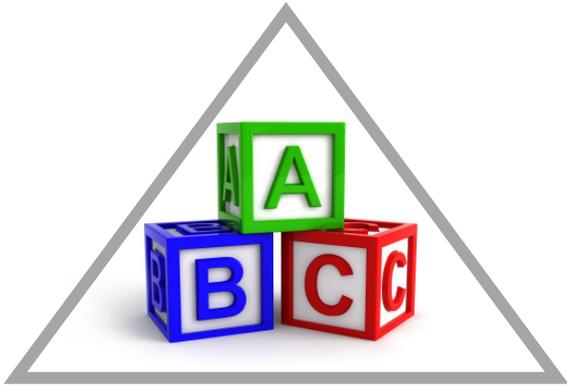


**Practical Functional Behavioral
Assessment Training Manual
for School-Based Personnel**



**Practical
FBA**

PARTICIPANT'S GUIDEBOOK

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Functional Behavioral Assessment and Positive Behavior Support

Functional Behavioral Assessment has been recommended as an effective proactive technology that should be used at the first signs of misbehavior¹. FBA has been established as a systematic, evidence-based process for assessing the relationship between a behavior and the context in which that behavior occurs². A primary goal of FBA is to guide the development of effective positive interventions based on the function of the behavior (e.g., tangible, escape, attention, automatic)³. Interventions based on an FBA result in significant change in student behavior.⁴ Thus, an FBA is “critical to the design and successful implementation of positive behavioral interventions”⁵.

FBA has been described as a preventative practice within schools across the three levels of the prevention model for School wide Positive Behavior Support (SWPBS)⁶. At the primary (or universal) prevention level, FBA can be

¹ Scott et al., 2003; Sugai et al., 2000.

² Blair, Umbreit, & Bos; 1999; Carr et al., 1999; Lee, Sugai, & Horner, 1999.

³ Horner, 1994

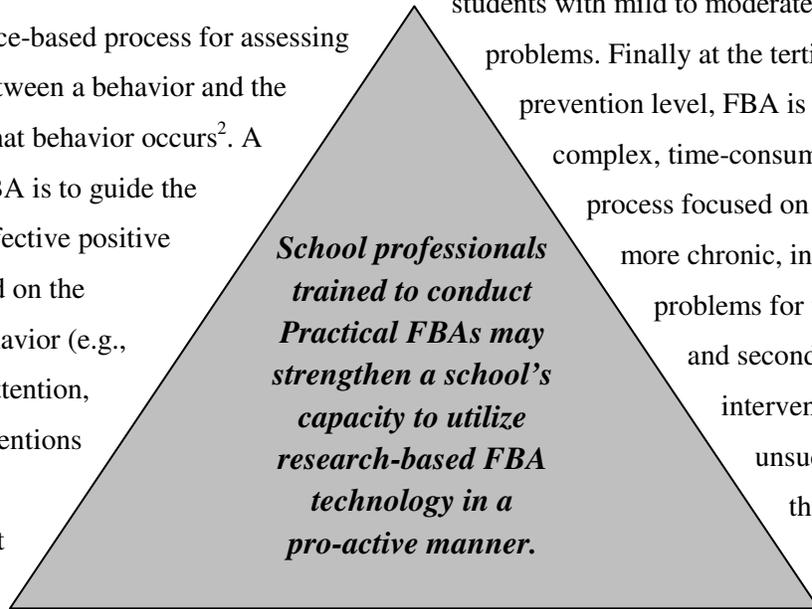
⁴ Carr et al., 1999; Ingram, Lewis-Palmer, & Sugai, 2005

⁵ Watson & Steege, 2003, p.20

⁶ Scott & Caron, 2005

utilized as a collaborative school-wide practice to predict common problems and to develop interventions at the school level. At the secondary (or targeted group) prevention level, FBA involves simple and realistic team-driven assessment and intervention strategies aimed at students with mild to moderate behavior problems. Finally at the tertiary (or intensive) prevention level, FBA is considered a complex, time-consuming, and rigorous process focused on students with more chronic, intensive behavior problems for whom primary and secondary level interventions were unsuccessful. Students that exhibit serious problem behaviors in school (about 5% of school population) require an extensive FBA process led by an individual well-versed in behavioral principles (e.g., school psychologist, behavior specialist).

The logic behind the Practical FBA training resides with the idea that students that exhibit consistent minor problem behaviors (10-15% of the school population) benefit from basic and less intrusive FBA procedures that may be conducted by a school professional (e.g., counselor, administrator). Practical FBA presents and applies the FBA technology for use by school personnel in a proactive manner.



Purpose of the Participant's Guide

This participant's guide presents specific procedures for school-based personnel to conduct practical functional behavioral assessments (FBA). Practical FBA training methods presented in this workbook are designed to train school-based personnel with flexible roles in a school (i.e. personnel not directly responsible for providing regular instruction for students).

The Practical FBA training methods are specifically designed for use with students that exhibit consistent problems that are **not dangerous and have not been adequately addressed through previous assessment and intervention.**

When used early for students identified at-risk for serious behavioral problems, Practical FBA methods may prevent the escalation of student behaviors that, if left untreated, may require more intrusive methods.

For example, Practical FBA methods would be appropriate for a student who is calling other students names during academic instruction on a daily basis. However, the Practical FBA methods would not be sufficient for use with a student who strikes others or engages in self-injurious behaviors during a number of routines throughout the school day.

For students that exhibit complex or dangerous behavioral problems school personnel should contact a behavior specialist in your school or district who is trained to conduct FBA's for students with more challenging behaviors.

Practical FBA Methods may be used with students who:	Practical FBA Methods are <u>NOT</u> sufficient for use with students who:
<p>Exhibit high frequency behaviors that are NOT dangerous (e.g., talking out, running, not following directions, not completing work)</p> <p>Have received interventions that did not improve behavior.</p> <p>Exhibit behaviors that occur in 1 to 2 school routines (e.g., specific classrooms/activities, lunch, recess)</p>	<p>Exhibit dangerous behaviors (e.g., hitting, throwing objects, property destruction)</p> <p>Exhibits behaviors in 3 or more school routines.</p>

Intended Use of the Participant's Guide

The activities within this workbook are designed to be used by school-based professionals (e.g., counselors, administrators) as they are guided through the Practical FBA Training procedures provided by an individual well-versed in functional behavioral assessment and behavioral analytic principles (e.g., school psychologists, behavior specialists).

This participant's guide is **NOT** meant to be used as a self-instructional handbook. This guide is designed to match with key points from the presentation activities of the Practical FBA Training. The tools and procedures in the appendices of this workbook can be used after the training to guide trained school-based professionals.

Format of the Participant's Guide

Each of the 4 training sessions will include the following elements:



Objectives: Content and skills participants will learn during the session.



Review: Review content from the previous session.



Activities: Practice opportunities to better understand content and develop skills.



Checks for Understanding & Comments/Questions



After new content has been taught and practiced, activities to check for understanding or identify points that need to be discussed and practiced further. (Please submit to the trainer at end of each session)



Tasks: Real life practice opportunities in your school with actual cases in your school.



Key Points from each session.



Presentation Slides: Slides presented in each session can be inserted behind this page.

Practical FBA

Focus of this training series

Practical FBA vs Comprehensive FBA

	Practical FBA	Comprehensive FBA
For:	Students with <u>mild to moderate</u> problem behaviors (behaviors that are <u>NOT dangerous or occurring in many settings</u>)	Students with <u>moderate to severe</u> behavioral problems; may be <u>dangerous and/or occurring in many settings</u>
What:	Relatively simple and efficient process to guide behavior support planning	Time-intensive process that also involves archival records review, family-centered planning, and collaboration with agencies outside of school
Conducted by whom:	School-based personnel (e.g., teachers, counselors, administrators)	Professionals trained to conduct functional assessments with students with severe problem behaviors (e.g., school psychologists, behavior specialists)

Practical FBA process

D.A.S.H.

Today's Training

Define behavior in observable & measurable terms

Session #2

Ask about behavior by interviewing staff & student
 -specify routines **where** & **when** behaviors occur
 -summarize **where, when, & why** behaviors occur

Session #3

See the behavior
 -observe the behavior during routines specified
 -observe to verify summary from interviews

Session #4

Hypothesize: a final summary of **where, when & why** behaviors occur

Session #1: Defining & Understanding Behavior



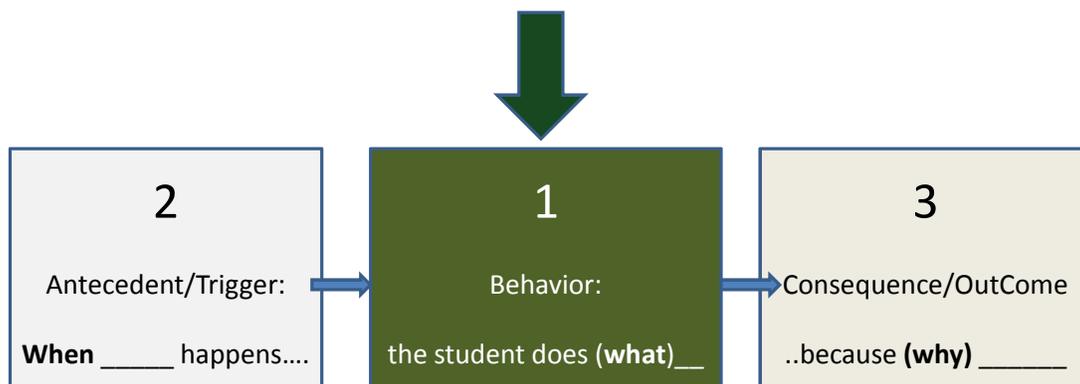
By the end of this training session you will be able to:

1. Define observable behaviors (the WHAT).
2. Identify events that predict WHEN & WHERE the specific behavior occurs.
3. Identify WHY a student engages in the specific behavior.
4. Construct hypothesis statements that summarize the WHAT, WHEN, WHERE, & WHY of a student's behavior.

Practical FBA

Always start with the behavior

- Despite the ABC concept, the behavior (B) is our starting point!



Defining Observable Problem Behaviors

- Definitions of behaviors need to be:
 - Observable: The behavior is an action that can be **seen**.
 - Measurable: The behavior can be **counted** or **timed**.
 - **Defined so clearly that a person unfamiliar with the student could recognize the behavior without any doubts!**
-



Activity 1

List 5 problem behaviors that occur in your school:

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



Are the behaviors listed above: (a) observable, (b) measurable, and (c) defined so clearly that a person unfamiliar with the student could recognize the behavior without any doubts?



Activity 2

Write out the behavior and provide an observable & measurable definition for one (1) of the behaviors below:

1. Jeff is always disruptive in class.

Disruptive: _____

2. Hailey is constantly off-task during math.

Off-task: _____

3. Chris is defiant.

Defiant: _____

4. Brandon is angry and hostile.

Angry/Hostile: _____

5. Alexis uses inappropriate language.

Inappropriate language: _____



Activity 3

Identify the behavior, antecedent, & routines in the following scenarios:

When he goes to math class and peers tease him about his walk, A.J. calls them names and hits them.

Routine: During _____

Antecedent/Trigger When:	→	Behavior Student does:
-----------------------------	---	---------------------------

Bea stares off into space and does not respond to teacher directions when she doesn't know how to do a difficult math problem.

Routine: During _____

Antecedent/Trigger When:	→	Behavior Student does:
-----------------------------	---	---------------------------



Activity 4

Identify the routine, antecedent, behavior, and consequences/outcomes for the following scenarios:

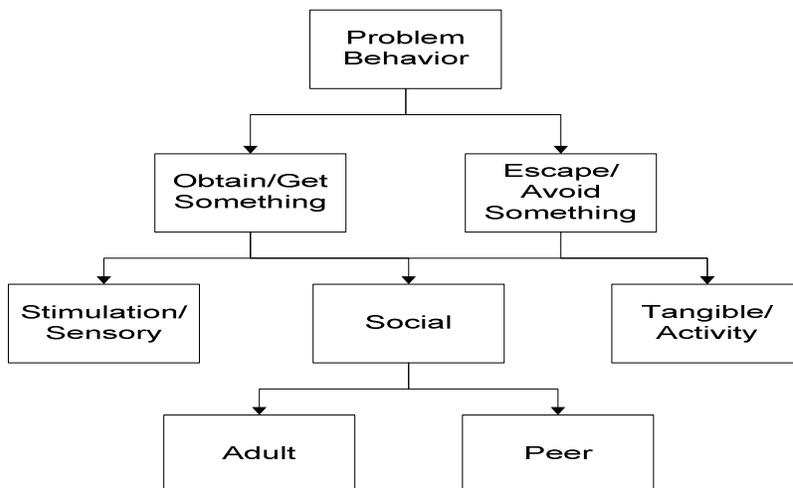
Joe throws his pencil and rips his paper during math whenever he is given double-digit math problems. This results in him getting sent to the office.

Routine:		
Antecedent/Trigger When:	Behavior Student does:	Consequence/ Outcome because:

Nancy cries during reading time whenever she has to work by herself. This results in the teacher sitting and reading with her.

Routine:		
Antecedent/Trigger When:	Behavior Student does:	Consequence/ Outcome because:

Functions that behaviors serve



Most Common Functions of Behavior

To Obtain/ Get :

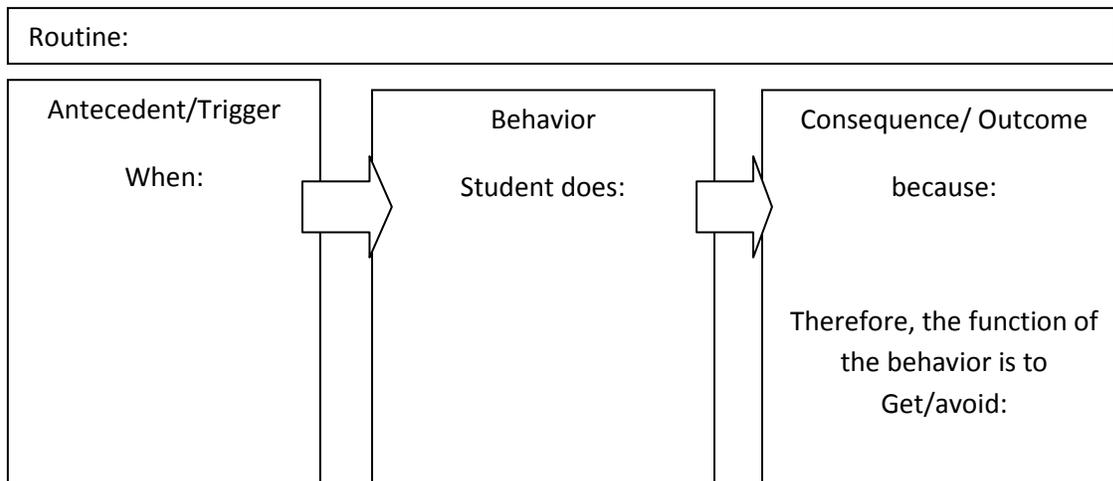
- Peer attention
- Adult attention
- Desired activity
- Desired object/ items
- Sensory stimulation: auditory, tactile, etc.

To Escape/Avoid:

- Difficult Task
- Boring Task
- Easy Task
- Physical demand
- Non-preferred activity
- Peer
- Staff
- Reprimands

Hypothesis Statement:

Summarizes the Routine, ABC's, & Hypothesizes a Function of the Behavior



The Hypothesis/Summary Statement: Critical to Designing Behavioral Supports

- The summary statement informs a student's individual support team in developing a behavior support plan.
- The results of the summary statement are important because strategies based on this statement will be used to:
 - prevent the predictors (antecedents) of the problem behavior,
 - teach alternative behaviors to the problem behavior, &
 - increase alternative and desired behavioral outcomes, while decreasing problem behaviors based on the function/pay-off

Checks for Understanding for Session #1

Please detach and turn in these pages to the trainer at the end of the training session. Please write your name on them or use some other form of identification to receive feedback on your responses.

Name or Identification: _____



Check #1

Provide a Summary Statement for the following scenario:

During story time when the teacher asks students questions, Michelle blurts out responses or begins crying if she is not called on. When this happens the teacher moves in closely and talks privately with Michelle in an effort to calm her.

Write your answer in Summary Statement format below:

Routine:		
Antecedent/Trigger When:	Behavior Student does:	Consequence/ Outcome because: Therefore the function of the behavior is to Get/avoid:

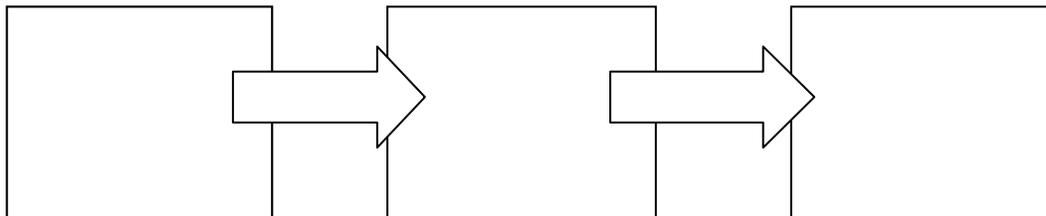


Check #2:

Define the 4-steps in the Practical FBA Process

- 1.
- 2.
- 3.
- 4.

Define the ABC's of understanding the function of behavior:



Which one of the three terms (A, B, or C) should you always start with (i.e., the focal point of an FBA)?



Check #3:

**Identify an observable
& measurable behavior of a student you know**

Behavior:

Examples:

- 1.
- 2.

Non-examples:

- 1.
- 2.



Comments/Questions about Session #1:

Task for Session #1



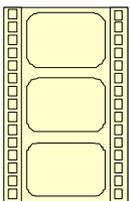
Over the next week:

1. Work with someone at your school to identify a student that may require individual behavior supports.
 - SELECT A STUDENT WHO HAS A CHRONIC BEHAVIOR, BUT IS NOT THE MOST DIFFICULT CASE
 - Make sure student does not exhibit dangerous behavior
2. Be prepared to interview the student's teacher the following week.



Key Points from Session #1

- The Practical FBA process is for use with students who engage in problem behaviors that are not dangerous behaviors
- The Practical FBA Process has 4 steps (DASH): Define, Ask, See, & Hypothesize
- In understanding the ABC's of behavior, the starting point is the behavior (B), then what happens before the behavior (A) and after the behavior (C).
- Behaviors need to be explained in such a way that they are observable & measurable so that anyone who does not know that student could point out the behaviors.
- A student's behavior serves a function (or pay-off): either to get or avoid something (attention, activities, or tangible items)
- The result of a Practical FBA is a Hypothesis Statement that summarizes the ABC's of behavior and hypothesizes the function of a student's behavior



Presentation Slides for Session #1

Insert slides provided by the trainer behind this page.

Session #2: Investigating Behavior



Review #1

Defining Observable Problem Behaviors

Definitions of behaviors should to be:

-Observable

-Measurable

-Defined so clearly that a person unfamiliar with the student could recognize the behavior without any doubts

Make one of the following behaviors observable & measurable:

Unresponsive

Definition: _____

Examples:

Non-examples:

Inappropriate Language

Definition: _____

Examples:

Non-examples:



Review #2

Create a hypothesis statement for the following scenarios:

Scenario #1: Jordan---At lunch, after being approached by a specific peer, Crystal, Jordan yells profanities. Crystal moves away and leaves Jordan alone.

Routine:

Antecedent/Trigger When:	Behavior Student does:	Consequence/ Outcome because: Therefore the function of the behavior is to Get/avoid:
-----------------------------	---------------------------	--

Scenario #2: Jarrett---When his teacher asks him questions about capitol cities in geography, Jarrett tells the teacher, “why don’t you tell me...you’re the teacher”. His teacher moves him to the back of the room and ignores him for the rest of the class period.

Routine:

Antecedent/Trigger When:	Behavior Student does:	Consequence/ Outcome because: Therefore the function of the behavior is to Get/avoid:
-----------------------------	---------------------------	--

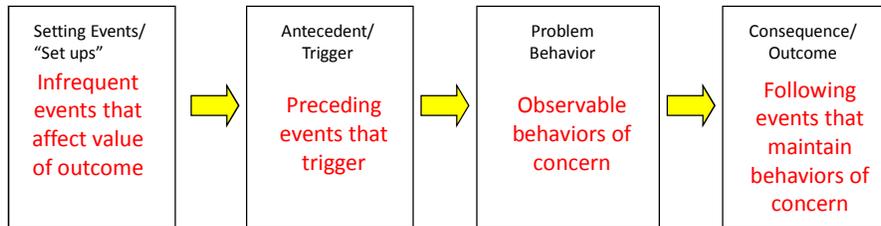


By the end of Session 2 you will be able to:

Use the FACTS interviews with staff and students to specify:

1. The problem behaviors
2. Routines in which problem behaviors occur
3. Triggers or predictors of the problem behavior
4. Pay-off (Function) the behaviors have for student
5. Possible setting events
6. Summary of behavior

Adding 4th term to Hypothesis/Summary Statement



Examples of Setting Events OR “Set Ups”

- Lack of sleep
- Missing breakfast / hunger
- Forgetting to take medication
- Having a fight on the way to school
- Bad grade on a test
- Substitute teacher

How do we obtain the information to make a summary statement

Ask & See

- | | |
|----------------------------|-----------------|
| 1. Ask— | Today's Session |
| -Interview Teacher & Staff | |
| -Interview Student | |
-
- | | |
|---|--------------|
| 2. See | Next Session |
| -Observe the student's behavior in routines identified by the interview | |
| -Use the interview to guide observations. | |

For Teachers/Staff: Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Student: _____ Grade _____ Date: _____
 Staff Interviewed: _____ Interviewer: _____

Student Strengths: Identify at least three strengths or contributions the student brings to school.

Academic strengths - _____
Social/Recreational - _____
Other - _____

ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.

Time	Activity & Staff Involved	Likelihood of Problem Behavior						Specific Problem Behavior	Current Intervention for the Problem Behavior
		Low					High		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		

List the Routines in order of Priority for Behavior Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

	Routines/Activities/Context	Problem Behavior(s)
Routine # 1		
Routine # 2		
If problem behaviors occur in more than 2 routines, refer case to behavior specialist		

BEHAVIOR(s): Rank order the top priority problem behaviors occurring in the targeted routine above:

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Self-injury	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other _____
Describe prioritized problem behavior(s) in observable terms: _____			

What is the frequency of the Problem Behavior in the targeted routine (# x's /day or hour)?	
What is the duration of the Problem Behavior in the targeted routine (in seconds or min)?	
Is Behavior Immediate Danger to self/others?	Y N If Yes, refer case to behavior specialist

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Identify the Target Routine: Select ONE of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable

ANTECEDENT(s): Rank Order the strongest triggers/predictors of problem behavior in the routine above. Then ask corresponding follow-up question(s) to get a detailed understanding of triggers ranked #1 & 2.

Environmental Features (Rank order strongest 2)	Follow Up Questions – <i>Get as Specific as possible</i>
<input type="checkbox"/> a. task too hard <input type="checkbox"/> b. task too easy <input type="checkbox"/> c. bored w/ task <input type="checkbox"/> d. task too long <input type="checkbox"/> e. physical demand <input type="checkbox"/> f. correction/reprimand <input type="checkbox"/> Other _____ Describe _____	<input type="checkbox"/> g. large group instruction <input type="checkbox"/> h. small group work <input type="checkbox"/> i. independent work <input type="checkbox"/> j. unstructured time <input type="checkbox"/> k. transitions <input type="checkbox"/> l. with peers <input type="checkbox"/> m. isolated/no attention If a,b,c,d or e - describe task/demand in detail _____ _____ If f - describe <u>purpose</u> of correction, voice tone, volume etc. _____ If g, h, l, j or k - describe setting/activity/content in detail _____ If i – what peers? _____ If m – describe - _____

CONSEQUENCE(s): Rank Order the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. The ask follow-up questions to detail consequences ranked #1 & 2.

Consequences/Function	As applicable -- Follow Up Questions – <i>Get as Specific as possible</i>
<input type="checkbox"/> a. get adult attention <input type="checkbox"/> b. get peer attention <input type="checkbox"/> c. get preferred activity <input type="checkbox"/> d. get object/things/money <input type="checkbox"/> e. get sensation <input type="checkbox"/> f. get other, describe _____ _____ <input type="checkbox"/> g. avoid adult attention <input type="checkbox"/> h. avoid peer attention <input type="checkbox"/> i. avoid undesired activity/task <input type="checkbox"/> j. avoid sensation <input type="checkbox"/> k. avoid/escape other, describe _____ _____	If a or b -- Whose attention is obtained? How is the (positive or negative) attention provided? If c,d, e, or f -- What specific items, activities, or sensations are obtained? If g or h – Who is avoided? _____ Why avoiding this person? If i, j, or k - Describe specific task/activity/sensation avoided? Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area? Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N

SETTING EVENT(s): Rank Order any events that happen outside of the immediate routine (at home or earlier in day) that commonly make problem behavior more likely or worse in the routine above.

hunger conflict at home conflict at school missed medication illness failure in previous class
 lack of sleep change in routine homework not done not sure Other _____

SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
SETTING EVENTS		
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?		
Not real sure		100% Sure/No Doubt
1	2	3
	4	5
		6

About the Functional Assessment Checklist for Teachers & Staff (FACTS)

Purpose of the FACTS interview: ASK staff who work with the student to identify & focus in on a specific problem behavior routine, so you can go and SEE the behavior.

Frequently Asked Questions (FAQs) about the FACTS interview

How long does it take to conduct a FACTS interview?

