FUNCTIONAL BEHAVIOURAL SUPPORT PLAN (F-BSP) PROTOCOL

FUNCTIONAL BEHAVIOURAL ASSESSMENT INTERVIEW – TEACHER/STAFF

Student Name: _____ Age: _____ Grade: _____ Date: _____

Person(s) interviewed: _____

Interviewer: _____

Student Profile: What is the student good at or what are some strengths that the student brings to school?

STEP 1: INTERVIEW

Description of the behaviour

What does the problem behavior(s) look like?

How often does the problem behavior(s) occur?

How long does the problem behavior(s) last when it does occur?

How disruptive or dangerous is the problem behavior(s)?

Description of the Antecedent

When, where, and with whom are problem behaviors most likely?

Schedule (Times)	Activity	Specific Problem Behavior	Likelihood of Problem Behavior	With Whom does Problem Occur
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	

Summarize Antecedent (and Setting Events)

1. **What situations seem to set off the problem behavior? (difficult** tasks, transitions, structured activities, small group settings, teacher's request, particular individuals, etc.)

2. **When is the problem behavior most likely to occur?** (times of day and days of the week)

3. **When is the problem behavior least likely to occur?** (times of day and days of the week)

4. **Setting Events: Are there specific conditions, events, or activities that make the problem behavior worse?**(missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.)

Description of the Consequence

1. **What usually happens after the behavior occurs?** (what is the teacher's reaction, how do other student's react, is the student sent to the office, does the student get out of doing work, does the student get in a power struggle, etc.)

End of Interview

STEP 2: PROPOSE A TESTABLE EXPLANATION

Setting Event	Antecedent	Behavior	Consequence
		1.	
		2.	

Function of the Behavior

For each ABC sequence listed above, why do you think the behavior is occurring? (to get teacher attention, to get peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.)

1.

2.

How confident are you that your testable explanation is accurate?

Very sure 6 | 5 | So-so 4 | 3 | 2 | Not at all 1

FUNCTIONAL BEHAVIOURAL ASSESSMENT INTERVIEW - STUDENTS

Student Name: _____ Age: _____ Gender: ____ Date: _____

Interviewer: _____

Student Profile: What are things that you like to do, or do well, while at school? (e.g. activities, classes, helping others, etc.)

STEP 1: INTERVIEW

Description of the behaviour

1. What are some things you do that get you in trouble or that are a problem at school? (e.g. talking out, not getting work done, fighting, etc.)
2. How often do you? (Insert the behavior listed by the student)
3. How long does usually last each time it happens?
4. How serious is ? (Do you or another student end up getting hurt? Are other students distracted?)

Description of the Antecedent

Where, when and with whom are problem behaviors most likely?

Schedule (Times)	Activity	With Whom does Problem Occur	Likelihood of Problem Behavior	Specific Problem/Behaviour
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	

Summarize Antecedent (and Setting Events)

1. **What kind of things make it more likely that you will have this problem?** (difficult tasks, transitions, structured activities, small group settings, teacher's request, particular individuals, etc.)
2. **When and where is the problem most likely to happen?** (days of week, specific classes, hallways, bathrooms)
3. **When is the problem behavior least likely to occur?** (days of week, specific classes,hallways, bathrooms)
4. **Setting Events: Is there anything that happens before or after school or in-between classes that make it more likely that you'll have a problem?** (missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.)

Description of the Consequence

What usually happens after the problem occurs? (what is the teacher's reaction, how do other student's react, is the student sent to the office, does the student get out of doing work, does the student get in a power struggle, etc.)

End of Interview

STEP 2: DEVELOP A TESTABLE EXPLANATION

Setting Event	Antecedent	Behaviour	Consequences
		1.	
		2.	
		3.	

Function of the Behavior

For each ABC sequence listed above, why do you think the behavior is occurring? (to get teacher attention, to get peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.)

1.

2.

3.

STEP 3: RATE YOUR CONFIDENCE IN THE TESTABLE EXPLANATION?

If you completed both interviews, was there agreement on these parts? (Y/N)

(a) Setting Events (b) Antecedents ‘(c) Behaviors (d) Consequences (e) Function

How confident are you that your testable explanation is accurate?

