**Appendix 3**

**ABC Chart**

|  |  |  |  |
| --- | --- | --- | --- |
| **Antecedent** | **Behaviour** | **Initial consequence** | **Final consequence** |
| *(What happened right before the behaviour?)* | *(What happened?)* | *(What happened in response to the behaviour?)* | *(What was the final outcome?)* |
| *Student is asked to present in English class.* | *Student collapses during presentation.* | *Student taken to school nurse by friends.* | *Student was collected from school by parent and taken home.* |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Appendix 5**

**Individual support plan**

|  |  |
| --- | --- |
| My school support plan | |
| What makes an episode more likely? |  |
| What helps?  What can I do?  What would I like others to do? | Before an episode: |
| During an episode: |
| After an episode: |
| What can I say to anyone who asks about FND? |  |
| Plan for times when a different approach is required | E.g., P.E., home economics |
| Additional support |  |

**Appendix 6**

**The 5 Ps formulation model: Individual (blank)**

****

**Perpetuating factors:** these are mechanisms that may be keeping the problem going or unintended consequences of an attempt to cope with the problem.

**Protective factors:** these are factors that help to moderate the situation and can be identified by considering when there are exceptions to the presentation of the FND for example.

**Presenting problem:** what is the presenting problem for the individual?

**Precipitating factors:** factors that may have triggered or activated the problem.

**Predisposing factors:** factors such as genetics and early experiences that contribute to the vulnerability of the individual.

**Goals:**

**Plans:**

**Next steps:**

*Adapted from: Weerasekera P (1996) Multiperspective Case Formulation: A Step Towards Treatment Integration. Krieger: Malabar, FL.*

**Appendix 8**

**The 5 Ps formulation model: Whole school or group level (blank)**

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**Perpetuating factors:** these are mechanisms, again at the whole school or group level, which may be keeping the problem going or unintended consequences of an attempt to cope with the problem.

**Protective factors:** these are factors that help to moderate the situation and can be identified by considering when there are exceptions to the presentation of the FND for example. Consideration should be given to whole school approaches to emotional well-being and mental health.

**Presenting problem:** what is the presenting problem for the school?

**Precipitating factors:** which factors at the whole school or group level may have activated the problem?

**Predisposing factors:** which environmental factors, both past and present, may be contributing to the problem? This may include wider national issues such as the pandemic as well as whole school factors.

**Goals:**

**Plans:**

**Next steps:**

*Adapted from: Weerasekera P (1996) Multiperspective Case Formulation: A Step Towards Treatment Integration. Krieger: Malabar, FL.*