Depending on teacher responses, 30-45 minutes is typical.

Whom should I interview?

Interview the “referring teacher” or teacher that has been identified to receive support, then based on the interview other staff may be identified.

What materials do I need?

Bring two copies of the FACTS interview form for yourself and the teacher being interviewed (so they can follow along).

Can I just drop it in the teacher’s box to have them complete the FACTS?

No. You should guide them through the interview and record their responses on your form, as follow up questions may be needed.

During the FACTS interview, you are the investigator

- Ask follow-up questions to get specific information you can use to inform interventions
- Understand from the student perspective...
- You need to be convinced...
- You need to be confident in the results of the interview...

Completing FACTS Part-A: Routines Analysis

Start FACTS off with Strengths & Identify Student Daily Routines

Step #1: Start with the student's strengths.

When conducting a FACTS interview always start with the student's strengths.

-Begin with focus on positive skills and attributes of student.

Step #2: Ask: Where, when, with whom, problem behaviors that are most likely

Time: List the times that define changes in the student's daily schedule. Include subject changes, changes in classes, transitions, lunch, before school, and adapt for complex schedule features (e.g. odd/even days) if appropriate.

Activity & Staff: Identify the activity or routine (e.g. small group instruction, math, independent art, transition) during each time identified and the staff involved.

Likelihood of Problem Behavior: Rate the likelihood of problem behavior during each time/activity/routine on the 1 to 6 scale provided.

Problem Behavior: Indicate the specific problem behavior(s) that occur during each time with a rating of 4, 5, or 6.

Current Intervention: Indicate any interventions currently in place for the problem behavior during that time.



Activity 1

With a partner and using the FACTS Part-A form (pg. 26) for Tracy, complete the:

- (a) Strengths
- (b) Routines Analysis (The Time, Activities, & Staff involved are completed for you)

Script for Tracy's FACTS

FACTS-Part A: Tracy's Teacher, Ms. B.

Strengths: Tracy likes science & art, she is great at basketball.

Routines Analysis

“Tracy has a low likelihood of problem behavior in reading, but the first break is where the likelihood of her problem behavior is about a “4”. During this break she will call students names and sometimes threaten them. Currently I give her detention when I find out about those problems.”

“She has no problems in writing, math, or social studies. But during the lunch break period the likelihood of her problem behavior is very high, about a “6”. She calls students names and threatens them. She usually gets detention for this.”

“She has no problems in PE, Art, or Science. But dismissal she has some problems in the hallways. I would say the likelihood of a problem behavior during dismissal is about a “3”. She engages in the same problems...name calling, threatening and she will get detention for this. “

Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Student: Tracy Grade 8 Date: _____
 Staff Interviewed: Ms. B Interviewer: _____

Student Strengths: Identify at least three strengths or contributions the student brings to school.

Academic strengths -

Social/Recreational -

Other -

ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.

Time	Activity & Staff Involved	Likelihood of Problem Behavior	Specific Problem Behavior	Current Intervention for the Problem Behavior
8:05	Reading/Ms. B	Low 1 2 3 4 5 6 High		
9:05	Break	1 2 3 4 5 6		
9:20	Writing/Ms. B	1 2 3 4 5 6		
10:20	Math/Ms. Z	1 2 3 4 5 6		
11:20	Social Studies/Mr. T	1 2 3 4 5 6		
12:20	Lunch/Break	1 2 3 4 5 6		
1:10	PE/Mr. K OR Art/ Ms. J	1 2 3 4 5 6		
2:10	Science/ Ms. N	1 2 3 4 5 6		
3:15	Dismissal	1 2 3 4 5 6		

List the Routines in order of Priority for Behavior Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

	Routines/Activities/Context	Problem Behavior(s)
Routine # 1		
Routine # 2		

BEHAVIOR(s): Rank order the top priority problem behaviors occurring in the targeted routine above:

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Self-injury	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other _____

Describe prioritized problem behavior(s) in observable terms: Calls students names, teases and threatens them

What is the frequency of the Problem Behavior in the targeted routine (# x's /day or hour)?	
What is the duration of the Problem Behavior in the targeted routine (in seconds or min)?	
Is Behavior Immediate Danger to self/others	Y N If Yes, refer case to behavior specialist

Step #3: List the Routines in Priority of Behavior Support & Select the single most prioritized routine to focus on for FACTS Part-B

Since the function of problem behavior often varies across different environments and settings, it is essential that we always focus on behavior within the context of a routine.

1. First, identify those routines with the highest ratings (4, 5 or 6 in the Routines Analysis).
2. Select between 1 to 2 routines for further analysis and prioritize which routine to begin the assessment with. Write the name of the highest priority routine and the most common problem behavior(s) during that routine in Routine #1.
3. Do the same for Routine #2.

In some cases, it may be possible to combine multiple routines, but only when the structure and demands within the routine are very similar.

Examples of combined/multiple routines:

- consistent problem behavior in recess, lunch and free-time might be combined into unstructured times with peers
- if problems occur in reading and social studies primarily during round-robin reading, the routine might be large group reading which would encompass both reading and social studies.

If you determine that there are more than 2 distinct routines identified, refer the case to a behavior specialist.

Select the single most prioritized routine to focus on for FACTS-Part B.

Step #4: Identify Problem Behaviors for the identified routine

Now, focusing on the single routine you have prioritized. Check those behaviors that occur in the target routine and then rank order the top 3 most concerning problem behaviors in the routine.

Provide a brief description of exactly what the behavior looks like when the student engages in these behaviors.

This definition should be so clear that you could clearly identify when the behavior does or does not occur.

Step #5. Ask about the Frequency, Duration

Ask the interviewee to estimate the DURATION & FREQUENCY of occurrences of the problem behavior in the target routine.

Step #6. Ask if the behavior is an immediate danger to self/others

Ask the interviewee if the student engages in behaviors that pose a danger to themselves or others.

Dangerous behaviors are: behaviors that directly injure others (e.g., hitting, throwing dangerous objects, etc.)

If it is determined that behaviors are dangerous, refer the case to a behavior specialist.



Activity 2: Top Priority, Frequency, Duration, & Dangerous Behavior

With a partner role-play using the FACTS Part-A form on pg.26 & the script below.

- A. List the Routines in Order of Priority
- B. Then, have the interviewee rank the top priority of the problem behaviors occurring in the targeted routine.
- C. Ask them to provide you with an estimate of how frequent the behavior occurs in the targeted routine.
- D. Ask the duration (how long) of the problem behavior in the targeted routine.
- E. Ask if the behaviors are dangerous

Script for Ms. B, Tracy's Teacher

Behaviors: Rank order the top priority

“Based on the list you are showing me for those routines, I would say that she engages in verbal harassment (Number 1 priority) and inappropriate language (Number 2 priority).”

Frequency & Duration

“The frequency of her problem behavior during Lunch/Break is about two times per day. The name calling and threatening usually last about 1 minute per episode. “

Danger to self or others

“The behaviors do not seem to cause immediate danger to her or others. But they do make other students very angry!”

Completing FACTS Part-B: Identify a Routine & Stick to it

Step #1. Identify the Target Routine

List the prioritized target routine and problem behavior as selected from List the Routines in Priority for Behavior Support from FACTS-Part A. The FACTS-Part B will only focus on this single routine. If multiple routines are identified, use a separate FACTS-Part B form for each routine.

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Identify the Target Routine: Select ONE of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable

Step #2. Ask about the ANTECEDENT(s)

When asking about antecedents remember to do the following:

- a. remind the respondent that you are only talking about the target routine
- b. have the person initially check all antecedents in the list that apply
- c. then, have the person rank order the 2 strongest predictors from those selected

ANTECEDENT(s): Rank Order the strongest triggers/predictors of problem behavior in the routine above. Then ask corresponding follow-up question(s) to get a *detailed* understanding of triggers ranked #1 & 2.

Environmental Features (Rank order strongest 3)	Follow Up Questions – Get as Specific as possible
<input type="checkbox"/> a. task too hard <input type="checkbox"/> b. task too easy <input type="checkbox"/> c. bored w/ task <input type="checkbox"/> d. task too long <input type="checkbox"/> e. physical demand <input type="checkbox"/> f. correction/reprimand <input type="checkbox"/> Other _____ describe _____	<input type="checkbox"/> g. large group instruction <input type="checkbox"/> h. small group work <input type="checkbox"/> i. independent work <input type="checkbox"/> j. unstructured time <input type="checkbox"/> k. transitions <input type="checkbox"/> l. with peers <input type="checkbox"/> m. isolated/ no attn
	If a, b, c, d or e - describe task/demand in detail _____ If f - describe purpose of correction, voice tone, volume etc. _____ If g, h, i, j or k - describe setting/activity/content in detail _____ If l - what peers? _____ If m - describe - _____

ANTECEDENT(S): Follow-up Questions

After identifying the strongest predictor(s) ask the follow-up question(s) coinciding with the letter of the item(s) rank ordered #1 and #2.

The provided follow-up questions should not be considered a complete list. It is the job of the interviewer to ask the additional follow-up questions necessary to obtain the clearest

understanding of the antecedents triggering the problem behavior.

You as the interviewer should have a clear enough understanding of the antecedents to be able to make changes to, or eliminate, the triggers and make the student need for the problem behavior irrelevant.

Example of using Follow-up Questions

Example: Identifying task too hard and answering “reading” to the follow-up questions is probably not sufficient to inform intervention development.

It is essential to know specifically the type and level of reading tasks that are too difficult and what skills the student does or does not possess. A better description of the difficulty of the task

would be “reading passages or activities higher than a 1st grade reading level. The student is fluent with letter sound correspondence and can blend cvc words, but is not fluent with multi-syllabic words, nor most irregular words. Specifically, the student cannot answer comprehension questions nor read aloud in content areas or literacy when reading is higher than a 1st grade level.”

Step #3. Before moving on with the interview, ask yourself the following about the antecedent response:

1. Are there further follow-up questions I should ask to get a clearer understanding of what triggers the problem behavior?

2. Is the antecedent clear enough that I can identify specific environmental changes that should prevent the problem behavior?



Activity 3

With a partner and using the script provided below, complete the ANTECEDENTS section in the FACTS Part-B (pg. 32) for TRACY.

Remember to ask the follow-up questions that correspond with the letter of the ANTECEDENT selected

Teacher’s Script for Part-B

Lunch/ Hall Supervising Staff (Just so happens to be Ms. B)

Antecedents Section

“The behaviors seem to occur when peers are around; specifically, when Johnny and Karen are around. They are the popular students and Tracy never teases them, but when they are around she will tend to tease other “weaker” or less popular students.”

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Identify the Target Routine: Select ONE of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable

ANTECEDENT(s): Rank Order the strongest triggers/predictors of problem behavior in the routine above.
Then ask corresponding follow-up question(s) to get a *detailed* understanding of triggers ranked #1 & 2.

Environmental Features (Rank order strongest 3)	Follow Up Questions – Get as Specific as possible
___ a. task too hard ___ b. task too easy ___ c. bored w/ task ___ d. task too long ___ e. physical demand ___ f. correction/reprimand ___ Other _____ describe _____	___ g. large group instruction ___ h. small group work ___ i. independent work ___ j. unstructured time ___ k. transitions ___ l. with peers ___ m. isolated/ no attn
	If a,b,c,d or e - describe task/demand in detail _____ If f - describe <u>purpose</u> of correction, voice tone, volume etc. _____ If g, h, I, j or k - describe setting/activity/content in detail _____ If l – what peers? _____ If m – describe - _____

CONSEQUENCE(s): Rank Order the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. The ask follow-up questions to detail consequences ranked #1 & 2.

Consequences/Function	As applicable -- Follow Up Questions – Get as Specific as possible
___ a. get adult attention ___ b. get peer attention ___ c. get preferred activity ___ d. get object/things/money ___ e. get sensation ___ f. get other, describe _____ ___ g. avoid adult attention ___ h. avoid peer attention ___ i. avoid undesired activity/task ___ j. avoid sensation ___ k. avoid/escape other, describe _____	If a or b -- Whose attention is obtained? How is the (positive or negative) attention provided? <hr/> If c,d, e, or f -- What specific items, activities, or sensations are obtained? <hr/> If g or h – Who is avoided? _____ Why avoiding this person? If i, j, or k - Describe specific task/activity/sensation avoided? Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area? Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N

SETTING EVENT(s): Rank Order any events that happen outside of the immediate routine (at home or earlier in day) that commonly make problem behavior more likely or worse in the routine above.

___ hunger ___ conflict at home ___ conflict at school ___ missed medication ___ illness ___ failure in previous class ___ lack of sleep ___ change in routine ___ homework not done ___ not sure ___ Other _____
--

SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
SETTING EVENTS		
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?		
Not real sure		100% Sure/No Doubt
1	2	3
	4	5
		6

Step #4. Ask about the CONSEQUENCES

When asking about consequences remember to do the following:

- a. remind the respondent that you are only talking about the target routine
- b. have the person initially check all consequences in the list that apply
- c. then, have the person rank order the 2 strongest consequences from those selected

Follow-up Questions

After identifying the strongest consequence(s) ask the follow-up question(s) coinciding with the letter of the item(s) rank ordered #1 and #2.

The provided follow-up questions should not be considered a complete list.

It is the job of the interviewer to ask additional follow-up questions necessary to obtain the

clearest understanding of the consequences maintaining the problem behavior.

You as the interviewer should feel that you understand how the problem behavior is functional in paying off for the student in getting a desired outcome.

Step #5. Before moving on ask yourself the following questions about the consequence response:

1. Are there further follow-up questions I should ask to get a clearer understanding of what consequences are maintaining the problem behavior?
2. Are the consequences and function of behavior clear enough that I can understand how the problem behavior is paying off for the student?

3. When considering the antecedent and consequence together, do they make sense?

For example, if the consequence/function is avoiding difficult task, it would *make sense* that the antecedent be a specific task that is too difficult. It might *make less sense* if the consequence/function is to escape a difficult task and the antecedent is unstructured time with peers.

Step #6. Ask about the SETTING EVENTS

When asking about setting events remember to do the following:

- a. remind the respondent that you are only talking about the target routine
- b. have the person initially check all setting events in the list that apply
- c. then, have the person rank order the 3 strongest setting events from those selected

Remember that setting events do not usually occur in the immediate routine or environment.

Since setting events often happen at home or previously in the school day, it is not uncommon for teachers to be unsure of setting events.

Follow-up Questions

After identifying the most common setting events ask any follow-up questions that will provide a clearer picture of the impact and occurrence of setting events.

You may want to follow-up with the student interview (Appendix B) for more information on setting events.



Activity 4

With a partner and using the script provided, role-play & complete the CONSEQUENCE and SETTING EVENTS sections of FACTS Part-B (pg. 32) for TRACY.

Remember to ask the follow-up questions

Teacher's Script for Consequence Section

"I really think that she engages in these behaviors to get peer attention; especially from Johnny and Karen who tend to laugh at some of the mean things she says."

Setting Events Section

"I am not sure if there is anything outside of Lunch/Break that makes her behavior more likely."

Teacher's Script for Setting Events Section

"I really don't know anything outside of class that may be affecting her behavior."

Step #7. Summarize the interview using the SUMMARY OF BEHAVIOR

After completing the setting events, tell the person you are interviewing that you will need a couple of minutes to review their responses and form the Summary of Behavior.

The summary of behavior combines all of the information gathered in the FACTS-Part B.

To complete each of the boxes in the Summary of Behavior take the information from the corresponding boxes from above in the FACTS-B form.

ANTECEDENTS – write the **highest ranked item** from the Antecedents category and provide additional details provided through the follow-up questions.

Problem Behaviors – write in the description of problem behavior identified in the Identifying the Target Routine box at the top of the page.

CONSEQUENCES – write the **highest ranked item** from Consequences category and provide additional details provided through the follow-up questions.

SETTING EVENTS – write the **highest ranked item** from the Setting Events category from above and provide additional details from the follow-up questions.

Step #8. After completing the Summary of Behavior, read the summary back to the respondent according to the following format.

“During <insert target routine>, <insert student name> is likely to <insert problem behaviors> when he is <insert details of antecedent conditions that trigger behavior>, and you believe that he does this to <insert details of consequence/function>.”

Ask the person interviewed “Do you agree with this Summary of Behavior or is there anything you would like to add or change?”

Step #9. Lastly, ask the person interviewed to rate the extent they believe the summary of behavior is accurate on the provided 6 point scale.



Activity 5

Using the FACTS for TRACY and the information already completed from the previous activity complete the Summary of Behavior (pg. 32).

Work with a partner and have them rate how likely this summary of behavior accurately explains the identified behavior?

Checks for Understanding for Session 2

Please detach and turn in these pages to the trainer at the end of the training session. Please write your name on them or use some other form of identification to receive feedback on your responses.

Name or Identification: _____



Check #1

- A. Complete the missing parts of the FACTS (both parts A & B on pgs. 38-39) by interviewing a partner playing the role of Shane’s teacher from the script below.
All of Part-A & Most of Part- B is done for you.**
- B. Make sure you ask the follow-up questions for part-B.**
- C. Complete the summary statement at the bottom of the FACTS Part-B**

Script for Mr. J

For Part-B

Math/Science with Mr. J

Antecedents Section

“The behaviors seem to occur when he is asked questions (1) or when he is bored with the tasks (2). When he is not working I ask him to do a question at the board or ask for a response from him in front of the class. He tends to be bored during activities that we have been doing for a couple of days, where we are trying to develop fluency with the new math skills.”

Consequence Section

“I really think that he engages in these behaviors to avoid my attention (#1) and avoid undesired activity (#2). He avoids my attention because I badger him to do his work. The activities he avoids are most fluency tasks with multiple steps. He can do the work independently and no academic assessment is necessary.”

Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Student: Shane Grade 8 Date: _____

Staff Interviewed: Mr. J Interviewer: _____

Student Strengths: Identify at least three strengths or contributions the student brings to school.

Academic strengths - Reading & Writing

Social/Recreational - Great at sports

Other -

ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.

Time	Activity & Staff Involved	Likelihood of Problem Behavior	Specific Problem Behavior	Current Intervention for the Problem Behavior
8:00	Reading/ Ms. A	Low ① 2 3 4 5 6 High		
10:00	Recess	① 2 3 4 5 6		
10:15	Writing/Ms. B	① 2 3 4 5 6		
11:00	Math	1 2 3 4 5 ⑥	Work not done, Talks back to teacher	Move him to back of the room, send him to office
12:00	Social Studies/	① 2 3 4 5 6		
12:50	Lunch/Recess	① 2 3 4 5 6		
1:40	PE/Art	1 2 3 4 5 6		
2:20	Science	1 2 3 4 5 ⑥	Work not done, Talks back to teacher	Move him to back of the room, send to office
3:00	Dismissal	① 2 3 4 5 6		

List the Routines in order of Priority for Behavior Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

	Routines/Activities/Context	Problem Behavior(s)
Routine # 1	Math & Science	Work not done, Talks back to teacher
Routine # 2		
Routine # 3		

BEHAVIOR(s): Rank order the top priority problem behaviors occurring in the targeted routine above:

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<u>2</u> <input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Self-injury	<input type="checkbox"/> Verbal Harassment	<u>1</u> <input type="checkbox"/> Work not done	<input type="checkbox"/> Other _____

Describe prioritized problem behavior(s) in observable terms: Doodles at desk, ignores teacher directions, talks back to teacher when asked to participate

What is the frequency of the Problem Behavior in the targeted routine (# x's /day or hour)?	<u>2x/day</u>
What is the duration of the Problem Behavior in the targeted routine (in seconds or min)?	<u>5 min</u>
Behavior is immediate danger to self/others?	Y (N) If Yes, refer case to behavior specialist

Adapted by S.Loman (2009) from C. Borgmeier (2005); March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Identify the Target Routine: Select ONE of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable
Math & Science TEACHER TO INTERVIEW???	????

ANTECEDENT(s): Rank Order the strongest triggers/predictors of problem behavior in the routine above.

Then ask corresponding follow-up question(s) to get a detailed understanding of triggers ranked #1 & 2.

Environmental Features (Rank order strongest 3)	Follow Up Questions – Get as Specific as possible
<input type="checkbox"/> a. task too hard <input type="checkbox"/> b. task too easy <input checked="" type="checkbox"/> 2 c. bored w/ task <input type="checkbox"/> d. task too long <input type="checkbox"/> e. physical demand <input type="checkbox"/> f. correction/reprimand <input checked="" type="checkbox"/> 1 Other _____ describe _____	<input type="checkbox"/> g. large group instruction <input type="checkbox"/> h. small group work <input type="checkbox"/> i. independent work <input type="checkbox"/> j. unstructured time <input type="checkbox"/> k. transitions <input type="checkbox"/> l. with peers <input type="checkbox"/> m. isolated/ no attn
	If a, b, c, d or e - describe task/demand in detail: _____ Problems that require him to do multiple steps or repetitive tasks, long assignments If f - describe purpose of correction, voice tone, volume etc. _____ If g, h, I, j or k - describe setting/activity/content in detail _____ If l - what peers? _____ If m - describe - _____

CONSEQUENCE(s): Rank Order the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. The ask follow-up questions to detail consequences ranked #1 & 2.

Consequences/Function	As applicable -- Follow Up Questions – Get as Specific as possible
<input type="checkbox"/> a. get adult attention <input type="checkbox"/> b. get peer attention <input type="checkbox"/> c. get preferred activity <input type="checkbox"/> d. get object/things/money <input type="checkbox"/> e. get sensation <input type="checkbox"/> f. get other, describe _____ _____ <input checked="" type="checkbox"/> 1 g. avoid adult attention <input type="checkbox"/> h. avoid peer attention <input checked="" type="checkbox"/> 2 i. avoid undesired activity/task _____ <input type="checkbox"/> j. avoid sensation <input type="checkbox"/> k. avoid/escape other, describe _____ _____	If a or b -- Whose attention is obtained? How is the (positive or negative) attention provided? _____ If c, d, e, or f -- What specific items, activities, or sensations are obtained? _____ If g or h -- Who is avoided? _____ Why avoiding this person? _____ If i, j, or k - Describe specific task/activity/sensation avoided? Long tasks Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area? Tasks with multiple steps, application questions that requires problem solving _____ Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N

SETTING EVENT(s): Rank Order any events that happen outside of the immediate routine (at home or earlier in day) that commonly make problem behavior more likely or worse in the routine above.

hunger conflict at home conflict at school missed medication illness X failure in previous class
 lack of sleep change in routine homework not done not sure Other _____

SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
SETTING EVENTS		
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?		
Not real sure		100% Sure/No Doubt
1	2	3
	4	5
		6

Adapted by S.Loman (2009) from C. Borgmeier (2005) ;March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)



Check #2

Circle the student cases in which a Practical FBA is not sufficient and should be referred to a behavioral specialist:

Student argues with the teacher.

Student pulls the teacher's hair.

Student punches another student.

Student slams book on the desk.

Student slams head on the desk.

Student runs around in the classroom.

Student jumps out of the classroom window.



Comments/Questions about Session #2:

Session #2 Task



This week:

1. Conduct a FACTS interview with a staff member that is very familiar with a student that requires individual behavioral support.
 - Most likely you identified someone last week.
 - **SELECT A STUDENT WHO HAS A CHRONIC BEHAVIOR, BUT IS NOT THE MOST DIFFICULT CASE**
 - Make sure student does not exhibit dangerous behavior
 - -Give yourself 30-45 minutes to complete the interview
2. **Please bring to next session.**



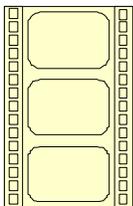
Key Points for Session #2

- To obtain information to make a summary statement you need to ask & see
- The FACTS is a tool used to interview teachers & staff to narrow the focus of a student's problem behavior
- FACTS Part-A: Start with the strengths & identify routines where problem behavior occurs
- FACTS Part-B: Interview based on prioritized routines & stick to it
- Summarize interview with respondent and have them rate the confidence of the statement



Tools Presented in Session #2

1. FACTS for STAFF (Appendix A on pages 84-85)
2. FACTS for Students (Appendix B on pages 87-88)



Presentation Slides for Session #2

Insert slides provided by trainer behind this page.

Session #3: Observing & Summarizing Behavior



Review #1

With a partner share your FACTS interview

-For confidentiality, do not use names

Review the results from your FACTS interview and answer the following questions:

1. Is the behavior observable & measurable (can you go in the room and collect data on the behavior)?
2. Does the Summary Statement match the antecedents and outcomes from the interview?



Review #2

The steps in the Practical FBA process are:

- 1.
- 2.
- 3.
- 4.



By the end of this training session you will be able to:

1. Utilize information obtained from FACTS interviews to plan for observations.
2. Observe students within routines identified by the FACTS.
3. Observe to test the Summary of Behavior obtained from FACTS interviews.
4. Practice using ABC Recording Form.

ABC Observation

Observe the student during routines identified by FACTs summary statement

Purpose:

1. Confirm the accuracy of the teacher interview summary of behavior
2. Identify antecedents and consequences/outcomes that the teacher may have overlooked
3. Verify the function of the student's behavior
4. Develop the most accurate Summary Statement for intervention development

Frequently Asked Questions (FAQ's) About ABC Observations

Q: What if the behavior doesn't occur while I'm there?

A: Schedule another time to observe during the identified routine.

- If there is still no behavior occurring, may want to interview staff again to obtain more information

Q: Where do I sit when I enter the room?

A: Enter the room quietly, not interacting with students

- Sit near enough to the student to see & hear, but not so close that it is obvious you are watching him or her.

Q: What if the student or students ask why I am there?

A: You can tell them you are there to watch their class.