Very Sure		So-so			Not at all
6	5	4	3	2	1

STEP 4: CONDUCT OBSERVATIONS (IF NECESSARY)

- If student has an identified disability and is at risk of suspension, expulsion, or change in placement you must conduct an observation of student
- If student does not meet above criteria, but confidence rating is 1,2, 3, or 4 you should conduct observations to better understand when, where, and why the problem behavior is occurring.
- If student does not meet above criteria, and confidence rating is 5 or 6, you may go directly to Step 6

Summarize Observation Data

Setting Event	Antecedent	Behaviour	Consequences
		1.	
		2.	

Function of the Behaviour

For each ABC sequence listed above, why do you think the behavior is occurring? (to get teacher attention, to get peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.)

1.

2.

3.

STEP 5: CONFIRM/ MODIFY TESTABLE EXPLANATION

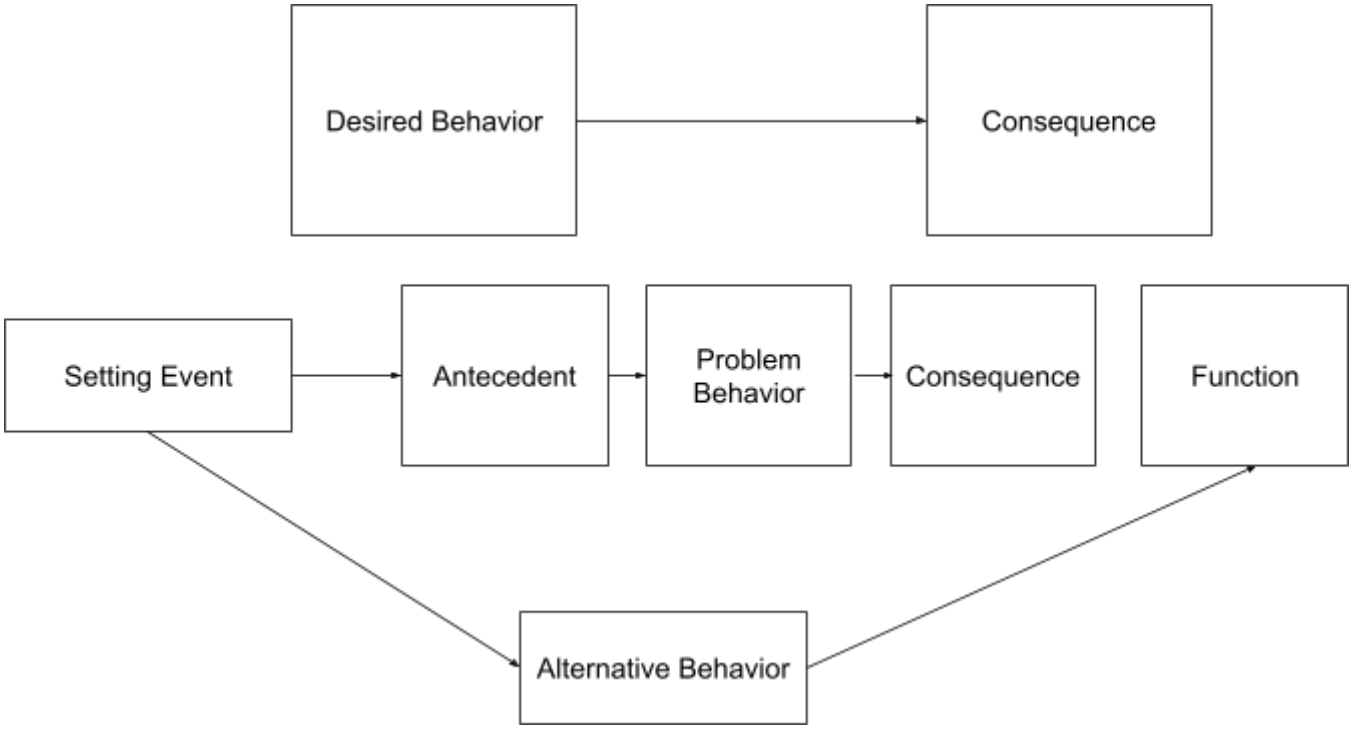
Was there agreement between the Teacher Interview and the Observation? Y/N

(b) Setting Events (b) Antecedents ‘(c) Behaviors (d) Consequences (e) Function

Was there agreement between the Student Interview and the Observation? Y/N

(c) Setting Events (b) Antecedents ‘(c) Behaviors (d) Consequences (e) Function

Based on the interviews and observations, what is your working testable explanation for why the problem behavior occurs?



