

ACTIVITY: DEVELOPING A BEHAVIOUR SUPPORT PLAN

Working with others in a small group, reread sections 4.3 and 4.4 above, and then work through the steps below to complete a simple Functional Behavioural Assessment (FBA) and Behaviour Support Plan for Gemma in the following example.

Use the spaces below and the template overleaf to capture your answers.

When you have finished, compare your results with the sample answer in Appendix 4.

Gemma is a year 8 student who has been referred to a Classroom Practices Team by her class teacher for ongoing low-level disruption in the classroom, as well as concerns about her academic progress and overall engagement and motivation at school. Gemma has difficulties with reading fluency and comprehension and this is causing learning challenges for her across the curriculum. When the class has been asked to work quietly and independently, Gemma is frequently out of her seat, visiting other students or looking for tools and materials, as well as calling out that she is bored or doesn't know what to do. When her behaviour becomes particularly difficult to ignore, she is sent to the D.P. or to work in another classroom.

Step 1: Describe the behaviour

Step 2: Identify the antecedent

Step 3: Identify the consequence

Step 4: Identify the function of the behaviour

Step 5: Check for setting events and write a hypothesis

Step 6: Identify a desired behaviour and its consequence and function

Step 7: Identify an alternative behaviour and consequence

Step 8: Identify strategies for changing behaviour

8.1: Setting-event strategies

8.2: Antecedent strategies

8.3: Strategies for teaching desired and alternative behaviours

8.4: Strategies for producing the desired consequences

TEMPLATE FOR A BEHAVIOUR SUPPORT PLAN FOR GEMMA