Q: How many times should I observe the student in the routine?

A: Observe until you are convinced (about 5 to 10 occurrences of behavior OR 3 to 1 ratio of occurrences verifying FACTS summary).

-You may have to go in on more than one day or period...but make sure you are going during identified routine.

Q: How long should I observe for?

A: This should be based on the FACTS interview results

- About 15-20 minutes per routine is acceptable.
- You want to observe until you are convinced (e.g. record at least 5 problem behaviors to establish a pattern)

ABC Recording Form (Appendix C)

- Designed to be individualized for the student you will be observing based on FACTS results
- Complete all of the information at top of the form before the observation.

Before the Observation:

1. Complete the shaded portion based on the FACTS summary.
2. Schedule observation during routine (time/place) identified as most problematic from the FACTS.
3. Record the date/setting/time of observation

ABC Recording Form

Observer: _____ Student: _____

Setting (e.g., class #, gym, playground): _____ Date: _____

Insert information from FACTS Summary

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
1		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: _____	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: _____		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: _____
2		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: _____	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: _____		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: _____



Activity 1

1. Using the completed FACTS form for TRACY (pg. 45) complete the shaded top portion of the ABC Recording Form (pg. 46) for TRACY & answer the following questions:
 - a. When/Where will you observe her?
 - b. What behaviors will you be looking at?
 - c. What Antecedents (triggers) will you be looking for?
 - d. What Consequences/outcomes will you be looking for?

For Activity 1, Part-B for TRACY:

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Identify the Target Routine: Select ONE of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable
<i>During break time, lunch time, & dismissal—when out of class near peers</i>	<i>Calls names, teases, and threatens peers</i>

ANTECEDENT(s): Rank Order the strongest triggers/predictors of problem behavior in the routine above. Then ask corresponding follow-up question(s) to get a detailed understanding of triggers ranked #1 & 2.

Environmental Features (Rank order strongest 3)	Follow Up Questions – Get as Specific as possible
<input type="checkbox"/> a. task too hard <input type="checkbox"/> g. large group instruction <input type="checkbox"/> b. task too easy <input type="checkbox"/> h. small group work <input type="checkbox"/> c. bored w/ task <input type="checkbox"/> i. independent work <input type="checkbox"/> d. task too long <input checked="" type="checkbox"/> j. unstructured time <input type="checkbox"/> e. physical demand <input type="checkbox"/> k. transitions <input type="checkbox"/> f. correction/reprimand <input checked="" type="checkbox"/> l. with peers <input type="checkbox"/> Other _____ <input type="checkbox"/> m. isolated/ no attn describe _____	<p>If a,b,c,d or e - describe task/demand in detail _____</p> <p>If f - describe purpose of correction, voice tone, volume etc.</p> <p>If g, h, I, j or k - describe setting/activity/content in detail lunch/recess _____</p> <p>If l – what peers? <i>Johnny, Karen—popular (doesn't tease); teases other “weaker” less popular peers</i></p> <p>If m – describe -</p>

CONSEQUENCE(s): Rank Order the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. The ask follow-up questions to detail consequences ranked #1 & 2.

Consequences/Function	As applicable -- Follow Up Questions – Get as Specific as possible
<input checked="" type="checkbox"/> a. get adult attention <input checked="" type="checkbox"/> b. get peer attention <input type="checkbox"/> c. get preferred activity <input type="checkbox"/> d. get object/things/money <input type="checkbox"/> e. get other, describe _____ <input type="checkbox"/> f. avoid hard tasks/failure <input type="checkbox"/> g. avoid undesired task/activity <input type="checkbox"/> h. avoid physical effort <input type="checkbox"/> i. avoid peer negatives <input type="checkbox"/> j. avoid adult attention <input type="checkbox"/> k. avoid reprimands <input type="checkbox"/> l. avoid/escape other, describe _____	<p>If a or b -- Whose attention is obtained? <i>Johnny & Karen—“popular peers”</i> How is the attention provided? <i>They laugh at her</i></p> <p>If c or d -- What specific items or activities are obtained? _____</p> <p>If f, g or h – Describe specific task/ activity avoided? _____ Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area (be precise)? _____ _____ Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N</p> <p>If i, j or k -- Who is avoided? _____ Why avoiding this person?</p>

SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
<i>With Peers (Popular Peers and “weaker/non-popular peers”)</i>	<i>Calls names, teases, and threatens “weaker non-popular peers”</i>	<i>Popular peers laugh.</i> <i>Function: Gain Attention from popular peers</i>
SETTING EVENTS		
<i>Unknown</i>		

ABC Recording Form

Observer: _____ Your Name _____

Student: _____ Tracy _____

Setting (e.g., class #, gym, playground): _____ Lunch room _____ Date: _____

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
1		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
2		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
3		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
4		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
5		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
6		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
Summary Statement Based on Observation(s)		During:	When:	Student will:	Because: Therefore the function is to access/escape (circle one):
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?					
Not real sure				100% Sure/No Doubt	
1	2	3	4	5	6

During the Observation:

1. Always start with recording the behavior first—be as specific as possible.
2. Write the activity/task occurring in class.
3. Write the Antecedent that occurs before the behavior.
4. Write what happened right after the behavior occurred in the CONSEQUENCE box.
5. During or immediately after the observation, check the boxes that correspond with the activities, antecedents, & consequences you recorded.

Observer: ___Your Name_____

Student: __Tracy_____

Setting (e.g., class #, gym, playground): _____Lunch Room_____

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
		Eating Lunch	Specific peers present (popular & un-popular)	Calls Names & Threatens Peers	"Popular" peers laugh Function= Gains attention from popular peers
1	12:05	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: <i>Sitting at Lunch Table. Eating Lunch</i> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 5px auto; text-align: center; font-size: 24px;">2</div>	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>"Un-popular" girl joins table</i> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 5px auto; text-align: center; font-size: 24px;">3</div>	<i>Calls another student a Cow</i> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 5px auto; text-align: center; font-size: 24px;">1</div>	<input type="checkbox"/> Adult Attention Provided <input checked="" type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>"Popular" Peers look at her</i> <i>"Un-popular" Peer looks at her</i> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 5px auto; text-align: center; font-size: 24px;">4</div>

5

4

Definitions of Check Boxes on the ABC Form

Activity/Task

- *Large Group Instruction- All students in the class are attending to the same person/event (e.g. teacher is lecturing, working problems out on the board)*
- *Small Group Work- Students are working in smaller groups.*
- *Independent Work: Students are working by themselves (e.g. worksheet, individual tasks)*
- *Unstructured Time: No specific instruction is given by teacher (e.g., transition)*

Antecedents

- *Given instruction: Teacher gives a task or assignment has been given.*
- *Given correction: Teacher corrects the student's incorrect response or behavior.*
- *Alone (no attention/no activities): Student is alone with no activities or attention provided.*
- *With Peers: Peers are in proximity to the student.*
- *Engaged in preferred activity: Student is doing something they enjoy.*
- *Preferred activity removed: Activity is removed.*
- *Transition/change in activity: Current activity is changed.*

Consequences

- *Adult Attention: Teacher talks to student in a neutral (e.g., states student's name), positive (e.g., praise), or negative (e.g., correction) way*
- *Peer Attention: students talk to or respond to student's behavior in some way (e.g. laugh, talk back)*
- *Correction: teacher corrects the student by stating "not" to do the behavior*
- *Got preferred activity/item: student gets something they like (e.g. toy, candy) or activity they like (e.g. coloring, listen to music)*
- *Got sensation: student receives sensory input (e.g. tactile objects, sounds, etc.)*
- *Adult Attention Avoided: student avoids attention from teacher*
- *Peer Attention Avoided: student avoids attention from peers*
- *Task avoided: the task is removed*
- *Sensation avoided: student avoids sensory activities (e.g. loud sounds, textures, etc.)*

After the Observation: Summarize Results from ABC Observation

1. Complete the shaded box in the bottom of the ABC recording form based on the most

frequently observed ABC's.

2. Compare summary statement from ABC observation with that from the FACTS interview with staff.
3. Rate how likely it is that this summary accurately explains the identified behavior occurring (1-6)?

Summary Statement	During:	When:	Student will:	Because: Therefore the function is to access/escape (circle one):
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?				
1	2	3	4	5
Not real sure				100% Sure/No Doubt
1	2	3	4	5
6				

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
5	10:08	<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: <i>Collecting HW</i>	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>Teacher ignored his comment</i>	<i>Yells, "You calling me a liar?"</i>	<input checked="" type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>T: "I'm not calling you a liar..."</i>
6		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:	<i>Yells, "You never told me!"</i> <i>Gets out of his seat.</i>	<input checked="" type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>Approaches student, says sit down</i>
7		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input checked="" type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>Get out books & work with partner</i>	<i>Says, "I'm not working with any of you idiots!"</i>	<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>Peers ignore & get to work</i>
8		<input type="checkbox"/> Large group instruction <input checked="" type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: <i>Others working with partners, Eddie tries to work alone</i>	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>Others working together, but he is working alone</i>	<i>Walks over to other students & looks at their work.</i>	<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input checked="" type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>Peer covers his work</i>
9		<input type="checkbox"/> Large group instruction <input checked="" type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:	<i>Says, "What's your problem..punk?"</i>	<input type="checkbox"/> Adult Attention Provided <input checked="" type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>"Do it yourself"</i>

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
10		<input type="checkbox"/> Large group instruction <input checked="" type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>Working alone</i> <i>Peer says, "Do it yourself"</i>	<i>Yells at teacher,</i> <i>"You think you can make me do this work?"</i>	<input checked="" type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>Teacher looks at him</i>
11		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:	Yells at teacher, "What are you looking at?"	<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: ???
Summary Statement	During:	Large Group or Small Group Instruction	When: Given instruction/correction from teacher	Student will: Talk out and yell at teacher.	Because: Teacher responds or looks at him Therefore the function is to access escape (circle one): Adult Attention from the Teacher
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?					
Not real sure				100% Sure/No Doubt	
1		2		3	
				4	
				5	
				6	

Completed Example of ABC Recording Form

Observer: ___Your Name_____

Student: __Tracy_____

Setting (e.g., class #, gym, playground): _____Lunch Room_____

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
		Eating Lunch	Specific peers present (popular & un-popular)	Calls Names & Threatens Peers	"Popular" peers laugh Function= Gains attention from popular peers
1	12:05	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: <i>Sitting at Lunch Table . Eating Lunch</i> <i>**Tried to talk to peers by sharing food, etc. 3 times</i>	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>"Un-popular" girl joins table</i>	<i>Calls another student a Cow</i>	<input type="checkbox"/> Adult Attention Provided <input checked="" type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>"Popular" Peers look at her</i> <i>"Un-popular" Peer looks at her</i>
2	12:06	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>Peers eating lunch.</i>	<i>Says, "I thought cows ate grass."</i>	<input type="checkbox"/> Adult Attention Provided <input checked="" type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>"Popular" Peers laugh.</i>
3	12:07	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:	<i>Says, "Don't you know it's rude to read at the table."</i>	<input type="checkbox"/> Adult Attention Provided <input checked="" type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>"Unpopular" Peer makes a face at her.</i>
4	12:08	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:	<i>Throws bag at the "unpopular" girl.</i>	<input type="checkbox"/> Adult Attention Provided <input checked="" type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>"Popular" Peers laugh</i> <i>"Un-popular Peer calls her a name.</i>

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
5	12:09	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>Un-popular Peer calls her a name.</i>	<i>Throws food at girl</i>	<input type="checkbox"/> Adult Attention Provided <input checked="" type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>Other peers laugh</i>
6	12:10	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>Teacher tells her "enough" and asks her to go to office.</i>	<i>Says, "I'm being punished for cruelty to animals."</i>	<input type="checkbox"/> Adult Attention Provided <input checked="" type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>Peers laugh</i>
Summary Statement		During: <i>Sitting at Lunch Table</i>	When: <i>"Un-popular" girl joins table</i>	Student will: <i>Teases peers, Throws food at peers</i>	Because: <i>Other peers laugh</i> Therefore the function is to <u>access</u> /escape (circle one): <i>Peer Attention</i>
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?					
Not real sure				100% Sure/No Doubt	
1	2	3	4	5	6



Activity 2

1. Using your completed FACTS form for Shane (below) answer the following questions:
 - a. When/Where will you observe him?
 - b. What behaviors will you be looking at?
 - c. What Antecedents (triggers) will you be looking for?
 - d. What Outcomes/Consequences will you be looking for?

Identify the Target Routine: Select ONE of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable
<i>Math & Science</i>	<i>Doodles & makes rude remarks to the teacher</i>

SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
<i>Asked questions by the teacher</i>	<i>Doodles and makes rude remarks to the teacher.</i>	<i>Avoids adult attention</i>
SETTING EVENTS <i>Unknown</i>		
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?		
Not real sure 1	2	3
4	5	6 100% Sure/No Doubt

Guidelines for Observations

- You want to be convinced there is a pattern of student behavior.
- If you have observed at least 5 instances that verify the FACTS summary you can feel strongly that the FACTS summary is correct.
 - Or 3 to 1 ratio of verifying vs non-verifying observations
- Once you are convinced that your observations represent the behavioral pattern you can summarize the data.
- If data from observations do not match FACTS behavior summary or you are not convinced...
 - Do another ABC observation
 - Interview other staff that interact with student during target routine
 - Interview the student

ABC Recording Form

Observer: _____ Your Name _____

Student: _____ Shane _____

Setting (e.g., class #, gym, playground): _____ Date: _____

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
1		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
2		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
3		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
4		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
5		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
6		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
Summary Statement Based on Observation(s)		During:	When:	Student will:	Because: Therefore the function is to access/escape (circle one):
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?					
Not real sure				100% Sure/No Doubt	
1		2		3	
4		5		6	

Example of Shane's ABC Recording Form

ABC Recording Form

Observer: ___ Your Name _____

Student: _____ Shane _____

Setting (e.g., class #, gym, playground): _____ Math Class _____

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
		Small group work	Asked to participate in lesson	Work not done—doodling, talks back	Avoid Adult Attention & Task
1		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input checked="" type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input checked="" type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>"Please take out your math book"</i>	<i>Slams book on desk and keeps doodling.</i>	<input checked="" type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>"Work that problem for me"</i>
2		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input checked="" type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input checked="" type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:	<i>Looks at teacher & keeps doodling.</i>	<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input checked="" type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input checked="" type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>Teacher asks someone else to work out the problem.</i>
3		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input checked="" type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>Teacher asks him to do problem #2</i>	<i>Tells teacher, "I don't know what page we're on."</i>	<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input checked="" type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input checked="" type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>Sent to back of the room.</i>
4		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input checked="" type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input checked="" type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>Teacher asks if a problem was correct</i>	<i>Puts head down & doodles</i>	<input checked="" type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>Teacher keeps asking him to answer the question.</i>

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
5		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input checked="" type="checkbox"/> Given instruction <input checked="" type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input checked="" type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>Teacher: "We're not going to go on until you answer me." Grabs pencil from Shane.</i>	<i>Stands up and tells teacher he won't play stupid game. Walks towards exit.</i>	<input checked="" type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>Grabs student and tells him to have a seat.</i>
6		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:	<i>Keeps walking and exits the room.</i>	<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input checked="" type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
Summary Statement based on observation	During:	When:	Student will:	Because:	Therefore the function is to access/escape (circle one):
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?					
Not real sure		100% Sure/No Doubt			
1	2	3	4	5	6

Modified by S. Loman (2009) from R. Van Norman (2008)



Activity #4

- Complete the Summary of Behavior provided below for TRACY.
- Use the results from the FACTS (pg. 46) and the ABC observation (pg.56) to make a Final Summary Statement using the Summary of Behavior Table below.
- What was your Final Summary of her behavior?

Summary of Behavior

Setting Event	Antecedent	Behavior	Outcome/Consequence
Teacher/Staff Interview Summary			
ABC Recording Form Summary			
Final Summary of Behavior			
	When:	Student will:	Because: Therefore the function is to access/escape/avoid:

Checks for Understanding for Session 3

Please detach and turn in these pages to the trainer at the end of the training session. Please write your name on them or use some other form of identification to receive feedback on your responses.

Name or Identification: _____



Check #1

1. Using the completed FACTS interview for Raynetta, complete the summary statement for the FACTS interview for Raynetta (pg. 64-65).
2. Prepare the top portion of the ABC recording form to prepare for an ABC observation (pg. 66).
 - a. Where and when will you observe Raynetta?
 - b. What behaviors will you be looking for?
 - c. What antecedents and outcomes?



Check #2

Using the ABC recording form you prepared for Raynetta:

1. Record her behavior from the video.
2. Complete the Summary Statement on the ABC recording form for Raynetta.
3. How would you decide whether the FACTS and ABC observation match?
4. Complete the Summary of Behavior Table to identify the Final Summary of Behavior for Raynetta.
5. What will be your next step(s)?

Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Student: Raynetta Grade 4 Date: _____
 Staff Interviewed: Ms. B. Interviewer: _____

Student Strengths: Identify at least three strengths or contributions the student brings to school.

Academic strengths - Good skills in reading, math, social studies

ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.

Time	Activity & Staff Involved	Likelihood of Problem Behavior	Specific Problem Behavior	Current Intervention for the Problem Behavior
	Reading/Ms. B	Low 1 2 3 4 5 6 High	<i>Talks out. Talks back to teacher given directions</i>	<i>Detention</i>
	Recess	1 2 3 4 5 6		
	Geography/Ms. B	1 2 3 4 5 6	<i>Same as above</i>	<i>Same as above</i>
	Math/Ms. B	1 2 3 4 5 6		
	Writing/Ms. B	1 2 3 4 5 6		
	Lunch/Recess	1 2 3 4 5 6		
	PE/Art: Mr. Z	1 2 3 4 5 6		

List the Routines in order of Priority for Behavior Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

Routine #	Routines/Activities/Context	Problem Behavior(s)
Routine # 1	<i>Reading/Geography</i>	<i>Talks back to teacher when given directions</i>
Routine # 2		

BEHAVIOR(s): Rank order the top priority problem behaviors occurring in the targeted routine above:

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<u>2</u> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<u>3</u> Inappropriate Language	<u>1</u> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Self-injury	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other _____

Describe prioritized problem behavior(s) in observable terms: **Talks back to teacher when given instructions, will say rude comments to teacher and swear.**

What is the frequency of the Problem Behavior in the targeted routine (# x's /day or hour)?	3x/day
What is the duration of the Problem Behavior in the targeted routine (in seconds or min)?	2 min.
Is behavior dangerous to self/others?	Y N If Yes, refer to behavior specialist

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Identify the Target Routine: Select ONE of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable
<i>Reading & Geography Class with Ms. B</i>	<i>Talks back to teacher. Swears.</i>

ANTECEDENT(s): Rank Order the strongest triggers/predictors of problem behavior in the routine above. Then ask corresponding follow-up question(s) to get a *detailed* understanding of triggers ranked #1 & 2.

Environmental Features (Rank order strongest 2)	Follow Up Questions – Get as Specific as possible
<input type="checkbox"/> a. task too hard <input type="checkbox"/> 1_g. large group instruction <input type="checkbox"/> b. task too easy <input type="checkbox"/> h. small group work <input type="checkbox"/> c. bored w/ task <input type="checkbox"/> 2_i. independent work <input type="checkbox"/> d. task too long <input type="checkbox"/> j. unstructured time <input type="checkbox"/> e. physical demand <input type="checkbox"/> k. transitions <input type="checkbox"/> f. _____ <input type="checkbox"/> l. with peers <input type="checkbox"/> correction/reprimand <input type="checkbox"/> m. isolated/no attention <input type="checkbox"/> Other _____ Describe _____ _____	<p>If a,b,c,d or e - describe task/demand in detail _____</p> <p>If f - describe <u>purpose</u> of correction, voice tone, volume etc. _____</p> <p>If g, h, I, j or k - describe setting/activity/content in detail <i>large group is when teacher is in front of class. Independent work is when students are working on worksheets/assignments, etc.</i></p> <p>If l – what peers? _____</p> <p>If m – describe - _____</p>

CONSEQUENCE(s): Rank Order the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. The ask follow-up questions to detail consequences ranked #1 & 2.

Consequences/Function	As applicable -- Follow Up Questions – Get as Specific as possible
<input type="checkbox"/> 2_a. get adult attention <input type="checkbox"/> 1_b. get peer attention <input type="checkbox"/> c. get preferred activity <input type="checkbox"/> d. get object/things/money <input type="checkbox"/> e. get other, describe _____ _____ <input type="checkbox"/> f. avoid hard tasks/failure <input type="checkbox"/> g. avoid undesired task/activity <input type="checkbox"/> h. avoid physical effort <input type="checkbox"/> i. avoid peer negatives <input type="checkbox"/> j. avoid adult attention <input type="checkbox"/> k. avoid reprimands <input type="checkbox"/> l. avoid/escape other, describe _____ _____	<p>If a or b -- Whose attention is obtained? <i>Ms. B & classmates</i> How is the attention provided? <i>Ms. B=Correct her, give her detention. Peers laugh at her remarks.</i></p> <p>If c or d -- What specific items or activities are obtained? _____</p> <p>If f, g or h – Describe specific task/ activity avoided? _____ _____ Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area (be precise)? _____ _____ _____ Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N</p> <p>If i, j or k -- Who is avoided? _____</p>

SETTING EVENT(s): Rank Order any events that <u>happen outside of the immediate routine</u> (at home or earlier in day) that commonly make problem behavior more likely or worse in the routine above.
<input type="checkbox"/> hunger <input type="checkbox"/> conflict at home <input type="checkbox"/> conflict at school <input type="checkbox"/> missed medication <input type="checkbox"/> illness <input type="checkbox"/> failure in previous class <input type="checkbox"/> lack of sleep <input type="checkbox"/> change in routine <input type="checkbox"/> homework not done <input checked="" type="checkbox"/> X_ not sure <input type="checkbox"/> Other _____

SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
SETTING EVENTS		
Unknown		
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?		
Not real sure		100% Sure/No Doubt
1	2	3
	4	5
		6

ABC Recording Form

Observer: _____ Your Name _____

Student: _____ Raynetta _____

Setting (e.g., class #, gym, playground): _____

Date: _____

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
1		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
2		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
3		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
4		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
5		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
6		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
Summary Statement Based on Observation(s)	During:	When:	Student will:	Because:	Therefore the function is to access/escape (circle one):
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?					
Not real sure				100% Sure/No Doubt	
1	2	3	4	5	6

Modified by S. Loman (2009) from R. Van Norman (2008)

Summary of Behavior

Setting Event	Antecedent	Behavior	Outcome/Consequence
Teacher/Staff Interview Summary			
ABC Recording Form Summary			
Final Summary of Behavior			
	When:	Student will:	Because: Therefore the function is to access/escape/avoid:



Comments/Questions about Session #3:

Task for Session #3



This week:

Observe the target student during the targeted routine for whom you conducted the FACTS interview (observe for at least 20 minutes OR at least 5 occurrences of problem behaviors).

Complete:

1. The ABC recording form (Appendix D).
2. The Summary of Behavior Table (based on the FACTS and ABC Recording Form data) Found in Appendix E
3. **Please bring next session!**



Key Points from Session #3

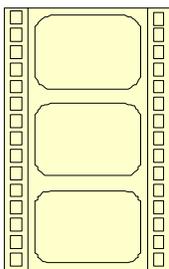
- ABC Observations are used to confirm the accuracy of the FACTS/ teacher interview
- Use the FACTS summary statement to guide when and where to conduct ABC observation
- Start by recording the behavior, then write what happened directly before (Antecedent) and after (Consequence) the behavior.
- Immediately after the observation check boxes that correspond with activities, antecedents, & consequences recorded
- Summarize results & compare with the FACTS summary statement



Tools Presented in Session #3

ABC Recording Form (Appendix C pages 90-92)

Summary of Behavior Table (Appendix D page 93)



Presentation Slides for Session #3

Insert slides provided by trainer behind this page.

Session #4: Function-Based Behavior Support Planning



During this session you will:

1. Review Sessions 1-3
2. Problem Solve
3. Know how to help individual student support teams in designing function-based positive behavior supports



Review #1

Steps in Practical FBA?

- 1.
- 2.
- 3.
- 4.



Review #2

Disruptive Student

A teacher in your school has come to you and said that she has a student in her class that is disruptive all of the time.

What would you ask her in order to better define the behavior?

Help her define “disruptive”



Disruptive:

Examples:

Non-examples:



FBA for “disruptive” student

The same teacher has referred the student for a Practical FBA.

What would you tell her that this would entail?

Your answer:

The teacher asks, “*What is the purpose of the FACTS interview?*”

Your answer:

She also asks, “*How long should we schedule the interview for?*”

Your answer:

After completing the FACTS interview, the teacher also asks, “*Why do you need to observe after you have the information from the interview?*”

Your answer:

After you have completed the FACTS interview and ABC observations the teacher asks, “*What will you do with this information?*”

Your answer:



Review #3: Jane

Jane is a 2nd grade student who was referred by her teacher for being “disruptive” (refusing to do work and throwing tantrums; whining, pounding her hands on her desk, and throwing her papers on the floor). This problem occurs most frequently when Jane is given a math assignment to work on in math class. After she throws a tantrum she is often sent to the back table where she sits and talks with the students who have already completed their assignments. Jane can complete her assignments fairly quickly when she is held in from recess and has to work on her own. Her behaviors are more likely to occur when she has missed recess for that day.