Setting Event Strategies	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies

Tasks	Person Responsible	By When	Review Date	Evaluation Decision • Monitor • Modify • Discontinue

*If emergency behavior management procedures are necessary, attach crisis plan as separate sheet.

STEP 8: EVALUATION PLAN

Behavioral Goal (Use specific, observable, measurable descriptions of goal)

What is the short-term behavioral goal?

_____ Expected Date

What is the long-term behavioral goal?

_____ Expected Date

Evaluation Procedures

We agree to the conditions of this plan:

_____	_____
Student	Date
_____	_____
Parent /Guardian	Date
_____	_____
Teacher	Date
_____	_____
Action Team Member	Date

BEHAVIOUR INTERVENTION CHECKLIST

1. What has been tried to date to change the situations in which the problem behaviors occur? (Environmental modification and teaching strategies)

Support/Intervention	*Required & Currently in Place*	*Required, but not Currently in place*	*Not Required at This Time*
Modified assignments to match the Student's skills			
Special teaching materials.			
Arranged tutoring to improve the Students' academic skills			
Changed seating assignments			
Study carrel			
Changed schedule of activities			
Changed curriculum			
Provided Extra Assistance			
Monitoring homework, daily assignments			
Creative timetabling			
Structured Free Time			
Staggered recess/entry, alternate recess			
Daily check-in			
Alternate workspace			
Accommodations, adaptions to regular program (AEP)			
Behavior Intervention Plan (BIP)			
Individual Education Plan (IEP)			
Other			

2. What has been tried to date to teach new behaviors?

Support/Intervention	*Required & Currently in Place*	*Required, but not Currently in place*	*Not Required at This Time*
Effective behavior support			
Clarified rules and expected behavior for the whole class (Code of Conduct)			
Classroom based social skills instruction (Second Step, Lions Quest, Etc.)			
Bullying Proofing Programs			
Classroom adaptions around behavior			
Code of Conduct for entire class			

INDIVIDUAL SUPPORT

Support/Intervention	*Required & Currently in Place*	*Required, but not Currently in place*	*Not Required at This Time*
Reminders about expected behavior when problem behavior is likely			
Practiced the expected behavior in class			
Reward program for expected behavior (positive reinforcement)			
Systemic feedback about behavior			
Oral agreement with the student			
Anger management program/skill			
Taught competing behavior			
Individual written contract with the student			
Point Systems			
Contract with the student with parents			
Other			

3. What consequences had the classroom teacher tried to date for the problem behaviour?

Support/Intervention	*Required & Currently in Place*	*Required, but not Currently in place*	*Not Required at This Time*
Loss of Privileges			
Note or phone call to parents/home visits			
Referral to School Administrator			
Restitution			
Medication			
Conflict Management			
Non-Violet Crisis Intervention			
In-School Suspension			
Other			

4. School Supplies in Place

Support/Intervention	*Required & Currently in Place*	*Required, but not Currently in place*	*Not Required at This Time*
Regular Class with Specialized academic programming			
Involvement of Resource Teacher			
Involvement of Guidance Counselor			
Connection to a peer mentor/tutor			
Connection to an adult mentor/tutor			
Connection to a behavior intervention teacher			
Social Worker clinician support			
EA Support			
Small group instruction			
Calm space/crisis support			
Home Tutoring			
Out of School Suspension			
Health Care Plan			

