



**Behaviour Support Planning
For People With
Behaviours that Challenge**

Brief Functional Assessment Questionnaire

The functional assessment questionnaire is designed to identify factors which may lead a person to engage in behaviours that challenge. The purpose of the questionnaire is to make more informed decisions about the selection of multi element behaviour support strategies to enable the person develop enjoy his or her relationships with other people.

1. Personal description

Person's first name: _____ Age _____

Describe the place in which this person lives (think of peoples' expectations, opportunities for functional activity, enjoyment, choice, communication, predictability)

Describe the person's day placement, and what he or she does there (think of peoples' expectations, opportunities for functional activity, enjoyment, choice, communication, predictability).

List the five activities, events, foods or objects that this person likes the most

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

Does this person have a cognitive disability? _____

If yes, please answer the following (Feel free to elaborate)

How long does this person attend to a fun task? (e.g. games, eating, TV)	How long can this person concentrate on an academic task? (e.g. reading, matching, crosswords)	Is the person able to bring a message to another room on request?
Does the person look forward to things?	Does the person initiate activities?	Can the person use a watch or a calendar or a diary?
Can the person distinguish frustration from another person's tone of voice?	Does the person like light touch or physical contact?	How long can the person wait for a preferred object without frustration?
Can the person use money to buy something?	Can the person understand sequences ("first we will do this, and then we will...")	Can the person use a telephone?
Can the person recognise approval from facial expression?	If a preferred object is hidden from view will the person seek it?	When frustrated, is the person able to generate an alternative course of action?
Can the person match pictures with objects?	Can the person read a newspaper?	Can the person plan and implement a job that has a number of components?

Additional difficulties (if any) _____

Describe this person's main ways of communicating? _____

Describe how the person would communicate the following messages?

I want a drink		Stop that	
Let's play		Give me a break	
I want time alone		I am bored	
Help me please		I cannot wait	
I am confused		I am frustrated	

2. Is this person currently learning a skill?

If no skip to question 3.

If yes, please state each skill that is *currently* being taught

	What skill(s)?	Is there a written procedure for teaching this skill?	When was the teaching programme written?	Does the person receive any reward for performing a correct response?
1.				
2.				
3.				
4.				

3. Does this person have behaviours that challenge?

If the person does not have any behaviours that challenge, please skip this question.

Target Behaviour (if any) _____

Describe what one of these behaviours looks like _____

How often does the target behaviour occur per hour or day or week? (If possible, observe directly and count the behaviour)

The target behaviour is more likely to occur when....

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

The target behaviour is less likely to occur when....

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

At what times, settings or activities does this target behaviour never occur _____

Have any recent events made the target behaviour more or less intense _____

What actions reduce the target behaviour

in the short term?	in the long term?

What specific activity should the person be doing instead of performing this target behaviour?

What purpose do you think this target behaviour serves for the person concerned?

What programmes, responses or therapeutic procedures have been being implemented for this person in the past?

What programmes, responses or therapeutic procedures are currently being implemented for this person?

What is your dream for this person?

What is the person's dream for themselves?

Ideas for a Multi-Element Behaviour Support Plan:

Changes I am going to make to the environment	Skills I plan to teach....	Direct ways I am going to motivate,; remind; and remove triggers....	How I am going to react when the difficult behaviour happens...
	<p>General Skill:</p> <p>Functionally Equivalent (FE)Skill:</p> <p>A skill to help the FE Skill:</p> <p>A coping/tolerance skill:</p>		