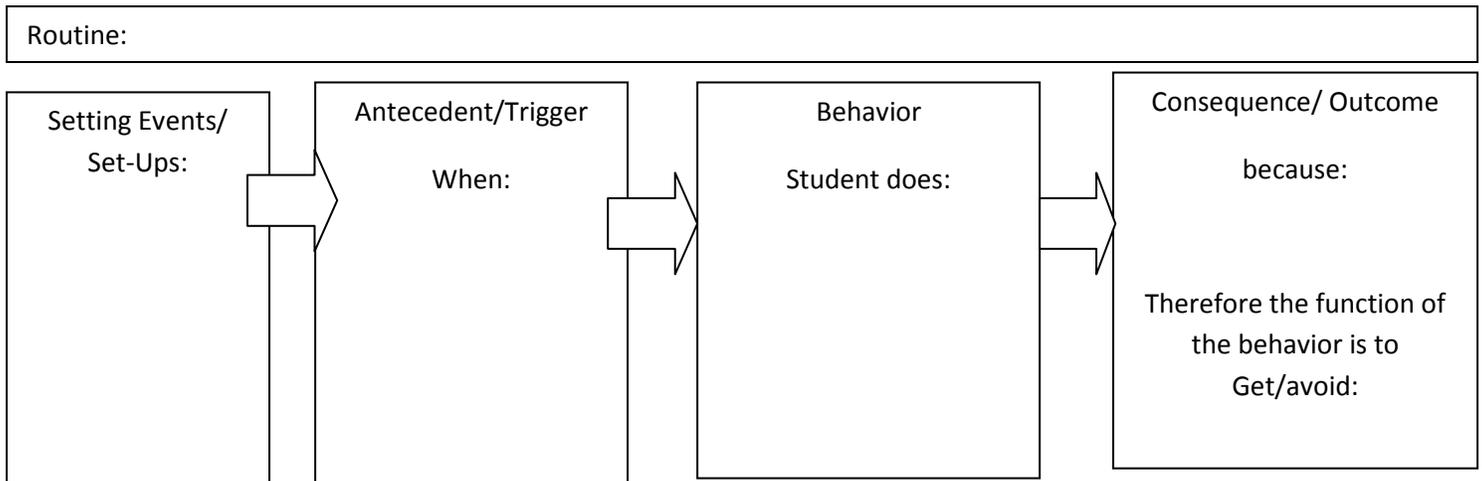
Complete the Hypothesis/Summary Statement to answer the following questions below:

For Jane, what routine would you focus on for the FACTS and ABC observation?

What are the antecedents will you be observing for?

What outcomes will you be observing for?

What is the setting event?



Completed FBA=

An FBA is completed when you have completed a(n):

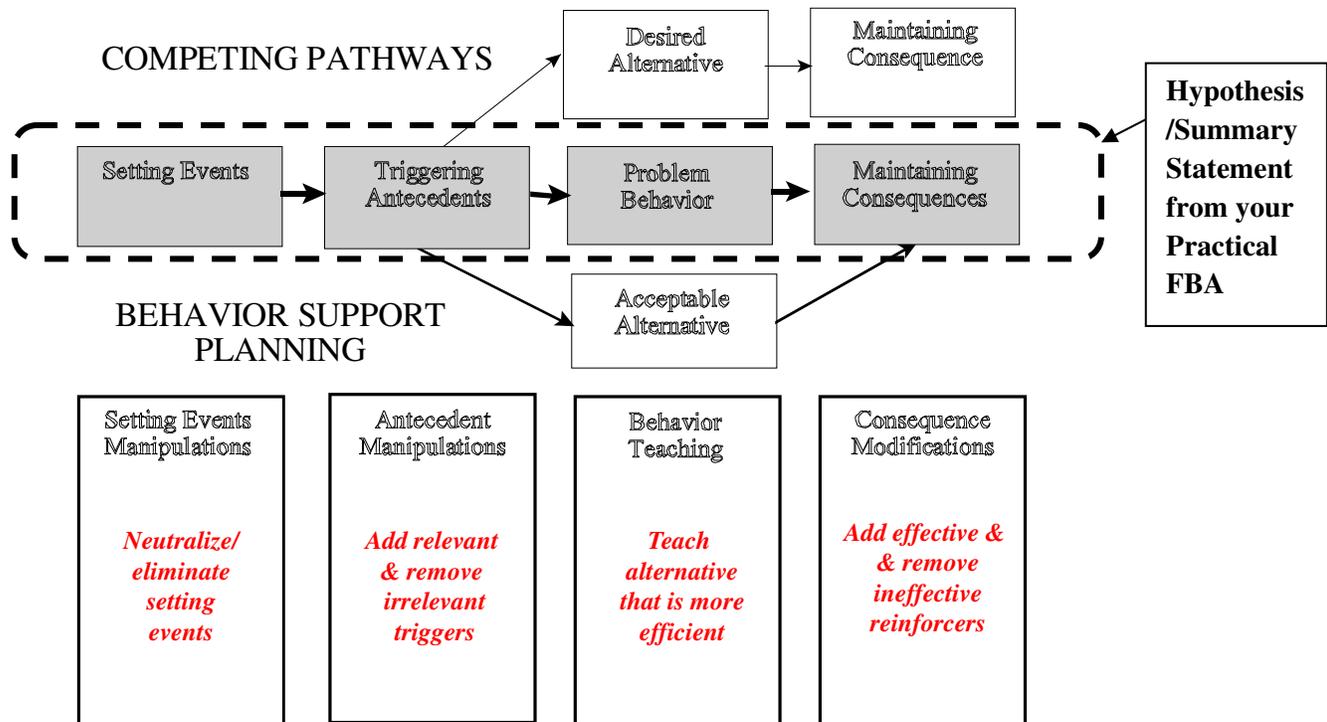
1. **FACTS interview** with the teacher (or other staff)
2. **ABC observation** to verify the information from the FACTS.
3. Summary of Behavior Table with a **Final Hypothesis/Summary of Behavior** that you are convinced is accurate.

Team Development of Behavior Support Plan

- A behavior support plan is developed based on a completed FBA summary (which you have learned to do!!)
- A team of people closely involved with the student come together to complete the competing behavior pathway
 - Teacher, parent, other staff, and behavior specialist

Fundamental Rule of Behavior Support Planning:

“You should not propose to reduce a problem behavior without also identifying alternative, desired behaviors a person should perform instead of the problem behavior” (O’Neill et al., 1997, p. 71).



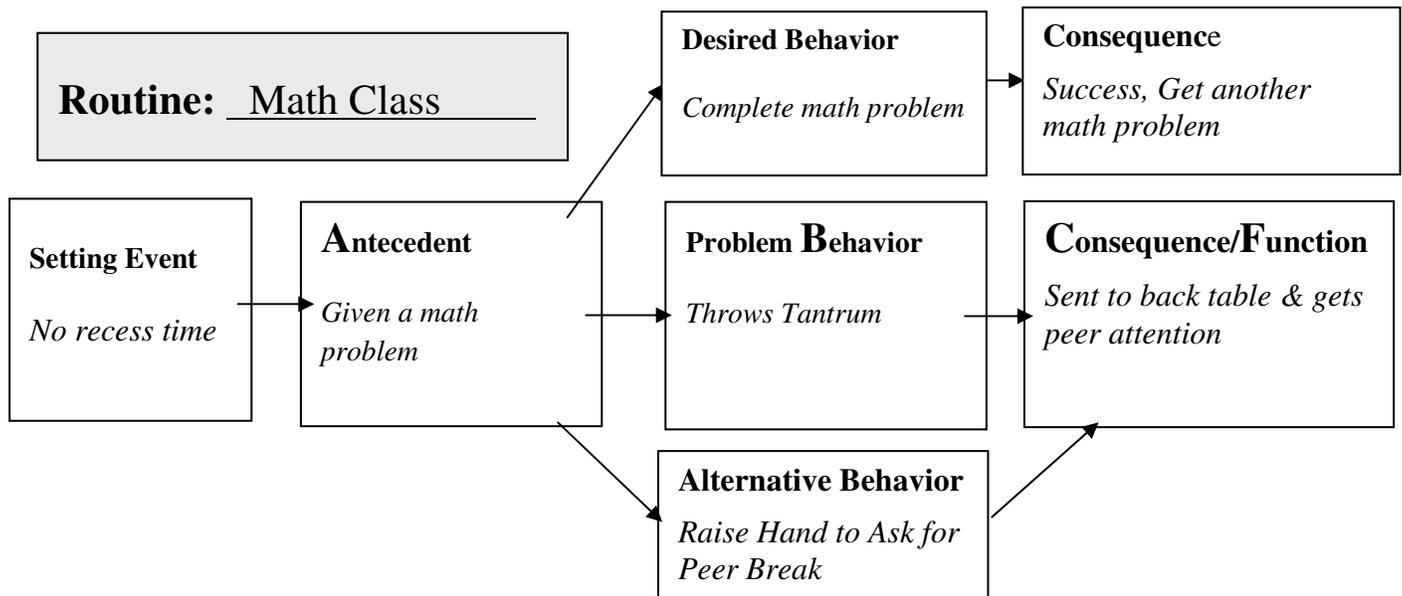
Remember Jane

Jane is a 2nd grade student who was referred by her teacher for refusing to do work and throwing tantrums (whining, pounding her hands on her desk, and throwing her papers on the floor). This problem occurs most frequently when Jane is given a math assignment to work on in math class. After she throws a tantrum she is often sent to the back table where she sits and talks with the students who have already completed their assignments. Jane can complete her assignments fairly quickly when she is held in from recess and has to work on her own. Her behaviors are more likely after she has missed recess for that day.

**Behavior Support Plan
Developed from a Functional Behavioral Assessment**

Student Jane Grade 2 Date 9/25/09

School Shelbyville Elementary Case Manager Ms. Practical FBA



IDENTIFY INTERVENTION STRATEGIES

Setting Event Strategies	Manipulate Antecedent to prevent problem & prompt alternate/desired behavior	Teach Behavior Explicitly Teach Alternate & Desired Behaviors	Alter Consequences to reinforce alternate & desired behavior & extinguish negative behavior
<ul style="list-style-type: none"> -Arrange for peer interaction before math class. -Provide positive adult contact -Sit with preferred peer 	<ul style="list-style-type: none"> -Introduce review type problem before difficult tasks -Remind of alternative behaviors -Do first problem together 	<ul style="list-style-type: none"> -Teach options to problem behavior: <ol style="list-style-type: none"> 1. Ask for break 2. Ask for help 3. Turn in assignment as is. -Teach missing math skills 	<ul style="list-style-type: none"> -Immediately reinforce entering class. -Provide reinforcer w/in 1 min. of starting task (3 min., 5 min., 10 minutes) -Give break & help -Sit with preferred peer when done

Recommended Guidelines for Behavior Support Plan (BSP) Development

Supports should:

1. Match the function or purpose the behavior serves
2. Designed to neutralize or eliminate the effect of setting events (**Setting Event Strategies**)
3. Designed to prevent the problem behavior from occurring (**Antecedent Strategies**)
4. Designed to teach alternative (based on function) and desired behaviors (**Behavior Teaching Strategies**)
5. Designed to increase alternative and desired behaviors AND decrease problem behaviors (**Consequence Strategies**)

Setting Event Strategies

Building in Separating Events to diminish effects of Setting Events & decrease the likelihood that problem behavior will occur.

Example of a Setting Event Strategy:

If Setting Event is Conflict at Home & student comes to school after conflict, we could:

-Build in a morning check-in to meet with an adult with a positive relationship

- *may be a counselor to talk things through*

Do a fun activity with the student to turn day around before entering the daily routine

Antecedent Strategies

Preventing Problem Behavior & Supporting Desired Behavior

(A) **Preventing**- Change predictors that set off the problem behavior to make the problem behavior Irrelevant.

(B) **Support** - Provide prompts & supports to set up and support Alternate/Desired Behavior.

Example of an Antecedent Strategy:

Instead of giving Joe his usual math assignment, let's give him an assignment he can be more successful with (single digit addition) or provide him prompts/ supports that allow him to be more successful.

*By changing A, we can make Joe's need to throw a tantrum Irrelevant

Supporting Alternative Behavior: Provide precorrections and prompts to remind and cue Joe to use desired responses for the Alternate Behavior, instead of Problem Behavior.

Behavior Teaching Strategies

Teach alternative & desired behavior that gets results more quickly or easily to make the problem behavior **Inefficient**.

Example of a Behavior Teaching Strategy:

Let's teach Joe to raise his hand & ask for a break, instead of throwing a tantrum to get a break.

*By teaching Joe an easier alternate behavior to get what he wants, we're making the problem behavior **Inefficient**.

Joe will need frequent practice, precorrections, and prompts to help him get in the habit of using the alternate behavior

Consequence Strategies

Change consequences that have supported rather than eliminated the problem behavior.

- Do NOT allow the negative behavior to pay off for the student, put the negative behavior on extinction
- Reward appropriate behavior to make the problem behavior **Ineffective**.

Example of a Consequence Strategy:

We must **refuse** to (C) let Joe avoid math tasks for (B) throwing a tantrum &

Instead prompt him to raise his hand and (C) reward him for (**B**) raising his hand & asking for a break

*By not providing Joe w/ what he wants when he throws a tantrum we are making the problem behavior **Ineffective**.

It is crucial that we work hard to Reinforce Joe for engaging in the alternate behavior, or he is likely to soon go back to & escalate the problem behavior

Possible ABC Strategies by Function

*Strategies should be individualized for each student

Function of Behavior	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies
Attention Seeking	<p><i>Prevention (give attention early for positive behaviors)</i></p> <p><i>Check-in – provide adult attention immediately upon student arrival</i></p> <p><i>Give student leadership responsibility or a class ‘job’ that requires the student to interact w/ staff</i></p> <p><i>Place student in desk where they are easily accessible for frequent staff attention</i></p> <p><i>Give student frequent intermittent attention for positive or neutral behavior</i></p> <p><i>Pre-correct - Frequently & deliberately remind student to raise their hand and wait patiently if they want your attention</i></p>	<p><i>Teach student more appropriate ways to ask for adult attention</i></p> <p><u><i>Identify and teach specific examples of ways to ask for attention</i></u></p> <p><i>-Raise hand and wait patiently for teacher to call on you</i></p> <p><i>-likely need to differentiate (large group, small group, work time, etc.)</i></p>	<p><i>Change consequences that have supported rather than eliminated the problem behavior.</i></p> <p><i>Do NOT allow the negative behavior to pay off for the student, put the negative behavior on <u>extinction</u></i></p> <p><i>Reward appropriate behavior to make the problem behavior <u>Ineffective.</u></i></p> <p><i>Respond quickly if student asks appropriate for adult attention</i></p> <p><i>Give the student frequent adult attention for positive behavior</i></p> <p><i>Student earns ‘lunch w/ teacher’ when student earns points for paying attn in class & asking appropriately for attention</i></p> <p><i>Eliminate/minimize the amount of attention provided to a student for engaging in problem behavior</i></p> <p><i>--Limit verbal interaction – create a signal to prompt the student to stop the problem behavior</i></p> <p><i>--Avoid power struggles</i></p>

Possible ABC Strategies by Function

*Strategies should be individualized for each student

<i>Function of Behavior</i>	<i>Antecedent Strategies</i>	<i>Behavior Teaching Strategies</i>	<i>Consequence Strategies</i>
<i>Avoid Task</i>	<p><i>Prevention (modify task or provide support)</i></p> <p><i>Modify assignments to meet student instructional/skill level (adjust timelines, provide graphic organizers, break in to smaller chunks, etc.)</i></p> <p><i>Assign student to work with a peer</i></p> <p><i>Provide additional instruction/support</i></p> <p><i>Provide visual prompt to cue steps for completing tasks student struggles with</i></p> <p><i>Provide additional support focused on instructional skills (Homework Club, study hall, etc.)</i></p> <p><i>PreTeaching content</i></p> <p><i>PreCorrect - Frequently & deliberately remind student to ask for help</i></p>	<p><i>Teach student more appropriate ways to ask for help from teacher or peers</i></p> <p><i>Provide additional instruction on skill deficits</i></p> <p><u><i>Identify and teach specific examples of ways to ask for help</i></u></p> <ul style="list-style-type: none"> <i>-Raise hand and wait patiently for teacher to call on you</i> <i>-teach student to use a break card</i> <i>-likely eed to differentiate (large group, small group, work time, etc.)</i> <p><i>Provide academic instruction/support to address student skill deficits</i></p> <ul style="list-style-type: none"> <i>-More focused instruction in class</i> <i>- Additional instructional group</i> <i>- Special Education support for academic deficit</i> <i>- additional support and practice at home</i> <i>-additional assessment to identify specific skill deficits</i> 	<p><i>Respond quickly if student asks for help or for a break</i></p> <p><i>Reward students for on task, trying hard, work completion & for asking for a break or help appropriately</i></p> <p><i>Eliminate/minimize the amount of missed instructional time or work provided to a student for engaging in problem behavior</i></p> <p><i>--However, need to make sure student is capable of doing work... or provide support/instruction so student can complete the work</i></p>



Next Steps

With the skills you have gained from the Practical FBA training you can be a contributing member to an Individual Student Behavior Support Team by:

- Conducting interviews and observations for students with problem behaviors that are not dangerous to themselves or others.
- Providing Summary Statements of a student’s problem behavior
- Providing possible behavior support strategies that are related to the function of the student’s behavior.



Key Points from Session #4

-An FBA is completed when you have completed a(n):

- **FACTS interview** with the teacher (or other staff)
- **ABC observation** to verify the information from the FACTS.
- **Summary of Behavior Table** with a **Final Hypothesis/Summary of Behavior** that you are convinced is accurate.

-An FBA Summary Guides a behavior support plan

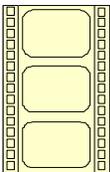
-A Competing Behavior Pathway can be used to identify alternative & desired behaviors based on function

-Behavior Support Plans should include strategies that match the function of the behavior and include setting event, antecedent, teaching, & consequence strategies



Tools presented in Session #4

Behavior Support Planning Forms (Appendix E, pages 95-96)



Slides Presented in Session #4

Insert slides provided by trainer behind this page.

Appendix A. FACTS for Staff

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Identify the Target Routine: Select ONE of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable

ANTECEDENT(s): Rank Order the strongest triggers/predictors of problem behavior in the routine above. Then ask corresponding follow-up question(s) to get a detailed understanding of triggers ranked #1 & 2.

Environmental Features (Rank order strongest 2)	Follow Up Questions – <i>Get as Specific as possible</i>
<input type="checkbox"/> a. task too hard <input type="checkbox"/> b. task too easy <input type="checkbox"/> c. bored w/ task <input type="checkbox"/> d. task too long <input type="checkbox"/> e. physical demand <input type="checkbox"/> f. correction/reprimand Other _____ Describe _____	<input type="checkbox"/> g. large group instruction <input type="checkbox"/> h. small group work <input type="checkbox"/> i. independent work <input type="checkbox"/> j. unstructured time <input type="checkbox"/> k. transitions <input type="checkbox"/> l. with peers <input type="checkbox"/> m. isolated/no attention
	<p>If a,b,c,d or e - describe task/demand in detail _____</p> <p>_____</p> <p>If f - describe <u>purpose</u> of correction, voice tone, volume etc.</p> <p>_____</p> <p>If g, h, i, j or k - describe setting/activity/content in detail</p> <p>_____</p> <p>If l – what peers? _____</p> <p>If m – describe - _____</p>

CONSEQUENCE(s): Rank Order the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. The ask follow-up questions to detail consequences ranked #1 & 2.

Consequences/Function	As applicable -- Follow Up Questions – <i>Get as Specific as possible</i>
<input type="checkbox"/> a. get adult attention <input type="checkbox"/> b. get peer attention <input type="checkbox"/> c. get preferred activity <input type="checkbox"/> d. get object/things/money <input type="checkbox"/> e. get sensation <input type="checkbox"/> f. get other, describe _____ <input type="checkbox"/> g. avoid adult attention <input type="checkbox"/> h. avoid peer attention <input type="checkbox"/> i. avoid undesired activity/task <input type="checkbox"/> j. avoid sensation <input type="checkbox"/> k. avoid/escape other, describe _____	<p>If a or b -- Whose attention is obtained? How is the (positive or negative) attention provided?</p> <hr/> <p>If c,d, e, or f -- What specific items, activities, or sensations are obtained? _____</p> <hr/> <p>If g or h – Who is avoided? _____ Why avoiding this person?</p> <hr/> <p>If i, j, or k- Describe specific task/activity/sensation avoided? Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area?</p> <hr/> <p>Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N</p>

SETTING EVENT(s): Rank Order any events that happen outside of the immediate routine (at home or earlier in day) that commonly make problem behavior more likely or worse in the routine above.

hunger conflict at home conflict at school missed medication illness failure in previous class
 lack of sleep change in routine homework not done not sure Other _____

SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
SETTING EVENTS		
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?		
Not real sure 1	2	3
4	5	100% Sure/No Doubt 6

Appendix B.

FACTS for Students

Functional Assessment Checklist for Students (FACTS-Part B)

Identify the Target Routine: Select ONE of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable

ANTECEDENT(s): Rank Order the strongest triggers/predictors of problem behavior in the routine above. Then ask corresponding follow-up question(s) to get a detailed understanding of triggers ranked #1 & 2.

Environmental Features (Rank order strongest 3t)	Follow Up Questions – Get as Specific as possible
<input type="checkbox"/> a. when I'm not sure what to do or there is nothing to do <input type="checkbox"/> b. my classmates are bugging me <input type="checkbox"/> c. I sit by a certain classmate <input type="checkbox"/> d. when I work alone <input type="checkbox"/> e. teacher tells me what to do or not do <input type="checkbox"/> f. teacher gives me work that's too hard <input type="checkbox"/> g. work is too boring or too long <input type="checkbox"/> h. when work is too easy <input type="checkbox"/> i. when I need to talk to teacher or need help <input type="checkbox"/> j. Other, describe _____	<p>If b or c -- what classmates? _____</p> <p>_____</p> <p>If d – what work do you do alone that leads to problem? _____</p> <p>If e –what don't you like about how the teacher tells you _____</p> <p>If f, g, h -- describe what is too hard/easy/long/boring? What assignments or activities? _____</p> <p>If i –why do you need to talk to the teacher? _____</p>

CONSEQUENCE(s): Rank Order the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. The ask follow-up questions to detail consequences ranked #1 & 2.

Consequences/Function	As applicable -- Follow Up Questions – Get as Specific as possible
<input type="checkbox"/> a. get adult attention/ to talk to me <input type="checkbox"/> b. get peer attention/get peers to look /talk/laugh at me <input type="checkbox"/> c. get preferred activity/ something I like to do <input type="checkbox"/> d. get money/things <input type="checkbox"/> e. get other, describe _____ _____ <input type="checkbox"/> f. avoid work that's too hard <input type="checkbox"/> g. avoid activities I don't like <input type="checkbox"/> h. avoid boring or easy work <input type="checkbox"/> i. avoid peers I don't like <input type="checkbox"/> j. avoid adults I don't want to talk to <input type="checkbox"/> k. avoid adults telling me what to do <input type="checkbox"/> l. avoid other, describe _____ _____	<p>If a or b -- Whose attention is obtained? _____</p> <p>_____</p> <p>How is the attention provided? _____</p> <hr/> <p>If c or d -- What specific items or activities are obtained? _____</p> <hr/> <p>If f, g or h – Describe specific task/ activity avoided? _____</p> <p>_____</p> <p>Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area (be precise)? _____</p> <p>_____</p> <p>_____ Can the student perform the task independently? Y N</p> <p>Is academic assessment needed to ID specific skill deficits? Y N</p> <hr/> <p>If i, j or k -- Who is avoided? _____</p> <p>Why avoiding this person? _____</p>

SETTING EVENT(s): Rank Order any events that happen outside of the immediate routine (at home or earlier in day) that commonly make problem behavior more likely or worse in the routine above.

<input type="checkbox"/> hunger <input type="checkbox"/> conflict at home <input type="checkbox"/> conflict at school <input type="checkbox"/> missed medication <input type="checkbox"/> illness <input type="checkbox"/> failure in previous class <input type="checkbox"/> lack of sleep <input type="checkbox"/> change in routine <input type="checkbox"/> homework not done <input type="checkbox"/> not sure <input type="checkbox"/> Other _____

SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
SETTING EVENTS		

Adapted by S.Loman (2009) from C. Borgmeier (2005) ;March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)

Appendix C

ABC Recording Form

Observer: _____

Student: _____

Setting (e.g., class #, gym, playground): _____

Date: _____

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
1		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
2		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
3		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
4		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
5		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
6		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
7		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
8		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
9		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
10		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
11		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
Summary Statement	During:	When:	Student will:	Because:	Therefore the function is to access/escape (circle one):
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?					
Not real sure		100% Sure/No Doubt			
1	2	3	4	5	6

Modified by S. Loman (2009) from R. Van Norman (2008)

Appendix D. Summary of Behavior Table

Summary of Behavior Table

Setting Event	Antecedent	Behavior	Outcome/Consequence
Teacher/Staff Interview Summary			
ABC Recording Form Summary			
Final Summary of Behavior			
	When:	Student will:	Because: Therefore the function is to access/escape/avoid:

Appendix E.