STUDENT BEHAVIOR PROFILE

1. Self-Control

Behavioral Characteristics	Frequency/ Week	Behavioral Characteristics	Frequency/ Week
1. Resistant to Discipline, Structure, Authority ➢ Resistant rules ➢ Confronts those in authority ➢ Defies school routines ➢ Runs Away		**2. Physically, Verbally Aggressive to Others** ➢ Argues ➢ Bullets ➢ Threatens or intimidates ➢ Invades privacy ➢ Swears excessively ➢ Kicks ➢ Hits ➢ Fights ➢ Injures others	
c. Aggressive Towards Property ➢ Destroys property ➢ Throws objects ➢ Draws graffiti		**d. Self-Aggressive** ➢ Hurts self (e.g.) ➢ Excessive scratching ➢ Takes inordinate risks ➢ Neglects self care	
e. Easily Frustrated ➢ Exhibits anxious behaviour (fidgets) ➢ Avoids tasks		**f. Violent Anger Reactions, Temper Tantrums** ➢ Exhibits anger disproportionate to the situation (explosive) ➢ Exhibits temper tantrums (list duration)	
g. Restless, Overactive ➢ Moves constantly, always in motion ➢ Exhibits short attention span (distractible) ➢ Exhibits impulsive behaviour		**h. Perseveration** ➢ Spontaneously repeats past activities and/or words	
i. Attention Seeking ➢ Makes inappropriate sounds ➢ Acts silly, excessive pouting, etc. ➢ Calls out ➢ Requires constant reinforcement		**j. Other**	

2. Social-Emotional

Behavioral Characteristics	Frequency/ Week	Behavioral Characteristics	Frequency/ Week
1. Unable to interpret Social Behavior ➢ Unaware of social cues ➢ Relates poorly to peers/staff ➢ Lies, cheats		**2. Depressed, withdrawn** ➢ Displays overly sensitive, shy behaviour ➢ Isolates self ➢ Cries easily ➢ Exhibits mood swings ➢ Expresses suicidal intent ➢ Display self-destructiveness	
3. Difficulty Establishing Peer Relationships ➢ Isolated from others ➢ Reluctant to participate in activities with peers ➢ Does not trust others ➢ Fearful of others		**4. Insensitive to Other's Feelings** ➢ Exhibits lack of empathy, shows no remorse ➢ Teases, ridicules	
5. Ritualistic, Stereotyped Actions, Directed Toward Meticulous Detail ➢ Constantly erases or recopies ➢ Strives for perfection ➢ Cannot accept changes of activities out of sequence		**6. Depressed, withdrawn** ➢ Fantasizes excessively ➢ Hallucinates ➢ Appears disoriented ➢ Misinterprets situations	
7. Problem with Sexual Issues ➢ Exhibits inappropriate sexual behaviour ➢ Exhibits sexual preoccupation (gestures, speech) ➢ Exhibits Identity conflict ➢ Touches others inappropriately ➢ Stalks		**8. Lacks Confidence, Afraid to Try New Things** ➢ Self blames, delays or avoids activities ➢ Fears and/or expects failure ➢ Excessively dependent upon adults ➢ Gives up easily ➢ Expresses persistent fears	

9. Misleads Others ➢ Reinforces negative behaviours of others, draws others into negative reactions; instigates/sets up ➢ Excessively controls others		**10. Depressed, withdrawn**	

3. Academic

Behavioral Characteristics	Frequency/ Week	Behavioral Characteristics	Frequency/ Week
a. Tardiness and Attendance Problem ➢ Leaves class without permission ➢ Skips, truant, frequently absent ➢ Frequently late		**b. Short Attention Span, Unable to Concentrate** ➢ Exhibits erratic, flight behaviour ➢ Easily distracted, lacks perseverance ➢ daydreams	
c. Unable to Retain ➢ Forgets easily		**d. Does not Complete tasks, Careless and Disorganized** ➢ Unable to sequence ➢ Loses or misplaces materials	
e. Lacks Comprehension of Assignments ➢ Tasks at skills level incorrectly completed ➢ Exhibits many wrong or poor responses ➢ Assignments late or not handed in ➢ Makes many errors, inconsistent		**f. Academic Performance – Basic Subjects** ➢ Changes in skills acquisition/application ➢ Underachieves ➢ Decline in academic performance ➢ Gaps	
g. lacks motivation ➢ Requires constant reminding ➢ Procrastinates ➢ Refuses to do school work		**h. Other**	