

Functional Behaviour Assessment PTR-FBA and PBSP

A TOOL FOR K-12 PUBLIC EDUCATION -
PERFORMANCE

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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PBSP Adapted from: Dunlap, G., Iovannone, R., Kincaid, D., Wilson, K., Christiansen, K., Strain, P. S., & Knoster, T. (2018). *Prevent-Teach-Reinforce: The School-Based Model of Individualized Positive Behavior Support*. Newburyport: Brookes Publishing.

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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?

- | | | |
|--|--|--|
| <input type="checkbox"/> Peer interaction | <input type="checkbox"/> Sharing objects | <input type="checkbox"/> Taking turns |
| <input type="checkbox"/> Play skills | <input type="checkbox"/> Sharing attention | <input type="checkbox"/> Losing gracefully |
| <input type="checkbox"/> Joint or shared attention | <input type="checkbox"/> Conversation skills | <input type="checkbox"/> Making prosocial statements |
| <input type="checkbox"/> Waiting for reinforcement | <input type="checkbox"/> Accepting differences in others | |
| <input type="checkbox"/> Getting attention appropriately | | |
| <input type="checkbox"/> 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?

- | | | |
|--|---|--|
| <input type="checkbox"/> Recognizing need for help | <input type="checkbox"/> Note-taking strategies | <input type="checkbox"/> Asking for help |
| <input type="checkbox"/> Assignment management | <input type="checkbox"/> Working independently | <input type="checkbox"/> Ignoring peers |
| <input type="checkbox"/> Graphic organizers | <input type="checkbox"/> Working with a peer | <input type="checkbox"/> Self-management |
| <input type="checkbox"/> Move ahead to easier items, then go back to difficult items | | |
| <input type="checkbox"/> Using visual supports to work independently | | |
| <input type="checkbox"/> Making choices from several appropriate options | | |
| <input type="checkbox"/> Other: | | |

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

- | | | |
|---|---|---|
| <input type="checkbox"/> Asking for a break | <input type="checkbox"/> Raising hand for attention | <input type="checkbox"/> Asking for help |
| <input type="checkbox"/> Requesting information | <input type="checkbox"/> Requesting wants/needs | <input type="checkbox"/> Active listening |
| <input type="checkbox"/> Commenting | <input type="checkbox"/> Responding to others | |
| <input type="checkbox"/> Expressing emotions (frustration, anger, hurt) | | |
| <input type="checkbox"/> 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?

- | | | |
|---|---|--|
| <input type="checkbox"/> Personal space given | <input type="checkbox"/> Removal of reinforcers | <input type="checkbox"/> Restatement of expectations |
| <input type="checkbox"/> Sent to office | <input type="checkbox"/> Movement/sensory break | <input type="checkbox"/> Calming/soothing activity |
| <input type="checkbox"/> Assistance given | <input type="checkbox"/> Verbal redirect | <input type="checkbox"/> Delay in activity |
| <input type="checkbox"/> Activity changed | <input type="checkbox"/> Activity terminated | <input type="checkbox"/> Peer reaction |
| <input type="checkbox"/> Natural consequences (specify) | | |
| <input type="checkbox"/> 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?

- | | | |
|---|---|--|
| <input type="checkbox"/> Social interaction with adults | <input type="checkbox"/> Music | <input type="checkbox"/> Art activity |
| <input type="checkbox"/> Social interaction with peers | <input type="checkbox"/> Puzzles | <input type="checkbox"/> Computer/iPad |
| <input type="checkbox"/> Playing a game | <input type="checkbox"/> Going outside | <input type="checkbox"/> Video games |
| <input type="checkbox"/> Helping teacher | <input type="checkbox"/> Going for a walk | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Extra movement/activity time | <input type="checkbox"/> Special Helper | <input type="checkbox"/> Extra free time |
| <input type="checkbox"/> Sensory activity (specify) | | |
| <input type="checkbox"/> Food (specify) | | |
| <input type="checkbox"/> Objects (specify) | | |
| <input type="checkbox"/> 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: |
|---|---------------------|
| | |
| <i>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</i> | |

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: |
|--|-------------------|
| | |
| <i>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</i> | |

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

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

| REINFORCE Strategies |
|--|
| |
| <i>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</i> |

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

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 | | | | |
| 10:30 | | | | |
| 10:45 | | | | |
| 11:00 | | | | |
| 11:15 | | | | |
| 11:30 | | | | |
| 11:45 | | | | |
| 12:00 | | | | |
| 12:15 | | | | |
| 12:30 | | | | |
| 12:45 | | | | |
| 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