Behavior Support Planning Forms

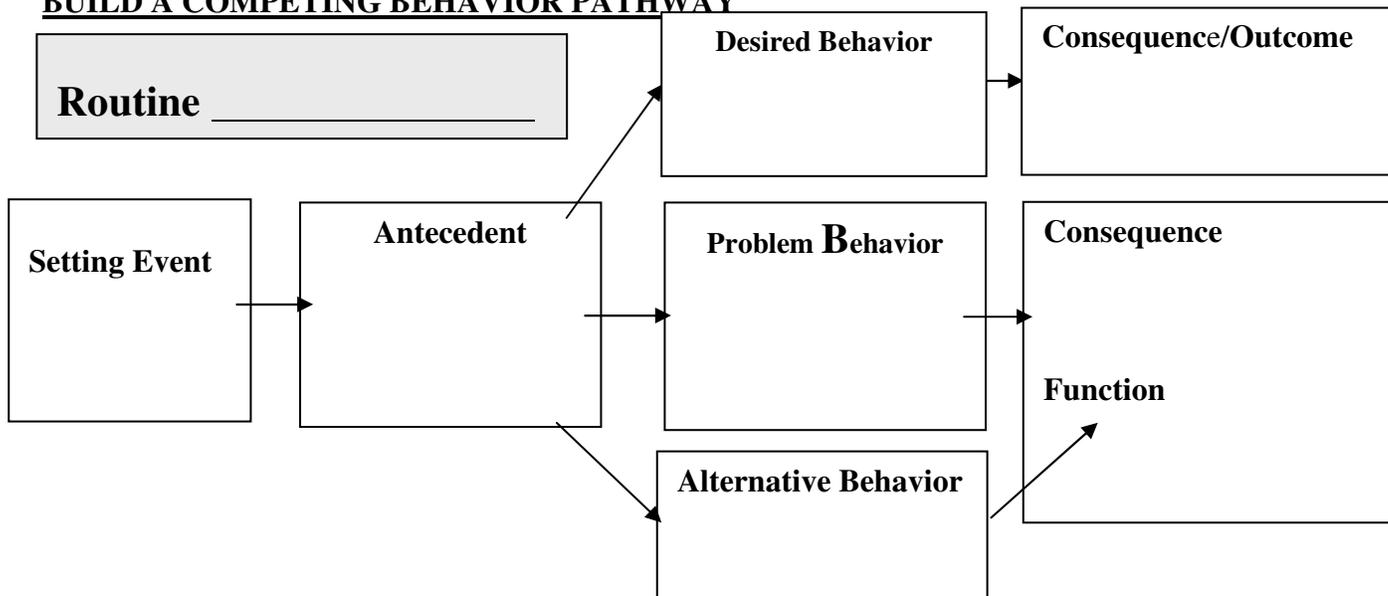
Behavior Support Plan

Developed from a Functional Behavioral Assessment

Student _____ Grade _____ Date _____

School _____ Case Manager _____

BUILD A COMPETING BEHAVIOR PATHWAY



IDENTIFY INTERVENTION STRATEGIES

Setting Event Strategies	<u>Manipulate Antecedent to prevent problem & prompt alternate/desired behavior</u>	<u>Teach Behavior</u> Explicitly Teach Alternate & Desired Behaviors	<u>Alter Consequences to reinforce alternate & desired behavior & extinguish negative behavior</u>
	<u>Prevent problem behavior</u>	<u>Teach Alternate Behavior</u>	<u>Reinforce Behavior</u>
	<u>Prompt Alternate/Desired Behavior</u>	<u>Teach Desired Behavior/ Academic/ Social Skills</u>	<u>Response to Problem Behavior/ Corrective Feedback</u>

Adapted by C. Borgmeier (2002) from multiple sources: M. Bergstrom and D. Crone (2000); March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999); O'Neill, Horner, Albin, Sprague, Story, & Newton (1997); Palmer & Sugai (2000); and Sprick, Sprick, & Garrison (1993); Martin, Hagan-Burke, & Sugai (2000)

Appendix F.

Practical FBA Quick Reference Guide **for use with Practical FBA forms (Appendix A-E)**

This quick reference guide is designed to guide individuals who have been trained to conduct functional behavioral assessments (FBA) using the Practical FBA training process. These documents will guide trained individuals through the process of conducting an FBA and working with a team to develop a behavior support plan (BSP).

Behavior support planning occurs best using a team process. It is recommended that a school develop an individual behavior support planning team that meets consistently to identify, design, implement, and monitor behavior supports for students that exhibit behavioral problems. Recommended participants involved on an individual student's behavior support planning team include (a) a team member with expertise

in behavior (frequently the school psychologist, special education teacher, or behavioral specialist), (b) school administrator and (c) those staff members (general education, special education, assistants, etc.) who regularly work with the student, (d) parent or guardian, and (e) student (if appropriate).

FBA is a systematic data collection process to develop a Summary of Behavior identifying: (a) the function of student behavior and (b) a detailed understanding of the specific environmental variables that trigger the problem behavior (antecedents) and maintain the problem behavior (consequences). It is essential that our Summary of Behavior is sufficiently detailed that we can develop specific interventions based on the information that we collect in the FBA.

4 Steps in Conducting a Practical FBA

1. Define the problem behavior in observable and measurable terms.
2. Ask
3. See
4. Hypothesize.

DEFINE the problem behavior in observable and measurable terms.

- A. Receive a Request for Assistance form from a referring teacher indicating problem behaviors.
- B. Team determines whether to conduct an FBA on the student.
 1. Team may review office discipline referral data (e.g. SWIS data)
 2. Team may review interventions attempted (e.g., modified work, alternative seating arrangements, behavioral contract, etc.).
- C. Obtain parent consent for assessment and intervention.
- D. Schedule interviews and observations with appropriate staff.

ASK: Interview teachers using the FACTS for Staff (Appendix A)

Purpose of the FACTS interview: **ASK** staff who work with the student to identify & focus in on a specific problem behavior routine, so you can go and **SEE** the behavior.

Frequently Asked Questions (FAQs) about the FACTS interview

How long does it take to conduct a FACTS interview?

Depending on teacher responses, 30-45 minutes is typical.

Whom should I interview?

Interview the “referring teacher” or teacher that has been identified to receive support, then based on the interview other staff may be identified.

What materials do I need?

Bring two copies of the FACTS interview form for yourself and the teacher being interviewed (so they can follow along).

Can I just drop it in the teacher’s box to have them complete the FACTS?

No. You should guide them through the interview and record their responses on your form, as follow up questions may be needed.

During the FACTS interview, you are the investigator

- Ask follow-up questions to get **specific** information you can use to inform interventions
- Understand from the student perspective...
- You need to be convinced...
- You need to be confident in the results of the interview...

Completing FACTS Part-A:

Start FACTS off with Strengths & Identify Student Daily Routines

Step #1: Start with the student's strengths.

When conducting a FACTS interview always start with the student's strengths.

-Begin with focus on positive skills and attributes of student.

Step #2: Ask: Where, when, with whom, problem behaviors that are most likely

Time: List the times that define changes in the student's daily schedule. Include subject changes, changes in classes, transitions, lunch, before school, and adapt for complex schedule features (e.g. odd/even days) if appropriate.

Activity & Staff: Identify the activity or routine (e.g. small group instruction, math, independent art, transition) during each time identified and the staff involved.

Likelihood of Problem Behavior: Rate the likelihood of problem behavior during each time/activity/routine on the 1 to 6 scale provided.

Problem Behavior: Indicate the specific problem behavior(s) that occur during each time with a rating of 4, 5, or 6.

Current Intervention: Indicate any interventions currently in place for the problem behavior during that time.

Step #3: List the Routines in Priority of Behavior Support & Select the single most prioritized routine to focus on for FACTS Part-B

Since the function of problem behavior often varies across different environments and settings, it is essential that we always focus on behavior within the context of a routine.

4. First, identify those routines with the highest ratings (4, 5 or 6 in the Routines Analysis).
5. Select between 1 to 2 routines for further analysis and prioritize which routine to begin the assessment with. Write the name of the highest priority routine and the most common problem behavior(s) during that routine in Routine #1.
6. Do the same for Routine #2.

In some cases, it may be possible to combine multiple routines, but only when the structure and demands within the routine are very similar.

Examples of combined/multiple routines:

- consistent problem behavior in recess, lunch and free-time might be combined into unstructured times with peers
- if problems occur in reading and social studies primarily during round-robin reading, the routine might be large group reading which would encompass both reading and social studies.

If you determine that there are more than 2 distinct routines identified, refer the case to a behavior specialist.

Select the single most prioritized routine to focus on for FACTS-Part B.

Step #4: Identify Problem Behaviors for the identified routine

Now, focusing on the single routine you have prioritized. Check those behaviors that occur in the target routine and then rank order the top 3 most concerning problem behaviors in the routine.

Provide a brief description of exactly what the behavior looks like when the student engages in these behaviors.

This definition should be so clear that you could clearly identify when the behavior does or does not occur.

Step #5. Ask about the Frequency, Duration

Ask the interviewee to estimate the DURATION & FREQUENCY of occurrences of the problem behavior in the target routine.

Step #6. Ask if the behavior is an immediate danger to self/others

Ask the interviewee if the student engages in behaviors that pose a danger to themselves or others.

Dangerous behaviors are: behaviors that directly injure others (e.g., hitting, throwing dangerous objects, etc.)

If it is determined that behaviors are dangerous, refer the case to a behavior specialist.

Completing FACTS Part-B: Identify a Routine & Stick to it

Step #1. Identify the Target Routine

List the prioritized target routine and problem behavior as selected from List the Routines in Priority for Behavior Support from FACTS-Part A. The FACTS-Part B will only focus on this single routine. If multiple routines are identified, use a separate FACTS-Part B form for each routine.

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Identify the Target Routine: Select *ONE* of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable

Step #2. Ask about the ANTECEDENT(s)

When asking about antecedents remember to do the following:

- a. remind the respondent that you are only talking about the target routine
- b. have the person initially check all antecedents in the list that apply
- c. then, have the person rank order the 2 strongest predictors from those selected

ANTECEDENT(s): Rank Order the strongest triggers/predictors of problem behavior in the routine above. Then ask corresponding follow-up question(s) to get a *detailed* understanding of triggers ranked #1 & 2.

Environmental Features (Rank order strongest 3)	Follow Up Questions – Get as Specific as possible
<input type="checkbox"/> a. task too hard <input type="checkbox"/> b. task too easy <input type="checkbox"/> c. bored w/ task <input type="checkbox"/> d. task too long <input type="checkbox"/> e. physical demand <input type="checkbox"/> f. correction/reprimand <input type="checkbox"/> Other _____ describe _____	<input type="checkbox"/> g. large group instruction <input type="checkbox"/> h. small group work <input type="checkbox"/> i. independent work <input type="checkbox"/> j. unstructured time <input type="checkbox"/> k. transitions <input type="checkbox"/> l. with peers <input type="checkbox"/> m. isolated/ no attn
	If a, b, c, d or e - describe task/demand in detail _____ If f - describe purpose of correction, voice tone, volume etc. _____ If g, h, I, j or k - describe setting/activity/content in detail _____ If l - what peers? _____ If m - describe - _____

ANTECEDENT(S): Follow-up Questions

After identifying the strongest predictor(s) ask the follow-up question(s) coinciding with the letter of the item(s) rank ordered #1 and #2.

The provided follow-up questions should not be considered a complete list. It is the job of the interviewer to ask the additional follow-up questions necessary to obtain the clearest

understanding of the antecedents triggering the problem behavior.

You as the interviewer should have a clear enough understanding of the antecedents to be able to make changes to, or eliminate, the triggers and make the student need for the problem behavior irrelevant.

Example of using Follow-up Questions

Example: Identifying task too hard and answering “reading” to the follow-up questions is probably not sufficient to inform intervention development.

It is essential to know specifically the type and level of reading tasks that are too difficult and what skills the student does or does not possess. A better description of the difficulty of the task

would be “reading passages or activities higher than a 1st grade reading level. The student is fluent with letter sound correspondence and can blend cvc words, but is not fluent with multi-syllabic words, nor most irregular words.

Specifically, the student cannot answer comprehension questions nor read aloud in content areas or literacy when reading is higher than a 1st grade level.”

Step #3. Before moving on with the interview, ask yourself the following about the antecedent response:

1. Are there further follow-up questions I should ask to get a clearer understanding of what triggers the problem behavior?
2. Is the antecedent clear enough that I can identify specific environmental changes that should prevent the problem behavior?

Step #4. Ask about the CONSEQUENCES

When asking about consequences remember to do the following:

- a. remind the respondent that you are only talking about the target routine
- b. have the person initially check all consequences in the list that apply
- c. then, have the person rank order the 2 strongest consequences from those selected

Follow-up Questions

After identifying the strongest consequence(s) ask the follow-up question(s) coinciding with the letter of the item(s) rank ordered #1 and #2.

The provided follow-up questions should not be considered a complete list.

It is the job of the interviewer to ask additional follow-up questions necessary to obtain the

clearest understanding of the consequences maintaining the problem behavior.

You as the interviewer should feel that you understand how the problem behavior is functional in paying off for the student in getting a desired outcome.

Step #5. Before moving on ask yourself the following questions about the consequence response:

1. Are there further follow-up questions I should ask to get a clearer understanding of what consequences are maintaining the problem behavior?

2. Are the consequences and function of behavior clear enough that I can understand how the problem behavior is paying off for the student?

3. When considering the antecedent and consequence together, do they make sense?

For example, if the consequence/function is avoiding difficult task, it would *make sense* that the antecedent be a specific task that is too difficult. It might *make less sense* if the consequence/function is to escape a difficult task and the antecedent is unstructured time with peers.

Step #6. Ask about the SETTING EVENTS

When asking about setting events remember to do the following:

- a. remind the respondent that you are only talking about the target routine
- b. have the person initially check all setting events in the list that apply
- c. then, have the person rank order the 3 strongest setting events from those selected

Remember that setting events do not usually occur in the immediate routine or environment.

Since setting events often happen at home or previously in the school day, it is not uncommon for teachers to be unsure of setting events.

Follow-up Questions

After identifying the most common setting events ask any follow-up questions that will provide a clearer picture of the impact and occurrence of setting events.

You may want to follow-up with the student interview (Appendix B) for more information on setting events.

Step #7. Summarize the interview using the SUMMARY OF BEHAVIOR

After completing the setting events, tell the person you are interviewing that you will need a couple of minutes to review their responses and form the Summary of Behavior.

The summary of behavior combines all of the information gathered in the FACTS-Part B.

To complete each of the boxes in the Summary of Behavior take the information from the corresponding boxes from above in the FACTS-B form.

ANTECEDENTS – write the **highest ranked item** from the Antecedents category and provide additional details provided through the follow-up questions.

Problem Behaviors – write in the description of problem behavior identified in the Identifying the Target Routine box at the top of the page.

CONSEQUENCES – write the **highest ranked item** from Consequences category and provide additional details provided through the follow-up questions.

SETTING EVENTS – write the **highest ranked item** from the Setting Events category from above and provide additional details from the follow-up questions.

Step #8. After completing the Summary of Behavior, read the summary back to the respondent according to the following format.

“During <insert target routine>, <insert student name> is likely to <insert problem behaviors> when he is <insert details of antecedent conditions that trigger behavior>, and you believe that he does this to <insert details of consequence/function>.”

Ask the person interviewed “Do you agree with this Summary of Behavior or is there anything you would like to add or change?”

Step #9. Lastly, ask the person interviewed to rate the extent they believe the summary of behavior is accurate on the provided 6 point scale.

After the Interview with Staff:

After the staff interview look at the Summary of Behavior and answer the following questions.

1. Are you are confident enough in the Summary of Behavior to move on to observing the behavior?
2. Do you feel that you need to interview someone else to get more information before observing?

SEE: Use ABC Recording Form (Appendix C) to observe & confirm FACTS interview.

ABC Observation

Observe the student during routines identified by FACTS summary statement

Purpose:

3. *Confirm the accuracy of the teacher interview summary of behavior*
4. *Identify antecedents and consequences/outcomes that the teacher may have overlooked*
3. *Verify the function of the student's behavior*
4. *Develop the most accurate Summary Statement for intervention development*

Frequently Asked Questions (FAQ's) About ABC Observations

Q: What if the behavior doesn't occur while I'm there?

A: Schedule another time to observe during the identified routine.

- *If there is still no behavior occurring, may want to interview staff again to obtain more information*

Q: Where do I sit when I enter the room?

A: Enter the room quietly, not interacting with students

- *Sit near enough to the student to see & hear, but not so close that it is obvious you are watching him or her.*

Q: What if the student or students ask why I am there?

A: You can tell them you are there to watch their class.

Q: How many times should I observe the student in the routine?

A: Observe until you are convinced (about 5 to 10 occurrences of behavior OR 3 to 1 ratio of occurrences verifying FACTS summary).

- *You may have to go in on more than one day or period....but make sure you are going during identified routine.*

Q: How long should I observe for?

A: This should be based on the FACTS interview results

- *About 15-20 minutes per routine is acceptable.*
- *You want to observe until you are convinced (e.g. record at least 5 problem behaviors to establish a pattern)*

ABC Recording Form (Appendix C)

- *Designed to be individualized for the student you will be observing based on FACTS results*
- *Complete all of the information at top of the form before the observation.*

Before the Observation:

4. Complete the shaded portion based on the FACTS summary.
5. Schedule observation during routine (time/place) identified as most problematic from the FACTS.
6. Record the date/setting/time of observation

ABC Recording Form

Observer: _____

Student: _____

Setting (e.g., class #, gym, playground): _____

Date: _____

Insert information
from FACTS
Summary

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
1		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: _____	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: _____		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: _____
2		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: _____	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: _____		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: _____

During the Observation:

6. Always start with recording the behavior first—be as specific as possible.
7. Write the activity/task occurring in class.
8. Write the Antecedent that occurs before the behavior.
9. Write what happened right after the behavior occurred in the Consequence box.
10. During or immediately after the observation, check the boxes that correspond with the activities, antecedents, & consequences you recorded.

Observer: ___ Your Name _____

Student: __ Tracy _____

Setting (e.g., class #, gym, playground): _____ Lunch Room _____

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
		Eating Lunch	Specific peers present (popular & un-popular)	Calls Names & Threatens Peers	"Popular" peers laugh Function= Gains attention from popular peers
1	12:05	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: Sitting at Lunch Table. Eating Lunch 2	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: "Un-popular" girl joins table 3	Calls another student a Cow 1	<input type="checkbox"/> Adult Attention Provided <input checked="" type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: "Popular" Peers look at her "Un-popular" Peer looks at her 4

5

4

Definitions of Check Boxes on the ABC Form

Check Boxes for Activity/Task

- **Large Group Instruction-** All students in the class are attending to the same person/event (e.g. teacher is lecturing, working problems out on the board)
- **Small Group Work-** Students are working in smaller groups.
- **Independent Work:** Students are working by themselves (e.g. worksheet, individual tasks)
- **Unstructured Time:** No

specific instruction is given by teacher (e.g., transition)

Check Boxes for Antecedents

- *Given instruction: Teacher gives a task or assignment has been given.*
- *Given correction: Teacher corrects the student’s incorrect response or behavior.*
- *Alone (no attention/no activities): Student is alone with no activities or attention provided.*
- *With Peers: Peers are in proximity to the student.*
- *Engaged in preferred activity: Student is doing something they enjoy.*
- *Preferred activity removed: Activity is removed.*
- *Transition/change in activity: Current activity is changed.*

Check Boxes for Consequences

- *Adult Attention: Teacher talks to student in a neutral (e.g., states student’s name), positive (e.g., praise), or negative (e.g., correction) way*
- *Peer Attention: students talk to or respond to student’s behavior in some way (e.g. laugh, talk back)*
- *Correction: teacher corrects the student by stating “not” to do the behavior*
- *Got preferred activity/item: student gets something they like (e.g. toy, candy) or activity they like (e.g. coloring, listen to music)*
- *Got sensation: student receives sensory input (e.g. tactile objects, sounds, etc.)*
- *Adult Attention Avoided: student avoids attention from teacher*
- *Peer Attention Avoided: student avoids attention from peers*
- *Task avoided: the task is removed*
- *Sensation avoided: student avoids sensory activities (e.g. loud sounds, textures, etc.)*

After the Observation: Summarize Results from ABC Observation

1. Complete the shaded box in the bottom of the ABC recording form based on the most frequently observed ABC’s.
2. Compare summary statement from ABC observation with that from the FACTS interview with staff.
3. Rate how likely it is that this summary accurately explains the identified behavior occurring (1-6)?

Summary Statement	During:	When:	Student will:	Because: Therefore the function is to access/escape (circle one):
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?				
Not real sure				100% Sure/No Doubt
1	2	3	4	5
				6

Guidelines for ABC Observations

- *You want to be convinced there is a pattern of student behavior.*
 - *If you have observed at least 5 instances that verify the FACTS summary you can feel strongly that the FACTS summary is correct.*
 - Or 3 to 1 ratio of verifying vs non-verifying observations
 - *Once you are convinced that your observations represent the behavioral pattern you can summarize the data.*
 - *If data from observations do not match FACTS behavior summary or you are not convinced...*
 - Do another ABC observation
 - Interview other staff that interacts with student during target routine
 - Interview the student (Appendix B)
-

HYPOTHESIZE: *Summarize the results from the FACTS & ABC Recording Form to create a hypothesis of the function of the student's behavior using the Summary of Behavior Table (Appendix D)*

Step 1. Complete the Summary of Behavior Table by filling in the hypothesis/summary statements from the FACTS interview & the ABC Observation

Step 2. Compare the FACTS data with the ABC Observation data to determine a “final summary statement”

This can be done by using the guideline of 3 to 1 verifying vs. non-verifying observations. In other words, if at least every 3 of your observations verify the FACTS summary statement for every 1 observation that is different, it may be save to conclude the FACTS summary statement is accurate.

This final summary statement will be used to guide the development of a behavior support plan using the competing behavior pathway model (Appendix E).

You have completed a Practical FBA when you have completed:

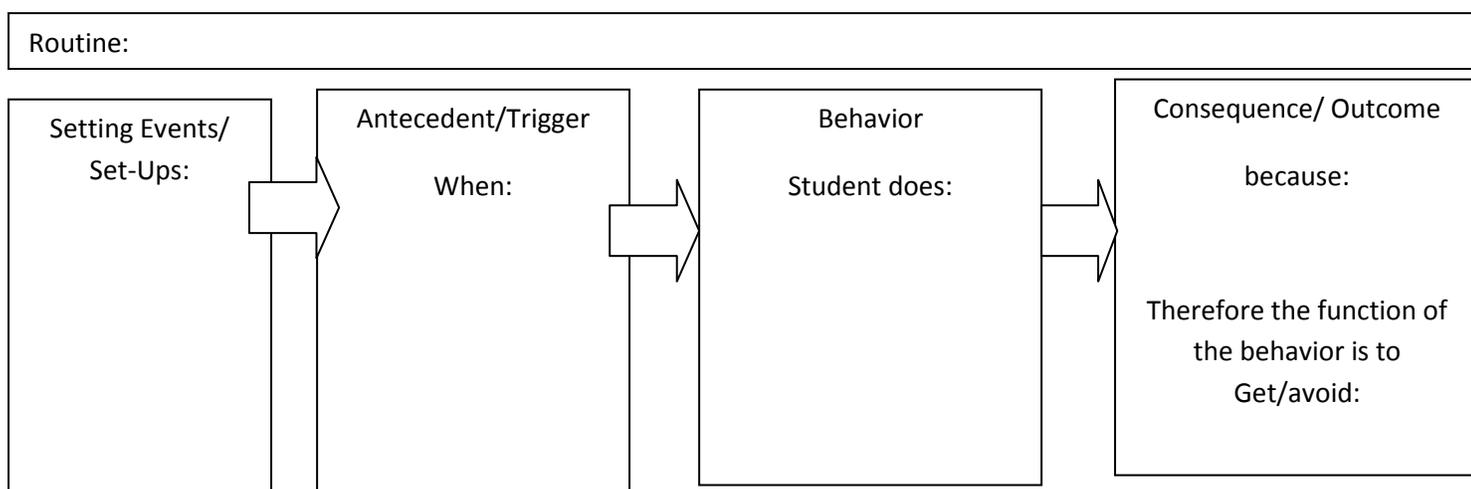
- (a) A FACTS interview with a staff member (Appendix A)
- (b) An ABC Recording Form during routines identified in the FACTS (Appendix C)
- (c) A Summary of Behavior Table (Appendix D)

Behavior Support Planning

Remember that developing a behavior support plan for a student is a team process. Individuals that know the student best (e.g., the teacher and the parent) and a behavior specialist (e.g., school psychologist) should collaborate together to develop a behavior support plan for a student.

COMPETING BEHAVIOR PATHWAY (Appendix E)

Begin Behavior Support Planning by identifying the target routine and transferring the final Summary of Behavior from the Functional Behavioral Assessment into the middle thread of the Competing Behavior Pathway.



IDENTIFYING AN ALTERNATE BEHAVIOR

Next, identify an *alternate behavior*. The alternate behavior will be a substitute for the problem behavior that is less disruptive to classroom functioning. The alternate behavior should provide the same consequence/function as the problem behavior. The alternate behavior should also be easier for the student to engage in than the problem behavior. For example, an alternate behavior to throwing a tantrum for avoiding work might be to ask for a break. Removing the task when the student asks for a break is much more appropriate and less disruptive than throwing a tantrum which has

previously served the function of escaping the task.

The alternate behavior is the first step toward extinguishing the problem behavior. If we do not provide students with an alternate behavior for attaining the consequence of the problem behavior, the student is likely to go back to the tried and true problem behavior that has consistently paid off for them. Without an alternate behavior, student behavior is likely to escalate until they get the consequence they are looking for.

