**Student Identification and Matching to Intervention Using Function of Behaviour**

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| **Request for Assistance:**  Does the completed Request for Assistance contain adequate information to move forward? | **Existing School Data:**  Does the student meet our data decision rule? | **Universal Screening:**  What other sources of data can our team consider? |

Did the student receive instruction on School-wide and Classroom expectations, rules and procedures?

Has the student recently received recognition of for following School-wide and Classroom expectations, rules and procedures?

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| **Team and Teacher Collect Data:**  Clarify the target behaviour in observable and measurable terms, collect and compile the student data and complete a context analysis to determine what is maintaining the problem behaviour, and where it is most and least likely to occur. |

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| **Determine the function of behaviour:**  What conditions are most likely to lead to the problem behaviour?  What response reliably follows the behaviour?  This may be achieved through analysis of existing information data and/or collaborative problem solving and/or ABC observations. |

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| **Obtain attention or item/ activity:**  To get attention:   * From adult and/or peers   To get a tangible:   * Object, item or activity   To get sensory stimulation:   * Visual, auditory, olfactory, kinaesthetic | **Escape/avoid attention or task/ activity:**  To avoid/ escape attention:   * From adult and/or peers   To avoid/ escape tangible:   * Demanding or boring task * Setting, activity or event   To avoid/escape from sensory stimulation:   * Stimulation that is painful or discomforting |

