addressed above in the **TEACH** component:

**PTR Functional Behaviour Assessment – REINFORCE**

1. Does the challenging behaviour seem to be exhibited in order to **gain attention from peers**?

Yes (list the specific peers)

No

2. Does the challenging behaviour seem to be exhibited in order to **gain attention from adults**? If so, are there particular adults whose attention is solicited?

Yes (list the specific adults)

No

3. Does the challenging behaviour seem to be exhibited in order to **obtain objects** (e.g., toys or games, materials, food) from peers or adults?

Yes (list the specific objects)

No

4. Does the challenging behaviour seem to be exhibited in order to **delay a transition** from a preferred activity to a nonpreferred activity?

Yes (list the specific transition)

No

5. Does the challenging behaviour seem to be exhibited in order to **avoid or delay** **a non-preferred** **task** (e.g., difficult, boring, repetitive) or activity?

Yes (list the specific non-preferred tasks or activities)

No

6. Does the challenging behaviour seem to be exhibited in order to **escape or avoid** a nonpreferred classmate or adult?

Yes (list the specific peers or adults)

No

7. What **consequence(s)** usually follow the student’s challenging behaviour?

Personal space given  Removal of reinforcers  Restatement of expectations

Sent to office  Movement/sensory break  Calming/soothing activity

Assistance given  Verbal redirect  Delay in activity

Activity changed  Activity terminated  Peer reaction

Natural consequences (specify)

Other:

8. Does the student **enjoy praise** from teachers and other school staff? Does the student enjoy praise from some teachers more than others?

Yes (list the specific people)

No

9. What is the likelihood of the student’s **appropriate behaviour** (e.g., on-task behaviour, cooperation, successful performance) resulting in acknowledgment or praise (obtain positive attention) from teachers or other school staff?

Very Likely  Sometimes  Seldom  Never

10. What is the likelihood of the student’s **challenging behaviour** resulting in acknowledgment (obtain negative attention e.g., reprimands, corrections) from teachers or other school staff?

Very Likely  Sometimes  Seldom  Never

11. What school-related items and activities are **most enjoyable** to the student? What items or activities could serve as reinforcers for prosocial/positive behaviour?

Social interaction with adults  Music  Art activity

Social interaction with peers  Puzzles  Computer/iPad

Playing a game  Going outside  Video games

Helping teacher  Going for a walk  Reading

Extra movement/activity time  Special Helper  Extra free time

Sensory activity (specify)

Food (specify)

Objects (specify)

Other:

Additional comments not addressed above in the **REINFORCE** component:

**POSITIVE BEHAVIOUR SUPPORT PLAN**

**PBS Planning Directions:**

1. When writing this PBS plan, think about each step required to implement the PREVENT, TEACH, REINFORCE intervention strategies.
2. Be specific and provide examples of what you would like the student and teacher to do, as well as list any necessary materials.

Please describe the behaviour in observable terms:

**PREVENT (Setting Events/Antecedent Triggers) \*\*See FBA: PREVENT Questions #1-6**

Situations and events that may trigger an escalation of behaviours.

|  |  |
| --- | --- |
| Setting Events/Triggers: | PREVENT Strategies: |
|  |  |
| *Sample* ***PREVENT*** *strategies may include: providing choices, transition supports, environmental supports, curricular adaptations to eliminate triggers, adapt adult verbal behavior, classroom management strategies, increase non-contingent reinforcement, minimize setting events, prosocial opportunities / peer support, peer modeling / reinforcement* | |

**TEACH (Positive Behaviour) \*\*See FBA: TEACH Questions #1-3**

What new skill will you teach to reduce the likelihood of the challenging behavior occurring while ensuring the function of the behavior is maintained?

|  |  |
| --- | --- |
| State the New Skill / Functional Replacement Behavior: | TEACH Strategies: |
|  |  |
| *Sample* ***TEACH*** *strategies (replacement behavior) may include: specific academic skills, problem solving strategies, general coping strategies, specific social skills, communication skills, learning skills strategies, self-management / self-regulation, independent responding, increased engagement time* | |

**REINFORCE (Consequences) \*\*See FBA: REINFORCE Questions #1-11**

How will you reinforce performance of the new replacement behaviour/skill?

|  |
| --- |
| REINFORCE Strategies |
|  |
| *Sample* ***REINFORCE*** *strategies (reinforce replacement behaviours) may include: discontinuing reinforcement of problem behavior, group contingencies (peer, teacher), increase ratio of positive to negative responses, home / school reinforcement system, immediate reinforcement of positive behaviour* |

**Do the challenging behaviours identified in the FBA increase the probability of loss of instructional control and/or injury to self/others?** Yes / No

* If YES, complete an ***Escalation Indicator Response Plan***

**Do the challenging behaviours identified in the FBA increase the probability of injury to staff?** Yes / No

* If YES, complete an ***Escalation Indicator Response Plan*** and an ***Individual Safe Work Instruction Plan* (ISWI)**

**ESCALATION INDICATOR RESPONSE PLAN**

**\*\*THIS IS NOT A TIME TO TEACH\*\***

|  |  |
| --- | --- |
| **YELLOW ZONE:** Noticeable increase or change in behaviour | |
| **Behaviours - What You SEE** | **Staff Responses - What You DO** |
|  |  |
| **RED ZONE:** Cues that student is beginning to lose the ability to think or process information | |
| **Behaviours - What You SEE** | **Staff Responses - What You DO** |
|  |  |
| **LEVEL 3:** Behaviours that may increase the probability of injury to staff –  Complete Individual Safe Work Instruction Plan (ISWI) | |

**Post Incident Considerations:**

**Debriefing** – Following an incident, Case Manager and/or Administrator will meet with affected employees to review the Positive Behaviour Support Plan

**Home / School Communication** – Criteria for calling home after an incident will be established by the home and school

**Plan Review** – This PBSP will be reviewed regularly by the Principal or Designate and if any change in challenging behaviours and level of risk to self/others occurs.

**PBSP Review Date**:

All staff working with       will read and sign this **Positive Behaviour Support Plan.**

Signature Print Name / Role Date

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Sample Data Collection Sheet ABC Observation Form

Student Name: Observation Date:

Observer: Time:

Activity: Class Period:

|  |  |  |
| --- | --- | --- |
| Antecedent | Behaviour | Consequence |
|  |  |  |

# Sample Data Collection Sheet

# Frequency Recording Chart

Student Name: Observation Date:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Time | Activity/Initials | Behaviours Being Observed | | |
|  | |  |  |  |
| 8:45 |  |  |  |  |
| 9:00 |  |  |  |  |
| 9:15 |  |  |  |  |
| 9:30 |  |  |  |  |
| 9:45 |  |  |  |  |
| 10:00 |  |  |  |  |
| 10:15 |  |  |  |  |
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| 12:15 |  |  |  |  |
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| 1:00 |  |  |  |  |
| 1:15 |  |  |  |  |
| 1:30 |  |  |  |  |
| 1:45 |  |  |  |  |
| 2:00 |  |  |  |  |
| 2:15 |  |  |  |  |
| 2:34 |  |  |  |  |
| 2:45 |  |  |  |  |
| Total Behaviours per Day | |  |  |  |

Total Time at School: / minutes per day

Sample Data Collection Sheet

Scatterplot

Student Name: Grade: School:

Date(s): Observer(s):

Behaviour of Concern:

Setting:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Activity | Time |  | | | | | Total |
|  |  | Monday | Tuesday | Wednesday | Thursday | Friday |  |
|  |  |  |  |  |  |  |  |
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