IDENTIFYING A DESIRED BEHAVIOR AND CONSEQUENCE

Next, identify the *Desired Behavior*. The desired behavior is the long term goal. The desired behavior should be the behavior that is regularly expected of most or all students in the setting, or a high, reasonable expectation for the student. The desired behavior should look similar to the majority of students in the class with the consequence being similar to the benefit other students get from engaging in the desired behavior. The goal is for the student to be as independent in possible in successfully using the desired behavior.

For example, we no longer want the student raising their hand requesting to escape the math problems (short term goal of the alternate behavior), but we would like to see the student complete the math problems successfully (desired behavior) with the maintaining consequence being the experience of success with math (desired consequence).

IDENTIFY INTERVENTION STRATEGIES

After completing the Competing Behavior Pathway, the next step is to identify potential interventions. Interventions should be identified across each level of the FBA (Setting Events, Antecedents, Teaching Behavior, and Consequences)

When identifying interventions, it is important to get feedback from staff to best match interventions to fit the environment, staff preferences, and context of the setting. If the plan is going to be implemented, the Implementation Plan must be developed with feedback from the staff implementing the plan.

Appendix G.

Practical FBA Slides by Session

Session 1 (pages 119-127)

Session 2 (pages 128-138)

Session 3 (pages 139-146)

Session 4 (pages 147-154)



Practical FBA

Session #1:
Defining & Understanding Behavior

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Participant's Guidebook (pg.3)

-  Objectives
-  Review
-  Activities
-  Checks for Understanding
-  Comments/ Questions
-  Tasks
-  Key Points

Practical Functional Behavioral Assessment (FBA) Training Series

- This session is the first of 4 training sessions on conducting functional behavioral assessments (FBA) for students with mild to moderate behavioral problems in schools.
- This training series will teach you to conduct interviews and observations in such a way as to precisely determine the relationship between student problem behavior and the context:
 - **What** the problem behaviors are.
 - **When, Where, & Why** a student's problem behaviors occur.
- A summary of this information will help an individual student team develop effective behavioral supports that:
 - prevent problem behaviors from occurring
 - teach alternative behaviors
 - & effectively respond when problem behaviors occur.

Practical FBA vs Comprehensive FBA

Focus of this training series

	Practical FBA	Comprehensive FBA
For:	Students with <u>mild to moderate</u> problem behaviors (behaviors that are <u>NOT dangerous</u> or occurring in many settings)	Students with <u>moderate to severe</u> behavioral problems; may be <u>dangerous and/or occurring in many settings</u>
What:	Relatively simple and efficient process to guide behavior support planning	Time-intensive process that also involves archival records review, family-centered planning, and collaboration with agencies outside of school
Conducted by whom:	School-based personnel (e.g., teachers, counselors, administrators)	Professionals trained to conduct functional assessments with students with severe problem behaviors (e.g., school psychologists, behavior specialists)

Practical FBA

Practical FBA is an assessment process designed to:

- predict** the routine & events when a student's problem behavior occurs.
- hypothesize** how the behavior pays off for the student (the function of behavior).

Your role in the Practical FBA is....

- to be an **investigator** and collect information that convinces you of where, when, & why a student's behavior (**the what**) occurs

Requesting a Practical FBA

- Teachers & school teams can complete a Request for Assistance form to refer a student for a Practical FBA
- Talk to school on obtaining parent permission to conduct a Practical FBA with a student
- Request for Assistance should give a broad picture of the student and their behaviors

Practical FBA process
D.A.S.H.

Today's Training

Define behavior in observable & measurable terms

Session #2

Ask about behavior by interviewing staff & student

- specify routines **where** & **when** behaviors occur
- summarize **where, when, & why** behaviors occur

See the behavior

Session #3

- observe the behavior during routines specified
- observe to verify summary from interviews

Hypothesize: a final summary of **where, when & why** behaviors occur

Session #4

 **Session #1 Objectives**

By the end of this session you should be able to:

1. Define observable behavior (**What**).
2. Identify events that predict **When & Where** the specific behavior occurs.
3. Identify **Why** a student engages in the specific behavior.
4. Construct hypothesis statements that summarize the **What, When, Where, & Why** of a student's behavior

ABC's of Understanding **Why students engage in problem behavior:**
Finding out the Pay-off or Function of Behavior

A= Antecedent(s). Find out the events that occur right before the behavior.

- Allows you to predict: **Where** (During routine)? & **When** (Trigger event)?

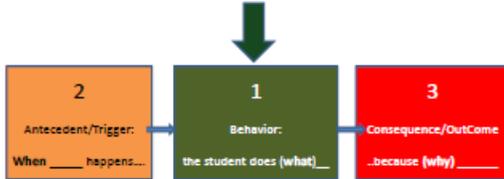
B=Behavior. Find out **what** is the observable problem behavior?

C=OutCome/ Consequence. Find out what happens after the behavior occurs? **WHY?**

A → B → C

Practical FBA
Always start with the behavior

- Despite the ABC concept, the behavior (B) is our starting point!



Start with defining observable behaviors

- The precision of the definition is important.
- It **focuses** the interventions on the **behavior** (the **What**) of concern and ensures that the intervention targets the events that trigger (the **Where** and **When**) the behavior and the outcome (**Why**) of the behavior.
- Thus, increasing the likelihood of effective interventions.

Defining Observable Problem Behaviors

- Definitions of behaviors need to be:
 - Observable: The behavior is an action that can be **seen**.
 - Measurable: The behavior can be **counted** or **timed**.
 - Defined so clearly that a person unfamiliar with the student could recognize the behavior without any doubts!

Activity 1 (pg.6)



In 30 seconds:

List 5 problem behaviors that occur in your school.



Go →

13



Results of Activity 1

Were your behaviors:

- Observable?
- Measurable?
- Defined so clearly that a person unfamiliar with the student could recognize the behavior without any doubts?

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Are these observable, & measurable?

- Gets out of desk and hits other students
- Has separation anxiety (from parent)
- Spacey
- Reads 120 wpm
- Says she hears voices
- Emotionally disturbed
- Doesn't like classmates

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Which is described in observable and measurable terms?

- hits with his fist –OR- aggressive
- bully –OR- takes money from peers
- psychotic –OR- says she hears voices
- arrives at class 10 minutes late –OR- irresponsible
- out of seat 55% of time –OR- hyperactive

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Tip #1: Ask yourself, "What does the behavior look like?"

Talking out: Any verbalization made by the student that was not initiated by the teacher and/or distracts others from the assigned tasks in the classroom.

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Tip #2 Provide Examples and Non-examples of the problem behavior

Examples of Talking Out:

- Answering a question directed to another student by the teacher.
- Saying a swear word
- Talking when the teacher is giving directions

Non-examples of Talking Out:

- Answering a question that the teacher directed to the child.
- Yelling to another student during recess
- Talking with a peer during group work

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Behavior = Talking out

Definition: Any verbalization made by the student that was not initiated by the teacher and/or distracts others from the assigned tasks in the classroom.

Examples of Talking Out:

- Answering a question directed to another student by the teacher.
- Saying a swear word
- Talking when the teacher is giving directions

Nonexamples of Talking Out:

- Answering a question that the teacher directed to the child.
- Yelling to another student during recess
- Talking with a peer during group work

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Activity 2

Using your guidebook (pg. 7) write out the behavior and provide an **observable & measurable** definition for ONE of these behaviors:

- Jeff is always disruptive in class.
- Hailey is constantly off-task during math.
- Chris is defiant.
- Brandon is angry and hostile.
- Alexis uses inappropriate language.

MAKE SURE THEY ARE OBSERVABLE & MEASURABLE[®]

Observable/Measurable vs non-observable/measurable definitions of behavior

Observable/Measurable Definition	Non-observable/measurable Definition
Talks when teacher is lecturing, calling out in a loud voice singing	Disruptive behaviors
Draws pictures during group work time	Off-task behaviors
Throwing objects, kicking over chairs	Angry, Hostile Behaviors
Calls peers names	Inappropriate language
Tapping/ drumming on desk, looking around the classroom	Attention problems
Refusal to do work, failure to follow directions	Non-compliance
Yells "No" or "You can't make me" when given direction	Defiance

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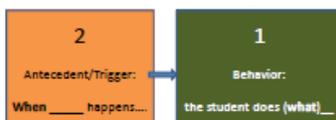
Are your definitions so clear that a person unfamiliar with the student could recognize the behavior without any doubts?

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Remember:

Always start with the behavior

- 1- Once you have defined the behaviors (the **What**)
- 2- **Then** want to know the **Where & When** the behaviors occur #2 (Routine & Antecedents)
 - What happens right before the behavior?



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Want to find out specific events (antecedents) that trigger the behavior:

- **WHERE** and **WHEN** the behaviors occur.

- **Where**= Routines where the problem behavior is most likely
 - Examples: During math class, gym class, lunch, recess)
- **When**= Specific events within a routine that predict the problem behavior
 - Examples: When given double-digit addition, given directions

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Where (Routine) & When: Triggers (Antecedents) to the Behavior

- Specifically identify the routine (**Where**) in which behavior occurs
 - examples: During math class..., At the playground...,
- Identify the event, action, or object that occurs right **before** behavior (**When...**)
 - Signals the behavior
 - "sets it off" (trigger)

Where (Routine), When (Antecedent) → Student does (Behavior)

- During lunch, when told to shut up by a peer, Ben hits the student
- During language arts, when asked to read aloud in class, Tracy gets up and tells jokes
- During circle time, when praised Jessie starts crying

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Activity 3:

Identify the behavior, routine, & antecedent in the following scenarios

Frame them in the blanks/boxes with the following statements:

Routine: "During _____"

Antecedent/Trigger:
When _____

→

Behavior:
The student does _____

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Activity 3 (pg.8) Scenario 1:

When he goes to math class and peers tease him about his walk, A.J. calls them names and hits them.

Routine: "During _____"

Antecedent/Trigger:
When _____

→

Behavior:
The student does _____

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Activity 3 Scenario 1:

When he goes to math class and peers tease him about his walk, A.J. calls them names and hits them.

Routine: "During **Math Class**"

Antecedent/Trigger:
When **PEERS TEASE ABOUT HIS WALK**

→

Behavior:
The student does **CALLS NAMES & HITS**

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Activity 3 Scenario 2:

In math class, Bea stares off into space and does not respond to teacher directions when she doesn't know how to do a difficult math problem.

Routine: "During _____"

Antecedent/Trigger:
When _____

→

Behavior:
The student does _____

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Activity 3 Scenario 2:

In math class, Bea stares off into space and does not respond to teacher directions when she doesn't know how to do a difficult math problem.

Routine: "During **Math Class**"

Antecedent/Trigger:
When... **Doesn't know how to do difficult math problem**

→

Behavior:
The student... **Stares & does not respond to directions**

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Remember: Always start with the Behavior

- 1- Once you have defined the behaviors (the **What**)
- 2- & know the **Where & When** the behaviors occur #2 (Routine & Antecedents)
- 3- Then want to find out **WHY** (the outCome of the behavior...what happens right afterwards)



2 Steps to finding out the **WHY**

Step 1: Determine what happens **right after** the behavior (the OutCome or Consequence).

It may help to think: "because... _____"

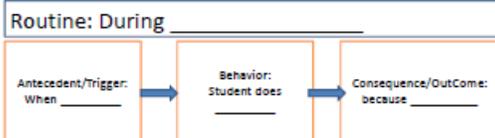
- Example (Antecedent → Behavior → outCome: ABC)
 - During recess, when peers tease him, Ben hits his peers and they leave him alone
 - During reading, When asked to read aloud Tracy tells jokes, the other students laugh, and she is sent to the office (missing the assignment)
 - During circle time, when praised Jessie starts crying, the teacher stops circle time and comforts her.



Activity 4 (pg. 9)

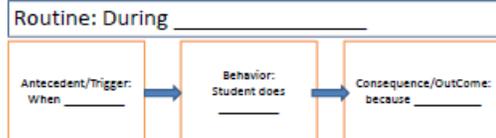
Identify the routine, antecedent, behavior, and outcomes for the following scenarios

Frame with the following statements:



Activity 4 Scenario #1:

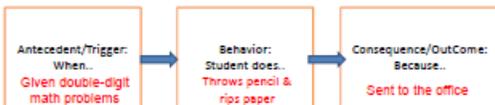
Joe throws his pencil and rips his paper during math whenever he is given double-digit math problems. This results in him getting sent to the office.



Activity 4 Scenario #1:

Joe throws his pencil and rips his paper during math whenever he is given double-digit math problems. This results in him getting sent to the office.

Routine: During **Math class**



Activity 4 Scenario #2

Nancy cries during reading time whenever she has to work by herself. This results in the teacher sitting and reading with her.

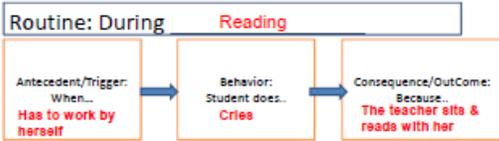
Routine: During _____





Activity 4 Scenario #2

Nancy cries during reading time whenever she has to work by herself. This results in the teacher sitting and reading with her.



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When Understanding the **WHY** of behavior: Step 2

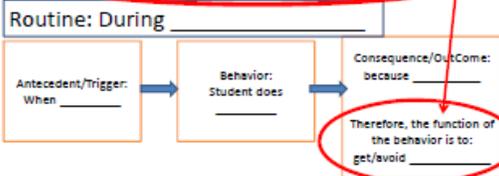
- When understanding behavior, we want to learn what function (or purpose) the behavior is serving for the student (what is the pay-off for the student?)
- You need to understand from the student's perspective...
 - What are they getting (or trying to get) from engaging in this behavior
 - What is the most important thing that the student wants to gain (or avoid) by using this behavior

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Step 2 In finding out the **WHY?** OR function of behavior

Use information about the routine, antecedent, behavior, & consequence to determine that the function of the behavior is either to:

-Get or Avoid something in the environment



Functions that behaviors serve



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Most Common Functions of Behavior

To Obtain/ Get :

- Peer attention
- Adult attention
- Desired activity
- Desired object/ items
- Sensory stimulation: auditory, tactile, etc.

To Avoid/ Escape:

- Difficult Task
- Boring Task
- Easy Task
- Physical demand
- Non-preferred activity
- Peer
- Staff
- Reprimands

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Examples of Function in School

- Obtain/Get Reinforcers
 - I yell because others look at me
 - I fight because others listen to me
 - I wander because people talk to me
 - I hit in order to get toys from other kids.
- Escape/Avoid Aversives
 - I cry when work gets hard because someone will help me
 - I throw a book during math class because the teacher will remove me from class
 - I stand out of the way during PE because the other game participants will avoid throwing me the ball.

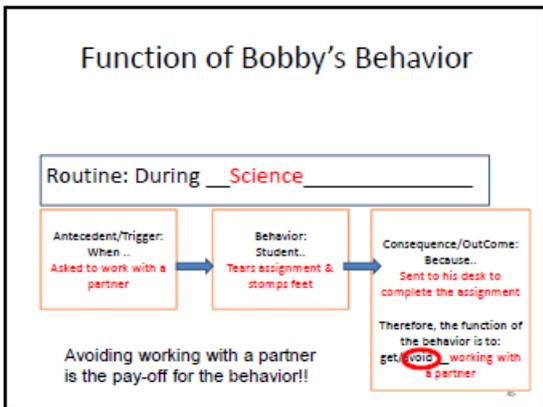
42



What's the Function/ Pay-off of Bobby's Behavior

When asked to work with a partner in science, Bobby tears up his assignment and stomps his feet. The teacher then has Bobby sit down at his desk to complete the same assignment, while the rest of the class works together with their partners.

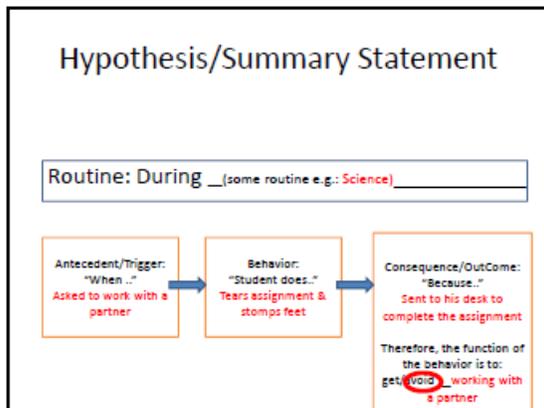
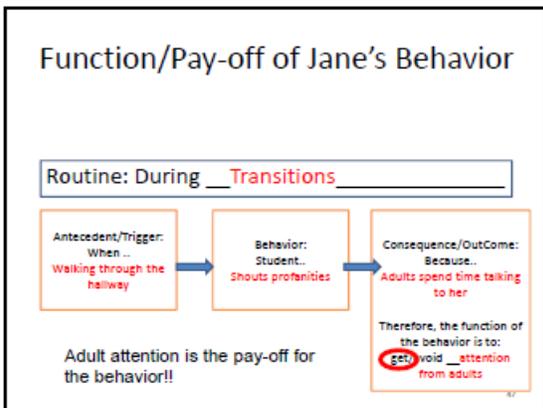
Get?? Avoid??
What? An Activity? Peers? Teacher?



Function/Pay-off of Jane's Behavior

...

Jane, a fifth grade student, was referred for disruptive behavior to the student support team by her teacher, Mrs. O'Neil. After interviewing Mrs. O'Neil and conducting several observations of Jane in the classroom, the team determined that during transitions (from lunch, recess, dismissal) when Jane walks through the hallways of the school, she shouts profanities. Then, adults spend time talking with her about her behavior.



Hypothesis/Summary Statement

- Based on FBA interviews & observations (**Remember D.A.S.H.??**—must Define, Ask, See & ...then Hypothesize)
- Summarizes the Routine, ABC's, & Hypothesizes the function of the behavior
- Identifies predictable relationships between the environment (**Where & When**) and behavior (**What**)

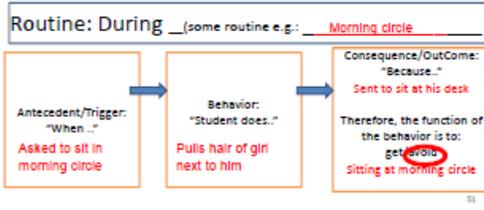
Hypothesis/Summary Statement Critical to Designing Supports

The results of the summary statement are important because strategies based on this statement will be used to inform a student's team to develop an individual behavior support plan that:

- prevents the predictors (**antecedents**) of the problem behavior,
- teaches alternative **behaviors** to the problem behavior, &
- increases alternative and desired behavioral outcomes, while decreasing problem behaviors based on the **function/pay-off**.

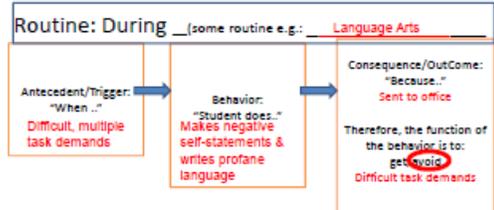
Create a Hypothesis Statement for Mike's behavior

When asked to sit in morning circle, Mike pulls the hair of the girl sitting next to him. The teacher tells Mike to go back and sit at his desk.



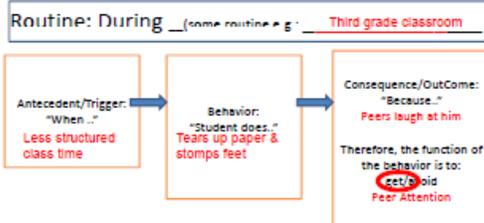
Create a Hypothesis Statement for Selena's behavior

When Selena's teachers present difficult multiple task demands in language arts, she makes negative self-statements & writes profane language on her assignments. Teaching staff typically send her to the office with a discipline referral for being disrespectful (and she misses the assignment).



Create a Hypothesis Statement for Johnny's behavior

After interviewing Mr. Smith and conducting several observations of Johnny in the third grade classroom, the team determined that during less structured class time (free time, cooperative group art projects, etc.), Johnny tears up his paper and stomps his feet. After Johnny engages in this behavior his peers laugh at him.



Checks for Understanding

- Go to pages 13 to 14 in your guidebook.
- We will review these questions together, then please complete them independently
- Please put your name or some sort of identification so that you can receive feedback on these pages.
- Please complete the checks for understanding pages and submit them to me before leaving the training.



Check #1 (page # 13)

Provide a summary statement for the following scenario:

During story time when the teacher asks students questions, Michelle blurts out responses or begins crying if she is not called on. When this happens, the teacher moves in closely and talks privately to Michelle in an effort to calm her.

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Check #2 (page #13)

- Define the 4 steps in the Practical FBA process
- Define the ABC's of understanding the function of behavior:
- Which one should you always start with?

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Check #3 (page #14): Identify an observable & measurable behavior of a student you know

- Definition: _____
 - Examples:
 - Non-examples

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Comments/Questions about Session #1

- At the bottom of page # ___ please write any comments/questions you may have pertaining to this first session.
- Thank you for your time & attention!

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Task

- Over the next week...
 1. Work with someone at your school to identify a student that may require individual behavior supports.
 - **SELECT A STUDENT WHO HAS A CHRONIC BEHAVIOR, BUT IS NOT THE MOST DIFFICULT CASE**
 - **Make sure student does not exhibit dangerous behaviors**
 2. Be prepared to interview the student's teacher Next week after Session #2.

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Key Points from Session #1 (pg. 15)

- The Practical FBA process is for use with students who engage in problem behaviors that are not dangerous behaviors
- The Practical FBA Process has 4 steps (DASH): Define, Ask, See, & Hypothesize
- In understanding the ABC's of behavior, the starting point is the behavior (B), then what happens before the behavior (A) and after the behavior (C).

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Practical FBA

Session #2: Investigating Behavior

Sheldon Loman
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Quick Review

- Based on the Checks for Understanding you did last week:
 - You all did well at defining behaviors in observable & measurable terms so that a person unfamiliar with the student could recognize the behavior without any doubts
 - If you are going to use a word like "Unresponsive" further define that by adding "by...(e.g., not answering questions from the teacher)".
- Disregard the reviews on pages 17 & 18



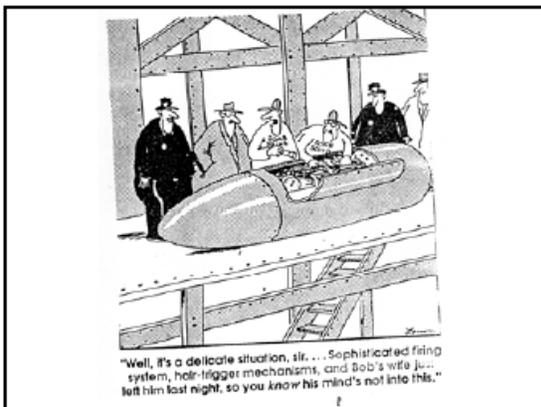
Session 2 Objectives

Use the FACTS interviews with staff and students to specify (See Appendix A & B):

1. Student problem behaviors
2. Routines in which problem behaviors occur
3. Triggers or predictors of the problem behavior
4. Pay-off (Function) the behavior(s) serve for the student
5. Possible setting events
6. Summary of behavior

ABC's of Understanding the Function of Behavior

- What happens before (A or antecedent) the behavior occurs? Triggers? **When? Where?**
- What is the observable behavior (B)? **The What?**
- What happens after (outCome) the behavior occurs? **The Why?**



4th Term: Setting Events (SE)

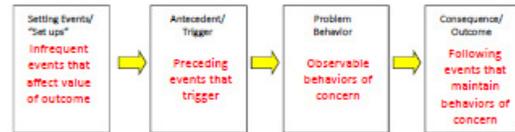
- Infrequent events that indirectly impact the antecedent to increase or decrease the value of the behavioral outcome/consequence.
- Either increase or decrease the likelihood that a behavior will occur



Examples of Setting Events: "Set ups" (pg. 20)

- Lack of sleep
- Missing breakfast / hunger
- Having a fight on the way to school
- Bad grade on a test
- Substitute teacher
- Forgetting to take medication

Adding 4th term to Hypothesis/Summary Statement

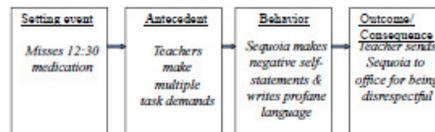


THE FAR SIDE By Gary Larson



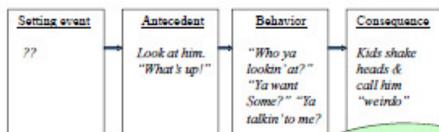
When Sequoia misses her 12:30 medication & teachers present difficult multiple task demands, she makes negative self-statements & writes profane language on her assignments. Teaching staff typically send her to the office with a discipline referral for being disrespectful.

What function?



After getting into an argument at home, when other kids look at Victor & say "what's up?" He looks back and says: "Who ya lookin' at?!" "Ya want some of this?!" "Ya talkin' to me?!" Kids shake their heads & call him "weirdo."

What function?



How do you know?
Assess?



Remember 4 Steps of the Practical FBA process (D.A.S.H.)

1. **Define** observable & measurable behavior
2. **Ask** about behavior: Interview Staff & Student
 - Identify routines where behavior occurs
 - Summarize behavior
3. **See** the behavior:
 - Observe during routines
 - Observe to verify summary from interview
- 4- **Hypothesize**: final summary suggesting the function of the behavior

How do we obtain the information to make a summary statement

Ask & See

- | | |
|--|-----------------|
| 1. Ask | Today's Session |
| -Interview Teacher & Staff
-Interview Student | |
| 2. See | Next Session |
| -Observe the student's behavior in routines identified by the interview
-Use the interview to guide observations. | |

The FACTS (Appendix A & B)

The Functional Assessment Checklist for Teachers and Staff (Appendix A: FACTS; pg. 21-22) or Students (Appendix B: FACTS for students; pg.89-90)

Has two parts: Parts A & B

- Part A- Start with the student's strengths & identify routines where problem behavior occurs
- Part B- Interview based on prioritized routines from Part-A and stick to this routine
 - Summarize the interview with respondent and have them rate the confidence of the statement



FACTS FAQs?

