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| <b>Course title:</b>      | <b>Functional Behaviour Assessment and Positive Behaviour Support</b>   |
| Length/duration of course | 2 day 12 hours average contact time (split over a 14 day period).   |
| Course pre-requisites     | Course Pre-requisites include:<br>Pre-course reading: Text book supplied, in advance, by WTM<br>Gathering information on a person who you support in order to prepare for the Functional Behaviour Assessment (FBA)   |
| Introduction              | A Functional Behaviour Assessment (FBA) is an approach to understanding why a person acts a certain way – in other words, what's the message? It uses a variety of techniques to understand what's <i>behind</i> the behaviours of concern. Once we understand this, then we are in a better position to introduce a range of person-centred interventions and support<br><br>A range of assessment tools templates will be supplied  |
| Course aims               | This 2-day Functional Behavioural Assessment (FBA) course will precisely define behaviour and consider a range of methods for data collection in order to prepare for an FBA. Delegates will take a detailed look at the functional behavioural assessment process and implement holistic interventions to target behaviours of concern.  |
| Course outcomes           | By the end of this workshop, delegates will be able to:<br><br><b>Step 1:</b> Objectively define and understand the differences between 'topography' and 'function' of behaviour and identify why the person engages in their behaviour – i.e. <i>what's the message?</i><br><br><b>Step 2:</b> Apply a range of direct and indirect methods to gather information in order to answer questions such as:<br><br><ul style="list-style-type: none"> <li>• Where is this behavior happening or not happening?</li> <li>• How often is the behavior occurring?</li> <li>• Who is around when it occurs?</li> <li>• What tends to happen right before and right after the behavior?</li> <li>• What is a more acceptable behavior that can be used as a replacement</li> </ul><br><b>Step 3:</b> Construct a hypothesis statement to summarise what we have learnt - the WHAT, WHEN, WHERE, and WHY of the person's behaviour<br><br><b>Step 4:</b> Develop a function-based behaviour support plan that follows the model of 70 percent pro-active intervention, 20 percent active intervention and 10 percent reactive. |
| Target Sector             | All those who directly support a person who is presenting challenging behaviour or behaviours of concern.   |