

### **8.3 What is a Functional Behaviour Plan?**

Functional or positive behaviour plans are a research-based tool that help school teams understand and effectively respond to challenging behaviour. These plans use behavioural data to identify the function of the behaviour, target the needed skills, and focus on the behaviour of the adults to improve the behaviour of the child.

The functional behaviour planning process is led by the school's inclusion support teacher (IST), and all members of the school team have an essential role to plan in implementing and adjusting the plan. IST who have limited experience completing functional behaviour plans can contact the Inclusive Education department for support.

The stages of a developing a functional plan are:

- Track the behaviour through an “ABC” format. The ABC acronym stands for Antecedent, Behaviour, Consequence. (*See Inclusive Education Procedure 8.4.1 ABC Behaviour Tracking Template.*) This tracking is completed by the IST, classroom teacher, or trained EA while observing the student to identify:
  - the setting events and immediate triggers preceded the challenging behaviour (A= antecedent)
  - how specifically the behaviour manifested, and what resulted from that behaviour (B = behaviour)
  - the outcome or result of the behaviour (C = consequence)
- At least two weeks of focused and factual behaviour tracking will reveal a pattern that fits into one or more of the following functions: Tangibles,

Attention, Sensory, or Escape. *(For more information, see Inclusive Education Procedure 8.3: What is Functional Behaviour?)*

- Once a school team has identified the function of the behaviour, they have the opportunity to create a functional behaviour plan. There are many versions of these plans. SD8 uses the F.A.I.R.S. functional behaviour plan.
- The FAIRS plan has the following structure:
  - **F** stands for understanding the **function** of the behaviour
  - **A** stands for the **accommodations** the school provides to reduce the triggering aspects of the environment and promote replacement behaviours
  - **I** stands for **interaction** strategies the school team can use decrease triggers and let students know they are safe, valued, and cared for.
  - **R** stands for **response strategies** the school team can use to redirect and co-regulate when a student is starting to exhibit challenging behaviours
  - **S** stands for the **skills** the school team teaches to the student to develop their understanding of positive behaviour
- Once a team has written a FAIRS plan, it is essential that it be carefully implemented and closely monitored. The FAIRS plan must be added to the school's SBT document to track the students response to intervention and make any necessary adjustments.

## 8.0 BEHAVIOUR AND SAFETY PLANNING

For more information, please see Inclusive Education Procedures:

- 8.1 What is Behaviour?
- 8.2 What is Functional Behaviour?
- 8.4 Functional Behaviour (FAIRS) Plan and ABC Templates
- 8.5 Complex Behavior Response Flow Chart

FAIRS plan model adapted from: Rappaport, N. & Minahan, J, (2012) *The Behaviour Code: A Practical Guide to Understanding and Teaching the Most Challenging Students*. Harvard Education Press.