How long does it take to conduct a FACTS interview?

-Depending on teacher responses, 30-45 minutes is typical

Whom should I interview?

-Interview the "referring teacher" or teacher that has been identified to receive support, then based on the interview other staff may be identified.



More FACTS FAQs?

What materials do I need?

-Bring two copies of the FACTS interview form 1 for yourself and 1 for the teacher being interviewed (so they can follow along).

Can I just drop it in the teacher's box to complete?

-No. You should guide them through the interview and record their responses on your form, as follow up questions may be needed.

FACTS Part-A Routines Analysis Start Broad & Narrow Focus

Purpose: ASK staff who work with the student to identify & focus in on a specific problem behavior routine, so you can go and SEE the behavior.

- The assessment must narrow the focus to a specific pattern of behavior in order to develop an effective intervention
 - Looking under the hood of a car

During the FACTS interview, you are the investigator

- Ask follow-up questions to get specific information you can use to inform interventions
- Understand from the student perspective...
- You need to be convinced...
- You need to be confident in the results of the interview...

Step 1:

Start FACTS off with Strengths & identify student daily routines

- When conducting a FACTS interview always start with the student's strengths.
 - at least 3 strengths
- Then, identify the student's daily routines
 - FACTS Part-A Routines Analysis
 - List the student's daily schedule, likelihood of problem behavior, specific problem behavior, and current interventions

FACTS Part-A (example: pg. 21)

Routines Analysis

Time	Activity/ Staff	Likelihood of Problem Behavior						Specific Problem Behavior
		Low			High			
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	

Step 2:

Ask: Where, When, & with Whom problem behaviors are more likely

Time: List the times that define changes in the student's daily schedule.

Activity & Staff: Have them identify the activity or routine (e.g. small group instruction, math, transition, etc.) & staff members during this routine.

Problem Behavior: Indicate the specific problem behaviors for ratings of 4, 5, or 6

Current Intervention: Indicate any interventions currently in place for the problem behavior during this time

FACTS Part-A

Routines Analysis Example: Joe

Time	Activity/ Staff	Likelihood of Problem Behavior						Specific Problem Behavior
		Low			High			
8:30-9:30	Math – Jones	1	2	3	4	5	6	Walking around the room, throwing pencil, tearing up paper, disruptive
9:30-9:45	Handwriting Jones	1	2	3	4	5	6	Not a 4,5 or 6 so don't have to specify
9:45-10:00	Recess – Rice	1	2	3	4	5	6	No problems
10:00-11:00	Reading – Sparks	1	2	3	4	5	6	Walking around the room, pushing books on floor, tearing up paper, disruptive
11:00-11:30	Science – Jones	1	2	3	4	5	6	Not a 4, 5, or 6 so don't have to specify
11:30-12:15	Lunch - Rice	1	2	3	4	5	6	No problem, but got in fight 2 mos. ago

 **Activity 1 (pg. 25-26)**

With a partner and using the FACTS Part-A form for Tracy, complete the:

(a) Student Strengths

(b) Routines Analysis

Student Strengths: Identify at least three strengths or contributions the student brings to school.

Academic strength: _____ Likes science and art.

Social/Recreational: _____ Great at basketball.

Other: _____

ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.

Time	Activity & Staff Involved	Likelihood of Problem Behavior						Specific Problem Behavior	Current Intervention for the Problem Behavior
		Low			High				
8:45	Reading/Ms. B	1	2	3	4	5	6		
9:05	Break	1	2	3	4	5	6	Calls students names, threatens students	Detention
9:20	Writing/Ms. B	1	2	3	4	5	6		
10:20	Math/Ms. Z	1	2	3	4	5	6		
11:20	Social Studies/Ms. T	1	2	3	4	5	6		
12:20	Lunch/Break	1	2	3	4	5	6	Calls students names, threatens students	Detention
1:10	PE/Ms. K OR Art/Ms. J	1	2	3	4	5	6		
2:10	Science/Ms. N	1	2	3	4	5	6		
3:15	Dismissal	1	2	3	4	5	6	Calls students names, threatens students	Detention

Step #3: List the Routines in Priority & Select the single most prioritized routine to focus on for FACTS Part-B

- Examine the Routines Analysis:
 - Identify which times/routines with the highest ratings? (Ratings of 4, 5, or 6)
 - Differentiate separate routines:
 - Select between 1 to 2 routines for further analysis and prioritize which routine you will begin with.
 - If you determine that there are more than 2 distinct routines identified, refer the case to a behavior specialist.
 - Select the single most prioritized routine to focus on for FACTS-B

Combining Similar Routines

- In some cases, it may be possible to combine multiple routines, but only when the structure & demands within the routine are very similar.
- Examples of combined/multiple routines:
- Consistent problem behavior in recess, lunch, & free-time might be combined into "unstructured times with peers"
 - If problems occur in reading and social studies primarily during round-robin reading, the routine might be large group reading which would encompass both reading & social studies

Identify Joe's Prioritized Routine

Time	Activity/Staff	Likelihood of Problem Behavior	Specific Problem Behavior
8:30-9:30	Math - Jones #1	Low 1 2 3 4 5 6 High	Walking around the room, throwing pencil, tearing up paper, disruptive
9:30-9:45	Handwriting Jones	1 2 3 4 5 6	Talking to peers
9:45-10:00	Recess - Rice	1 2 3 4 5 6	No problems
10:00-11:00	Reading - Sparks #2	1 2 3 4 5 6	Walking around the room, pushing books on floor, tearing up paper, disruptive
11:00-11:30	Science - Jones	1 2 3 4 5 6	Talking to peers
11:30-12:15	Lunch - Rice	1 2 3 4 5 6	No problem, but got in fight 2 mos. ago

List the routines in order of priority of Behavior Support

*Select routines with ratings of 4, 5 or 6. Write the name of the routine and most common problem behavior(s) in that routine.

*Only combine routines when there is significant (a) similarity of activities and (b) similarity of problem behavior(s).

*In some cases may be possible to combine multiple routines, but only when the structure & demands within the routine are very similar (e.g. recess, lunch, free-time OR reading & social studies during read aloud)

*Complete the FACTS-Part B for each of the prioritized routine(s) identified.

	Routines/Activities/Context	Problem Behavior(s)
Routine #1		
Routine #2		

If there are more than 2 routines where prioritized (Ratings of 4, 5 or 6) problem behaviors occur, refer case to behavior specialist

Step #4: Identify Problem Behaviors for the identified routine

BEHAVIOR: Rank order the top priority problem behaviors occurring in the targeted routine above:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Describe prioritized problem behavior(s) in observable terms: _____

- Focus on the single routine you have prioritized.
- Check those behaviors that occur in the target routine & then rank the top 3 most concerning problem behaviors in that routine.
- Provide a brief description of exactly what the behaviors look like (observable & measurable)
- This definition should be so clear that you could clearly identify when the behavior does or does not occur

Step #5: Frequency & Duration

- Ask about the frequency & duration of the occurrences of the problem behavior in that target routine

What is the frequency of the Problem Behavior in the targeted routine (per day or hour)? _____

What is the duration of the Problem Behavior in the targeted routine (in seconds or min)? _____

Is Behavior Immediate Danger to _____? Y N

If Yes, refer case to behavior specialist

Step #6: Ask the interviewee if the behavior poses an immediate danger to the student or others.

Dangers can be defined as directly injuring another with their behavior (hitting, throwing dangerous objects, etc.)

If it is determined that the behaviors are dangerous, then refer the case to a behavior specialist.

Dangerous behavior or not?



- Striking another student with their fist
- Tapping other students
- Throwing paper across the room
- Throwing scissors at other students
- Slams hand on desk
- Slams head on desk
- Calls other students names

Remember if student is exhibiting dangerous behavior refer to behavior specialist



Activity 2 (pg. 29)

Top priority, frequency, & duration
With a partner using the form (pg. 26) & script in your guidebook (pg. 29):

- List the Routines in Order of Priority
- Have the interviewee rank the top priority of the problem behaviors occurring in the targeted routine.
- Ask them to provide you with an estimate of how frequently the behavior occurs in the targeted routine.
- Ask the duration (how long) of the problem behavior in the targeted routine.
- Ask if the behaviors are dangerous.

Completed Example of Tracy's FACTS-A

List the Routines in order of Priority for Behavior Support: Select routines with ratings of 5 or 4. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

Routine #	Routine/Activities/Context	Problem Behavior(s)
Routine # 1	Lunch/Break	Calls students names, threatens students
Routine # 2		

BEHAVIOR(S): Rank order the top priority problem behaviors occurring in the targeted routine above:

<input type="checkbox"/> Tactile	<input type="checkbox"/> Physical Aggression	<input type="checkbox"/> Disruption	<input type="checkbox"/> Tactile
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Intimidation	<input type="checkbox"/> Verbal Abuse
<input type="checkbox"/> Self-harm	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other

Describe prioritized problem behavior(s) in observable terms: Calls students names, teases and threatens them

What is the frequency of the Problem Behavior in the targeted routine (if s's/day or hour)? 2

What is the duration of the Problem Behavior in the targeted routine (in seconds or min)? 1 min

FACTS Part-B

Step 1:

Identify a Routine & Stick to It

- Once you have identified a priority routine:
 - Make sure that throughout your interview, you continue to remind the interviewee that you are only focusing on behavior in the target routine

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Identify the Target Routine: Select ONE of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable
During lunch/break time—when out of class near peers	Calls names, teases, and threatens peers

Remember the ABC's of Understanding the Function of Behavior

- What happens before (A or antecedent) the behavior occurs?
- What is the behavior (B)?
- What happens after (C or consequence) the behavior occurs?



Step 2: Ask about the Antecedents

What triggers the behavior?

Ask:

What happens immediately preceding the problem behavior?

- What triggers the behavior, be specific...
 - What activity?
 - What peers?
 - What tasks?
 - Describe in detail
- If you wanted to set up the student to engage in the problem behavior, what would you do?
- If presented with (identified stimulus) 10 times, how many times would the student engage in the identified behavior?

Interview - Antecedents

ANTECEDENT(s): Rank Order the strongest triggers/predictors of problem behavior in the routine above. Then ask corresponding follow-up question(s) to get a detailed understanding of triggers ranked #1 & 2.

Environmental Features (Rank order strongest 2)	Follow Up Questions – <i>Get as Specific as possible</i>
<input checked="" type="checkbox"/> a. task too hard <input type="checkbox"/> b. task too easy <input type="checkbox"/> c. bored w/ task <input checked="" type="checkbox"/> d. task too long <input type="checkbox"/> e. physical demand <input checked="" type="checkbox"/> f. correction/reprimand <input type="checkbox"/> m. Other, describe _____	II a, b, d, e, f - describe task/demand in detail _____ II f - describe <u>purpose</u> of correction, voice tone, volume etc. _____ II e, b, f, i, j, k - describe setting/activity/context in detail _____ III - what peers? _____

First, show the person being interviewed the list and check all that apply.
Next, have them look at those checked and rank order the 2-3 strongest predictors.

Interview - Antecedents

ANTECEDENT(s): Rank Order the strongest triggers/predictors of problem behavior in the routine above. Then ask corresponding follow-up question(s) to get a detailed understanding of triggers ranked #1 & 2.

Environmental Features (Rank order strongest 2)	Follow Up Questions – <i>Get as Specific as possible</i>
<input checked="" type="checkbox"/> a. task too hard <input type="checkbox"/> b. task too easy <input type="checkbox"/> c. bored w/ task <input checked="" type="checkbox"/> d. task too long <input type="checkbox"/> e. physical demand <input checked="" type="checkbox"/> f. correction/reprimand <input type="checkbox"/> m. Other, describe _____	II a, b, d, e, f - describe task/demand in detail _____ II f - describe <u>purpose</u> of correction, voice tone, volume etc. _____ II e, b, f, i, j, k - describe setting/activity/context in detail _____ III - what peers? _____

After the interviewer has rank ordered the tasks, ask the necessary follow-up questions to get a complete understanding of what is triggering the problem behavior.

Interview - Antecedents

Step #3. Before moving on with the interview, ask yourself the following about the antecedent response:

- Am I convinced that the antecedent/trigger is specific enough for me to observe?
- Are there further follow-up questions I should ask to get a clearer understanding of what triggers the problem behavior?
- Is the antecedent clear enough that I can identify specific changes that should prevent the problem behavior?

Activity 3 (pages 31-32)

With a partner and using the script provided (pg. 31), complete the ANTECEDENTS section in the FACTS Part-B for Tracy (pg. 32)

Tracy's FACTS Antecedents

ANTECEDENT(s): Rank Order the strongest triggers/predictors of problem behavior in the routine above.

Then ask corresponding follow-up question(s) to get a detailed understanding of triggers ranked #1 & 2.

Environmental Features (Rank order strongest 2)	Follow Up Questions – <i>Get as Specific as possible</i>
<input type="checkbox"/> a. task too hard <input type="checkbox"/> b. task too easy <input type="checkbox"/> c. bored w/ task <input type="checkbox"/> d. task too long <input type="checkbox"/> e. physical demand <input type="checkbox"/> f. correction/reprimand <input checked="" type="checkbox"/> N/A, I with peers <input type="checkbox"/> m. Other, describe _____	II a, b, d, e, f - describe task/demand in detail _____ II f - describe <u>purpose</u> of correction, voice tone, volume etc. _____ II e, b, f, i, j, k - describe setting/activity/context in detail _____ III - what peers? <i>Johnny, Karon—popular (doesn't tease); focuses other “weaker” less popular peers</i>

Step #4: Ask about the Consequences What is the response to the behavior?

- What happens immediately following the behavior?
 - How do peers respond?
 - How do the adults respond?
 - What are the consequences for the student?
 - How many times out of 10 do each of these responses occur following the problem behavior?
- Why is the student engaging in this behavior?
- What is the student gaining as a result of engaging in the behavior?
 - How is it paying off for the student?
 - What is the most valuable payoff for the student?

Interview: Consequences

First, show the person being interviewed the list and check all that apply
Then, have them rank order the 2 strongest consequences selected

CONSEQUENCE(s): Rank Order the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. The ask follow-up questions to detail consequences ranked 1 & 2.

Consequences/Function	As applicable – Follow Up Questions – Get as Specific as possible
<input type="checkbox"/> a. get adult attention <input type="checkbox"/> b. get peer attention <input type="checkbox"/> c. get preferred activity <input type="checkbox"/> d. get object things/money <input type="checkbox"/> e. get attention <input type="checkbox"/> f. get other, describe _____	H.A. or B. – Where attention is obtained? H. or C. – How is the (positive or negative) situation provided? H. A, C, or F. – What specific items, activities, or situations are obtained?
<input type="checkbox"/> g. avoid adult attention <input type="checkbox"/> h. avoid peer attention <input type="checkbox"/> i. avoid task/avoid activity task <input type="checkbox"/> j. avoid criticism <input type="checkbox"/> k. avoid escape other, describe _____	H. g or h. – Where avoided? Why avoiding this person? H. i, j, or k. Describe specific task/activity situation avoided? Be specific. DO NOT simply list subject area, but specifically describe type of work within the subject area? Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N

Ask Follow-up Questions

Next, have them rank order consequences

CONSEQUENCE(s): Rank Order the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. The ask follow-up questions to detail consequences ranked 1 & 2.

Consequences/Function	As applicable – Follow Up Questions – Get as Specific as possible
<input type="checkbox"/> a. get adult attention <input type="checkbox"/> b. get peer attention <input type="checkbox"/> c. get preferred activity <input type="checkbox"/> d. get object things/money <input type="checkbox"/> e. get other, describe _____	H. A or B. – Where attention is obtained? How is the attention provided? H. or C. – What specific items or activities are obtained?
<input type="checkbox"/> f. avoid adult attention <input type="checkbox"/> g. avoid peer attention <input type="checkbox"/> h. avoid task/avoid activity task <input type="checkbox"/> i. avoid criticism <input type="checkbox"/> j. avoid escape other, describe _____	H. f or g or h. – Describe specific task activity avoided? Be specific. DO NOT simply list subject area, but specifically describe type of work within the subject area (be precise). Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N H. i, j, or k. – Where is avoided? Why avoiding this person?

Then ask follow-up questions based on the corresponding letter to get a complete understanding of the consequences & function of behavior

Interview - Consequences

Step 5. Before moving on ask the following questions about the consequence response:

- Are there further follow-up questions I should ask to get a clearer understanding of what consequences are maintaining the problem behavior?
- Are the consequences and function of behavior clear enough that I can understand how the problem behavior is paying off for the student?
- When considering the antecedent and consequence together, do they make sense?
 - For example, if the consequence/function is avoiding difficult task, it would make sense that the antecedent be a specific task that is too difficult. It might make less sense if the consequence/function is to escape a difficult task and the antecedent is unstructured time with peers.

Setting Events (SE)

- Environmental events that have an indirect impact on problem behavior by changing the significance of the antecedent or consequence
- Either increase or decrease the likelihood that a behavior will occur

Setting Events → Antecedents → Behavior → Consequence

Examples of Setting Events

- Lack of sleep
- Missing breakfast / hunger
- Having a fight on the way to school
- Bad grade on a test
- Substitute teacher
- Forgetting to take medication

SETTING EVENT(s): Rank Order any events that happen outside of the immediate routine (at home or earlier in day) that commonly make problem behavior more likely or worse in the routine above.

hunger conflict at home conflict at school missed medication illness failure in previous class
 lack of sleep change in routine homework not done X_not sure Other _____

Step #6: Ask about the Setting Events

- Remember that setting events do not usually occur in the immediate routine or environment.
- Since setting events often happen at home or previously in the school day, it is not uncommon for teachers to be unsure of setting events.

Follow-up Questions

- After identifying the most common setting events ask any follow-up questions that will provide a clearer picture of the impact and occurrence of setting events. You may want to follow-up with the student or parent interview for more information on setting events.

STOP Activity 4 (pg. 34)

With a partner and using the script provided (pg. 34), complete the CONSEQUENCE and SETTING EVENTS sections of FACTS Part-B for TRACY (pg. 32).

Tracy's FACTS Consequences

CONSEQUENCE: Rank-Order the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. The rank follow-up questions to detail consequences ranked #1 & 2.

Consequence Function	As applicable – Follow-Up Questions – Get as Specific as possible
a. get adult attention	If a or b – “Whose attention is obtained?”, <i>frequency & Note on – “popular” peers?</i> How is the attention provided? <u>They laugh at her</u>
X#1 b. get peer attention	
c. get preferred activity	
d. get object things/energy	
e. get other, describe	If a and d – “What specific items or activities are obtained?”
f. avoid level tasks/effort	If f, g or h – Describe specific task/activity avoided? Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area (if possible)?
g. avoid undesired activity	
h. avoid physical effort	Can the student perform the task independently? Y N
i. avoid peer negatives	Is avoidance/escape needed to ID specific skill deficits? Y N
j. avoid adult attention	If i, j or k – Who is avoided?
k. avoid reprimands	

Step #7: Summarize the interview using the Summary of Behavior

- The result of a FACTS is a Summary of Behavior
- To complete each of the boxes in the Summary of Behavior take the information from the corresponding boxes from the FACTS-B form.
- Write the highest ranked item from each section: Antecedents, Consequences, Setting Events
- Write the description of the problem behavior(s) from the top of Part-B

Functional Assessment Checklist for Teachers & Staff (FACTS) Part B

Identify the Target Behavior: Not doing the assigned math problems or not doing a math assignment

CONSEQUENCES: Rank-Order the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. The rank follow-up questions to detail consequences ranked #1 & 2.

SETTING EVENTS: Rank-Order the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. The rank follow-up questions to detail consequences ranked #1 & 2.

FACTS: This form helps collect essential responses and their consequences from corresponding categories in Part A.

SUMMARY OF BEHAVIOR: Write the description of the problem behavior(s) from the top of Part B.

SETTING EVENTS: Write the description of the setting events from the top of Part B.

CONSEQUENCES: Write the description of the consequence from the top of Part B.

Summary of Behavior

Be specific & clear

Routine/ Setting: Have you identified a specific routine so the information collected about the behavior can be focused & specific?

Antecedent	Behavior	Consequence
Are the identified triggers of behavior clear and specific enough to know how to prevent problem behavior from occurring?	Is the behavioral definition clear enough? Have you clearly identified any escalating behavior patterns?	Have you clearly identified the environmental responses to behavior (staff or peer) linked with the function of behavior?

Function: Can you identify the function of behavior? What has the student learned that maintains the behavior or makes it pay off?

Summary of Behavior

Example - Joe

Routine/ Setting: Math group – math tasks

Antecedent	Behavior	Consequence
Presented w/ double digit addition problems, subtraction or harder math facts	Joe will verbally refuse, throw pencil on floor & rip up the paper, leave table and walk around room	Staff may ignore initially, but redirects to math work lead to escalated behavior, student breaking materials and leaving classroom

Function: Avoid difficult Math tasks

Step #8: After completing the Summary of Behavior, read the summary back to the respondent

Use the following format:

“During (insert target routine),

(insert student name) is likely to (insert problem behavior)

when he/she is (insert details of antecedent conditions)

and you believe that he/she does this to (insert details of consequence/function)

Do you agree with this summary of behavior?”

Step #9: Ask the respondent to rate the extent they believe the summary of behavior is accurate on the 6 point scale provided



Activity 5 (pg.35)

- Using the FACTS for Tracy (pg. 32) and
- The information already completed from the previous activity, complete the SUMMARY OF BEHAVIOR
- Work with a partner and have them rate how likely this summary of behavior accurately explains the identified behavior?

FACTS Summary of Behavior for Tracy

SUMMARY OF BEHAVIOR		
Fill in boxes below using top ranked responses and follow up responses from corresponding categories above.		
ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE / Function
Weak/Peers (Popular Peers and "weaker/non-popular peers")	Calls names, teases, and threatens "weaker non-popular peers"	Popular peers laugh. Staff give her detention.
SETTING EVENTS		Function: Gain Attention from popular peers
Unknown		
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?		
Not real sure		
1	2	3
4	5	6
100% Sure No Doubt		

Student Interview

- Same format as FACTS for staff
- Want to get student’s perspective of problem behaviors
- Look over the interview. Do you have any questions?

Student Interview

- To reduce bias during observations, do student interview after A-B-C observations
- Consider the age of the student
 - Modify when necessary
 - Develop a Summary of Behavior



Key Points from Session #2

- To obtain information to make a hypothesis/summary statement you need to ASK & SEE.
- The FACTS is a tool used to interview teachers & staff to narrow the focus of a student's problem behavior
- FACTS Part-A: Start with the strengths & identify routines where problem behavior occurs
- FACTS Part-B: Interview based on prioritized routines & stick to it
- Summarize interview with respondent and have them rate the confidence of the statement



Checks for Understanding

- Go to pages 37 to 40 in your guidebook.
- We will review these questions together, then please complete them independently
- Please put your name or some sort of identification so that you can receive feedback on these pages.
- Please complete the Checks for Understanding pages and submit them to me before leaving the training.



Check #1 (page #37-39)

- Complete the missing parts of the FACTS Part-B on pg. 39 by interviewing a partner playing the role of Shane's teacher from the script below.
 - All of Part-A & Most of Part-B is done for you.
- Make sure you ask the follow-up questions for part-B.
- Complete the summary statement at the bottom of the FACTS Part-B



Check #2 (pg. 40)

- Circle the student cases in which a Practical FBA is not sufficient and should be referred to a behavioral specialist:
- Student argues with the teacher.
 - Student pulls the teachers hair.
 - Student punches another student.
 - Student slams books on the desk.
 - Student runs around in the classroom.
 - Student jumps out of the classroom window.



Task

- This week, conduct a FACTS interview with a staff member that is very familiar with a student that requires individual behavioral support.
- Most likely you identified someone last week.
- Use Practice Form handed out.
- Give yourself 30-45 minutes to complete the interview
- **PLEASE BRING TO NEXT SESSION**



Comments/Questions

- Please write in any comments or questions you may have about Session #2.
- Thank you for your attention & participation!

Quick Reference Guide (Appendix F, pgs. 99-115)

Remember:

You can always go to the Quick Reference Guide for Step-by-Step directions on how to complete the FACTS and other parts of the Practical FBA

Review #2



The steps in the Practical FBA process are:

- 1- Define observable & measurable behavior
- 2- Ask: Interview Staff & Student
- 3- See: Observe the student in identified routine
- 4- Hypothesize: Function of behavior based on summary of interviews & observations

You have practiced steps 1 (Define) & 2 (Ask), today we will practice step 3 (See).



Practical FBA

Session #3: Observing & Summarizing Behavior

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Session 3 Objectives

- Utilize information obtained from FACTS interview(s) to plan for observations.
- Observe students within routines identified by the FACTS interview(s)
- Observe to test the Summary of Behavior obtained from the FACTS interview
- Practice using ABC Recording Form.



Key Points from Session #3

- ABC Observations are used to confirm the accuracy of the FACTS/ teacher interview
- Use the FACTS summary statement to guide when and where to conduct ABC observation
- Start by recording the behavior, then write what happened directly before (Antecedent) and after (Consequence) the behavior (Example pg. 47)
- Immediately after the observation check the boxes that correspond with activities, antecedents, & consequences recorded
- Summarize results & compare with the FACTS summary statement (pg. 68)

ABC Observation

An ABC observation involves observing the student in identified routine(s) [From interview]

Purpose of ABC observation is to:

- confirm the accuracy of the teacher interview summary of behavior
- identify antecedents and outcomes that the teacher may have overlooked
- verify the function of the student's behavior
- develop the most accurate Summary Statement for intervention development



ABC FAQs? (pg.44)

- What if the behavior doesn't occur while I'm there?
 - Schedule another time to observe during the identified routine
 - If there is still no behavior occurring, may want to interview staff again to obtain more information
- Where do I sit when I enter the room?
 - Enter the room quietly, not interacting with students
 - Sit near enough to the student to see & hear, but not so close that it is obvious you are watching him/her.



More ABC FAQs? (pg.44)

- What if the student or students ask why I am there?
 - You can tell them you are there to watch their class.
- How many times should I observe the student in the routine?
 - Observe until you are convinced (about 5 to 10 occurrences of behavior OR 3 to 1 ratio verifying FACTS summary).
 - You may have to go in on more than one day or period....but make sure you are going during identified routine



How long should I observe for?

- This should be based on the routines identified by the FACTS...
 - about 15-20 minutes per routine is acceptable.
 - you may want to observe until you are convinced (e.g record at least 5 occurrences of the problem behavior to establish a pattern).

Want to observe behaviors based on FACTS interview information

- Use the FACTS interview information to identify:
 - Routines (When/Where to observe the behavior occurring)
 - Behavior (What you will be observing)
 - Antecedents (Events before the behavior)
 - Consequences (the because..or why)

ABC Recording Form

- Designed to be individualized for the student you will be observing based on FACTS results
- Complete all of the information at top of the form before the observation.
- Complete the shaded portion with summary information from the FACTS. This is what you will be looking for in the observation.

ABC Recording Form

Observer: _____ Student: _____

Setting (e.g., class #, gym, playground): _____ Date: _____

#	Time	Activity/Task	Antecedent	Behavior	Outcome/Consequence
1		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: _____	<input type="checkbox"/> Green instruction <input type="checkbox"/> Green correction <input type="checkbox"/> Allow (no attention) awarded <input type="checkbox"/> Walk Pass <input type="checkbox"/> Applied for preferred activity <input type="checkbox"/> Preferred activity requested <input type="checkbox"/> Transition: Change to activity Other/Note: _____		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Get Preferred Activity Item <input type="checkbox"/> Get Satisfaction <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task Avoided <input type="checkbox"/> Consequence Avoided Other/Note: _____
2		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: _____	<input type="checkbox"/> Green instruction <input type="checkbox"/> Green correction <input type="checkbox"/> Allow (no attention) awarded <input type="checkbox"/> Walk Pass <input type="checkbox"/> Applied for preferred activity <input type="checkbox"/> Preferred activity requested <input type="checkbox"/> Transition: Change to activity Other/Note: _____		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Get Preferred Activity Item <input type="checkbox"/> Get Satisfaction <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task Avoided <input type="checkbox"/> Consequence Avoided Other/Note: _____

ABC Recording Form: Before observing

1. Complete the shaded portion based on the FACTS summary.
2. Schedule observation during routine (time/place) identified as most problematic from the FACTS.
3. Record the date/setting/time of observation.

Complete ABC Recording Form based on FACTS Summary of Behavior

Routine/ Setting: Math group – math tasks

Determine
When &
Where to
observe

Antecedent	Behavior	Consequence
Presented w/ double digit addition problems, subtraction or harder math facts	Joe will verbally refuse, throw pencil on floor & rip up the paper, leave table and walk around room	Staff may ignore initially, but redirects to math work lead to escalated behavior, student breaking materials and leaving classroom Function: Avoid difficult Math tasks
Antecedent	Behavior	Consequence



Activity 1 (pg. 45)

1. Using the completed FACTS form (pg. 46) for TRACY complete the shaded top portion of the ABC recording form (pg. 47) for TRACY & answer the following questions:
 - a. When/Where will you observe her?
 - b. What behaviors will you be looking at?
 - c. What Antecedents (triggers) will you be looking for?
 - d. What Outcomes will you be looking for?

During Observation using the ABC Recording Form

- #1- Always start with recording the behavior first—be as specific as possible**

ABC Recording Form
Observer: __ Your Name: _____ Student: __ Title: _____
Setting (e.g., class #, gym, playground): _____ Social Studies: _____ Date: 9/12/09

#	Time	Activity/Task	Antecedent	Behavior	Outcome/Consequence
1	10:05	Large group & small group instructions <input type="checkbox"/> Large group instructions <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Speech	Given directions asked to turn in assignments	Arguing with teacher, teasing students The student student: "I'll escape you right in the woods, Dave!"	Adult Attention-Teacher responds (Peer) Avoid <input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Cost Preferred Activity/Item <input type="checkbox"/> Cost Seclusion <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Seclusion Avoided Other Note: _____

#2 Write the activity/task occurring in class

#	Time	Activity/Task	Antecedent	Behavior	Outcome/Consequence
1	10:05	Large group & small group instruction <input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Speech Before class starts	Given directions, asked to turn in assignment	Arguing with teacher, teasing student The student student: "I'll escape you right in the woods, Dave!"	Adult Attention-Teacher responds (Peer) Avoid <input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Cost Preferred Activity/Item <input type="checkbox"/> Cost Seclusion <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Seclusion Avoided Other Note: _____

#3 Write the Antecedent that occurs before the behavior

#	Time	Activity/Task	Antecedent	Behavior	Outcome/Consequence
1	10:05	Large group & small group instruction <input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Speech Before class starts	Given directions, asked to turn in assignment	Arguing with teacher, teasing student The student student: "I'll escape you right in the woods, Dave!"	Adult Attention-Teacher responds (Peer) Avoid <input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Cost Preferred Activity/Item <input type="checkbox"/> Cost Seclusion <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Seclusion Avoided Other Note: _____

#4 Write what happened right after the behavior occurred in the Consequence box

#	Time	Activity/Task	Antecedent	Behavior	Outcome/Consequence
1	10:05	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: Before class starts	<input type="checkbox"/> Given directions <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Note: Student bumps him	Arguing with teacher, teasing student Threatens student: "I'll message you right in the month, Deek?"	Adult Attention: Teacher responds Peer Avoid <input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity Item <input type="checkbox"/> Got Sensation <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task Avoided <input type="checkbox"/> Sensation Avoided Other/Note: Peer ignores him

#5 During or Immediately after the observation

Check the boxes that correspond with the activities, antecedents, & consequences you recorded.

#	Time	Activity/Task	Antecedent	Behavior	Outcome/Consequence
1	10:05	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input checked="" type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: Before class starts	<input type="checkbox"/> Given directions <input type="checkbox"/> Given correction <input checked="" type="checkbox"/> Alone (no attention activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Note: Student bumps him	Arguing with teacher, teasing student Threatens student: "I'll message you right in the month, Deek?"	Adult Attention: Teacher responds Peer Avoid <input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity Item <input type="checkbox"/> Got Sensation <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task Avoided <input type="checkbox"/> Sensation Avoided Other/Note: Peer ignores him

- #### Definitions of Checkboxes on the ABC Form: Activity/Task
- Large Group Instruction- All students in the class are attending to the same person/event (e.g. teacher is lecturing, working problems out on the board)
 - Small Group Work- Students are working in smaller groups.
 - Independent Work: Students are working by themselves (e.g. worksheet, individual tasks)
 - Unstructured Time: No specific instruction is given by teacher (e.g., transition)

- #### Definitions on the ABC recording Form: Antecedents
- Given instruction: teacher gives a task or assignment has been given.
 - Given correction: teacher corrects the student's incorrect response or behavior.
 - Alone (no attention/no activities): student is alone with no activities or attention provided.
 - With Peers: Peers are in proximity to the student.
 - Engaged in preferred activity: Student is doing something they enjoy.
 - Preferred activity removed: activity is removed.
 - Transition/change in activity: current activity is changed.

- #### ABC Recording Form: Outcomes/Consequences
- After the student engages in the target behavior these occur:
- Adult Attention: teacher talks to student in a neutral or positive way
 - Peer Attention: students talk to or respond to student's behavior in some way (e.g. laugh, talk back)
 - Got preferred activity/item: student gets something they like (e.g. toy, candy) or activity they like (e.g. coloring, listen to music)
 - Got sensation: student receives sensory input (e.g. tactile objects, sounds, etc.)
 - Adult Attention Avoided: student avoids attention from teacher
 - Peer Attention Avoided: student avoids attention from peers
 - Task avoided: the task is removed
 - Sensation avoided: student avoids sensory activities (e.g. loud sounds, textures, etc.)

After the observation: Summarize Results from ABC Observation

Complete the shaded box in the bottom of the ABC recording form based on the most frequently observed ABC's

Compare summary statement from ABC observation with that from the FACTS interview with staff

Rate how likely it is that this Summary accurately explains the identified behavior occurring (1-6)?

If data do not match FACTS summary ?

If data from observations do not match FACTS behavior summary or you are not convinced....

- Do another ABC observation
- Interview other staff that interact with student during target routine
- Interview the student



Activity #4 (pg. 62)

- Complete the summary of behavior form provided in the activity sheet for TRACY.
- Use the results from the FACTS and the ABC observation to make a Final Summary statement.
- What was your Final Summary of her behavior?



TASK

- This week observe the target student during the targeted routine for whom you conducted the FACTS interview (observe for at least 20 minutes).
- Complete:
 - A. ABC recording form.
 - B. The Summary of Behavior Table (based on the FACTS and the ABC recording form data)

Please bring these to our next meeting!

Session 4: Last Session! Next week....

- Please bring your ABC Observation with you.
- Please allow for about an hour and a half (to complete the session & post-assessment).
- I will give you a study packet with forms to complete while doing the one Practical FBA case.



Check #1 (pg. 63)

1. Using the completed FACTS interview for Raynetta, complete the summary statement for the FACTS interview for Raynetta.
2. Prepare the top portion of the the ABC recording form (pg. 66) to prepare for an ABC observation.
 - Where and when will you observe Raynetta?
 - What behaviors will you be looking for?
 - What antecedents and outcomes?



Check #2 (pg. 63)

1. Using the ABC recording form you prepared for Raynetta, record her behavior on the video.
2. Complete the summary statement on the ABC recording form for Raynetta.
3. Complete the Summary of Behavior Table to identify the Final Summary of Behavior for Raynetta (pg. 66-67)
4. What will be your next step(s)?



Practical FBA

Session #4: Function-Based Behavior Support Planning

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ABC Observations

- How did they go?
- Were you able to observe a pattern of behavior?
- Questions/Concerns?

Summarize FACTS and ABC Data

With a partner review your summary table of FACTS and ABC data.

Are you convinced of the summary statement?

Is it specific enough to build a support plan from?

Review #1



Steps in FBA?

1. Define observable behavior
2. Ask to determine routines and what to look for.
3. See to confirm interview information
4. Hypothesize to summarize interviews & observations to inform behavior support plan

Review #2: Disruptive student

A teacher in your school has come to you and said that she has a student in her class that is disruptive all of the time.

What would you ask her in order to better define the behavior?

Help her define "disruptive"

Disruptive= ???

Examples--????

Non-examples ????

FBA for “disruptive student”



The same teacher has referred the student for a Practical FBA.

What would you tell her what this will entail....

“What is the purpose of the FACTS interview?”



The teacher asks, “What is the purpose of the FACTS interview?”

“How long should we schedule the interview for?”

FACTS

Purpose:

To identify when, where, and why the behaviors are occurring.

To develop a summary statement of the behavior that we can observe to determine the function (why) of a student's behavior.

To narrow the focus to a specific pattern of behavior in order to develop an effective intervention

Steps:

Interview will ask about the student's behaviors, the routines in which they occur, what happens before the behavior, and what happens after the behavior.

How long?

30-40 minutes

“Why do you need to observe after you have the information from the interview?”



The teacher asks the above question after completing the FACTS interview.

What would you tell her ?

ABC Observation

Purpose:

To confirm the accuracy of the summary of behavior from the FACTS interview.

To identify antecedents and outcomes that the teacher may have overlooked

To verify the function of the student's behavior.

To develop the most accurate summary statement for effective intervention development.

“What will you do with this information?”



The teacher asks the above question after you have completed the interviews and observations.

What would you tell her?

Summary of Behavior

Setting Event	Antecedent	Behavior	Consequence
Teacher/Staff Interview			
ABC Observation			
Final Summary of Behavior (move to Behavior Plan)			

Review#3 Jane

Jane is a 2nd grade student who was referred by her teacher for being “disruptive” (refusing to do work and throwing tantrums; whining, pounding her hands on her desk, and throwing her papers on the floor). This problem occurs most frequently when Jane is given a math assignment to work on in math class. After she throws a tantrum she is often sent to the back table where she sits and talks with the students who have already completed their assignments. Jane can complete her assignments fairly quickly when she is held in from recess and has to work on her own. Her behaviors are most likely to occur when she has missed recess that day.

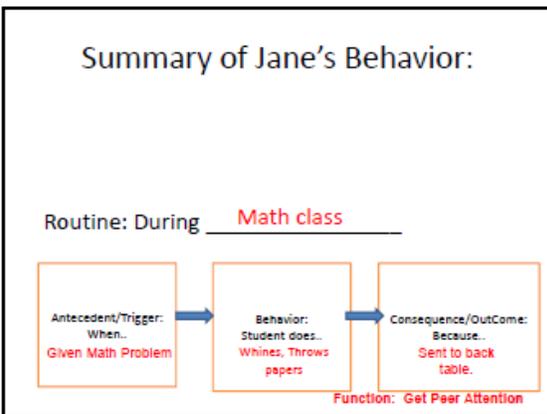
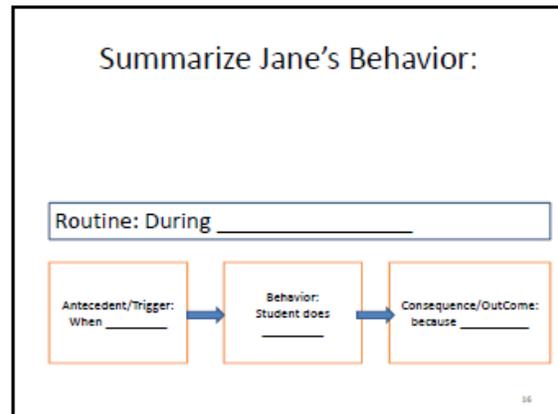
Review

For Jane, what routine would you focus on for the FACTS and ABC observation?

What are the antecedents will you be observing for?

What outcomes will you be observing for?

What is the setting event?



- ### When is an FBA Completed?
- When you have completed a(n):
1. FACTS interview with the teacher (or other staff)
 2. ABC observation to verify the information from the FACTS.
 3. Summary of Behavior Table with a Final Hypothesis/Summary of Behavior that you are convinced is accurate.

Team Development

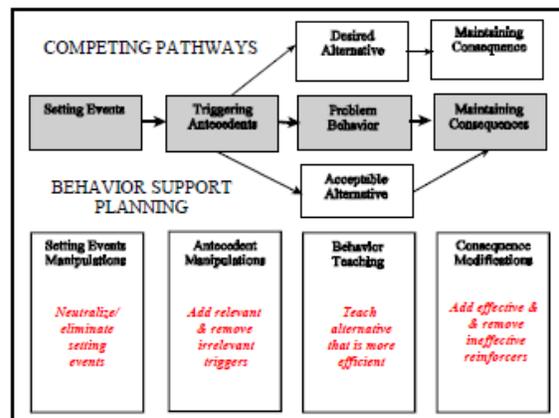
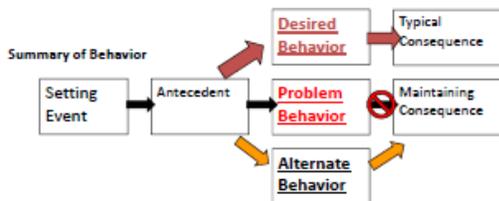
- A behavior support plan is developed based on a completed FBA summary (which you have learned to do!!)
- A team of people closely involved with the student come together to complete the competing behavior pathway
 - Teacher, parent, other staff, and behavior specialist

Fundamental Rule

“You should not propose to reduce a problem behavior without also identifying alternative, desired behaviors a person should perform instead of the problem behavior”

(O'Neill et al., 1997, p. 71).

Competing Behavior Summary

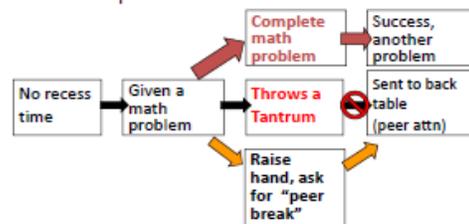


Remember Jane

Jane is a 2nd grade student who was referred by her teacher for refusing to do work and throwing tantrums (whining, pounding her hands on her desk, and throwing her papers on the floor). This problem occurs most frequently when Jane is given a math assignment to work on in math class. After she throws a tantrum she is often sent to the back table where she sits and talks with the students who have already completed their assignments. Jane can complete her assignments fairly quickly when she is held in from recess and has to work on her own.

Jane Competing Behavior Summary

- Case Example: Jane



Setting Event Manipulations	Antecedent Manipulations	Behavior Manipulations	Consequence Manipulations
<p>Arrange for peer interaction before math class</p> <p>Provide positive adult contact</p> <p>Sit with preferred peer</p>	<p>Introduce review type problem before difficult tasks</p> <p>Remind of alternative behaviors</p> <p>Do first problem together</p>	<p>Teach options to problem behavior:</p> <ol style="list-style-type: none"> 1. Ask for break 2. Ask for help 3. Turn in assignment as is. <p>Teach missing math skills</p>	<p>Immediately reinforce entering class.</p> <p>Provide reinforcer w/in 1 min. of starting task (3 min., 5 min., 10 minutes)</p> <p>Give break & help</p> <p>Sit with preferred peer when done</p>

Recommended Guidelines for Behavior Support Plan (BSP) development

Supports should:

- Match the function or purpose the behavior serves
- Designed to neutralize or eliminate the effect of setting events (**Setting Event Strategies**)
- Designed to prevent the problem behavior from occurring (**Antecedent Strategies**)
- Designed to teach alternative (based on function) and desired behaviors (**Behavior Teaching Strategies**)
- Designed to increase alternative and desired behaviors AND decrease problem behaviors (**Consequence Strategies**)

Setting Event Strategies

Building in Separating Events to diminish effects of Setting Events & decrease the likelihood that problem behavior will occur



Setting Events → Antecedents → Behavior → Consequence

Setting Event Interventions

- If Setting Event is Conflict at Home & student comes to school after conflict, we could:
 - Build in a morning check-in to meet with an adult with a positive relationship
 - may be a counselor to talk things through
 - Do a fun activity with the student to turn day around before entering the daily routine

Reduce Problem Behavior: Changes to A→B→C

(A) - Irrelevant -- Can we change things so that whatever set off the problem behavior is no longer an issue?

(B) - Inefficient -- Can we teach an alternative behavior that gets results more quickly or easily than the problem behavior did?

(C) - Ineffective -- Can whatever was “rewarding” the problem behavior be discontinued or switched to reward appropriate behavior instead?

Antecedent Strategies

Preventing Problem Behavior & Supporting Desired Behavior

(A) Preventing- Change predictors that set off the problem behavior to make the problem behavior irrelevant.

(B) Support - Provide prompts & supports to set up and support Alternate/Desired Behavior

Example: Antecedent Strategies



Instead of giving Joe his usual math assignment, let's give him an assignment he can be more successful with (single digit addn) or provide him prompts/ supports that allow him to be more successful.

*By changing A, we can make Joe's need to throw a tantrum Irrelevant

- Supporting Alternative Behavior
 - Provide precorrections and prompts to remind and cue Joe to use desired responses or the Alternate Behavior, instead of Problem Behavior.

Proactive (PBS) Interventions Attention Seeking

A - PREVENTION

Interventions occurring before the behavior occurs

Prevention (give attention early for positive)

- Check-in – provide adult attention immediately upon student arrival
- Give student leadership responsibility or a class 'job' that requires the student to interact w/ staff
- Place student in desk where they are easily accessible for frequent staff attention
- Give student frequent intermittent attention for positive or neutral behavior
- PreCorrect - Frequently & deliberately remind student to raise their hand and wait patiently if they want your attention

Proactive (PBS) Interventions Avoid Task

A - PREVENTION

Interventions occurring before the behavior occurs

- Prevention (modify task or provide support)
 - Modify assignments to meet student instructional/skill level (adjust timelines, provide graphic organizers, break in to smaller chunks, etc.)
 - Assign student to work with a peer
 - Provide additional instruction/support
 - Provide visual prompt to cue steps for completing tasks student struggles with
 - Provide additional support focused on instructional skills (Homework Club, study hall, etc.)
- PreTeaching content
- PreCorrect - Frequently & deliberately remind student to ask for help

Teaching Behavior

(**B**) Teach alternative & desired behavior that gets results more quickly or easily to make the problem behavior Inefficient.

Example: Teaching Behavior



Let's teach Joe to raise his hand & ask for a break, instead of throwing a tantrum to get a break.

*By teaching Joe an easier alternate behavior to get what he wants, we're making the problem behavior Inefficient.

Joe will need frequent practice, precorrections, and prompts to help him get in the habit of using the alternate behavior

Proactive (PBS) Interventions Attention Seeking

B - TEACH

Behaviors to use instead of the problem behavior

- Teach student more appropriate ways to ask for adult attention
- Identify and teach specific examples of ways to ask for attention
 - Raise hand and wait patiently for teacher to call on you
 - likely need to differentiate (large group, small \ group, work time, etc.)

Proactive (PBS) Interventions
Avoid Task

B - TEACH Desired Behaviors
Provide academic instruction/support to address student skill deficits <ul style="list-style-type: none"> -More focused instruction in class - Additional instructional group - Special Education support for academic deficit - additional support and practice at home -additional assessment to identify specific skill deficits

Proactive (PBS) Interventions
Avoid Task

B - TEACH Behaviors to use instead of the problem behavior
Teach student more appropriate ways to ask for help from teacher or peers Provide additional instruction on skill deficits <u>Identify and teach specific examples of ways to ask for help</u> <ul style="list-style-type: none"> -Raise hand and wait patiently for teacher to call on you -teach student to use a break card -likely need to differentiate (large group, small \ group, work time, etc.)

Consequence Strategies

(C) Change consequences that have supported rather than eliminated the problem behavior.

- Do NOT allow the negative behavior to pay off for the student, put the negative behavior on extinction
- Reward appropriate behavior to make the problem behavior Ineffective.

Example: Consequence Strategies

A → B → C

We must refuse to (C) let Joe avoid math tasks for (B) throwing a tantrum & instead prompt him to raise his hand and (C) reward him for (B) raising his hand & asking for a break

*By not providing Joe w/ what he wants when he throws a tantrum we are making the problem behavior Ineffective.

It is crucial that we work hard to Reinforce Joe for engaging in the alternate behavior, or he is likely to soon go back to & escalate the problem behavior

Proactive (PBS) Interventions
Attention Seeking

C - RESPONSE TO BEHAVIOR Intervention occurs after (in response to) positive or negative behavior
<ul style="list-style-type: none"> ■ Respond quickly if student asks appropriate for adult attention ■ Give the student frequent adult attention for positive behavior ■ Student earns 'lunch w/ teacher' when student earns points for paying attn in class & asking appropriately for attention ■ Eliminate/minimize the amount of attention provided to a student for engaging in problem behavior <ul style="list-style-type: none"> -Limit verbal interaction – create a signal to prompt the student to stop the problem behavior -Avoid power struggles

Proactive (PBS) Interventions
Avoid Task

C - RESPONSE TO BEHAVIOR Intervention occurs after (in response to) positive or negative behavior
<ul style="list-style-type: none"> ■ Respond quickly if student asks for help or for a break ■ Reward students for on task, trying hard, work completion & for asking for a break or help appropriately ■ Eliminate/minimize the amount of missed instructional time or work provided to a student for engaging in problem behavior <ul style="list-style-type: none"> -However, need to make sure student is capable of doing work... or provide support/instruction so student can complete the work

Proactive (PBS) Interventions Avoid Task

C

Sometimes students need additional encouragement to engage in the desired behavior...
When using additional incentives to encourage student positive behavior

If students is attempting to avoid tasks, you might use free homework passes or reduced numbers of problems as an incentive

Forms in the Guidebook

Appendix A: FACTS interview form for Teachers/Staff.

Appendix B: FACTS interview form for Students

Appendix C: ABC Recording Form

Appendix D: Summary of Behavior Table

Appendix E: Behavior Support Planning Forms

Appendix F: Quick Reference Guide

Next Steps

- With the skills you have gained from the Practical FBA training you can be a contributing member to an Individual Student Behavior Support Team by:
 - Conducting interviews and observations for students with problem behaviors that are not dangerous to themselves or others.
 - Providing Summary Statements of a student's problem behavior
 - Providing possible behavior support strategies that are related to the function of the student's behavior.

To Do:

Task

- Complete a Practical FBA case at your school (Using the Practical FBA forms & Quick Reference Guide).
 1. Define: Find a student through a referral. Obtain permission from parent to conduct a Practical FBA.
 2. Ask: FACTS Interview the Student's teacher (Appendix A).
 3. See: Observe the student in routines (ABC Recording Form).
 4. Hypothesize/Summarize: Come up with a hypothesis statement using Summary Table.

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