Revised: July 30, 2020

	FBA '	Team Meeting	* adapted from	Dawn Reithaug	
Date:	Team Me	embers:			
Student:	Grade:	Age:	Teacher:	School:	
1) Identify strengths/preferences			2) Revi	iew background information	/history
5) Identify setting events 4)Identify at	ntecedents	3) Define IB (ina	appropriate	6) Identify consequences	7)Identify Function of IB



Revised: July 30, 2020

		Р	ositive	Behaviour	Support Plan				
Date:		Team Mem	bers:						
Student:		Grade:	Age	: Te	acher:	School:			
Statement of Hypothesis			_						
4) When (antecedents): ie: When asked to complete written tasks	(the student):		oriate behaviour (IB): oper on the floor and run		7) for the purpose of escaping/avoiding so	(getting/obtaining or mething/someone):	5) This is more likely if (setting events):		
Preventative Practices: (alter	ing the context to	make the IB less likel	y to F	Replacement	Behaviour(s) RE	3: (observable/measureable	appropriate behaviour the student will		
happen and to support the use of the replacement behaviour(s))			р	perform in order to get his needs met) Eg: Student will take a 3-5 minute break or Student will ask for help 1. will					
			Т	EACH:					
			ł	nappening)			ur: (to increase the probability of its		
Date for Evaluation:				Lonsequences	s for the inappr	opriate Behaviour:			





Revised: July 30, 2020

Further Recommendations & Resources: