

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.

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.

student engages in these behaviors.

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

Provide a brief description of exactly what the behavior looks like when the

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 – <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 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?
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.
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?

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:

- 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: _____

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: 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

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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:

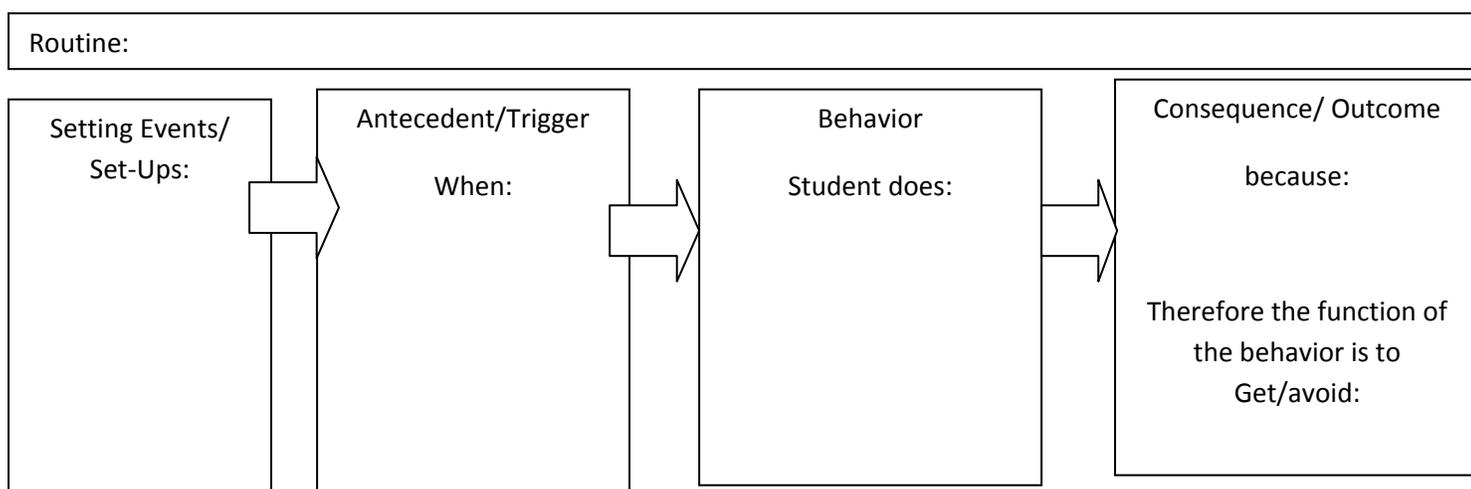
- (a) A FACTS interview with a staff member (Appendix A)**
- (b) An ABC Recording Form during routines identified in the FACTS (Appendix C)**
- (c) A Summary of Behavior Table (Appendix D)**

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)

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.

When identifying interventions, it is important to get feedback from staff to best match

Appendix A. FACTS for Staff

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		
		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 – <u>Get as Specific as possible</u>
<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 type="checkbox"/> j. unstructured time <input type="checkbox"/> e. physical demand <input type="checkbox"/> k. transitions <input type="checkbox"/> f. correction/reprimand <input type="checkbox"/> l. with peers <input type="checkbox"/> Other _____ <input type="checkbox"/> m. isolated/no attention 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, l, j or k - describe setting/activity/content in detail _____</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 – <u>Get as Specific as possible</u>
<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> <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> <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					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)

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>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>Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area (be precise)? _____</p> <p>_____ Can the student perform the task independently? Y N 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

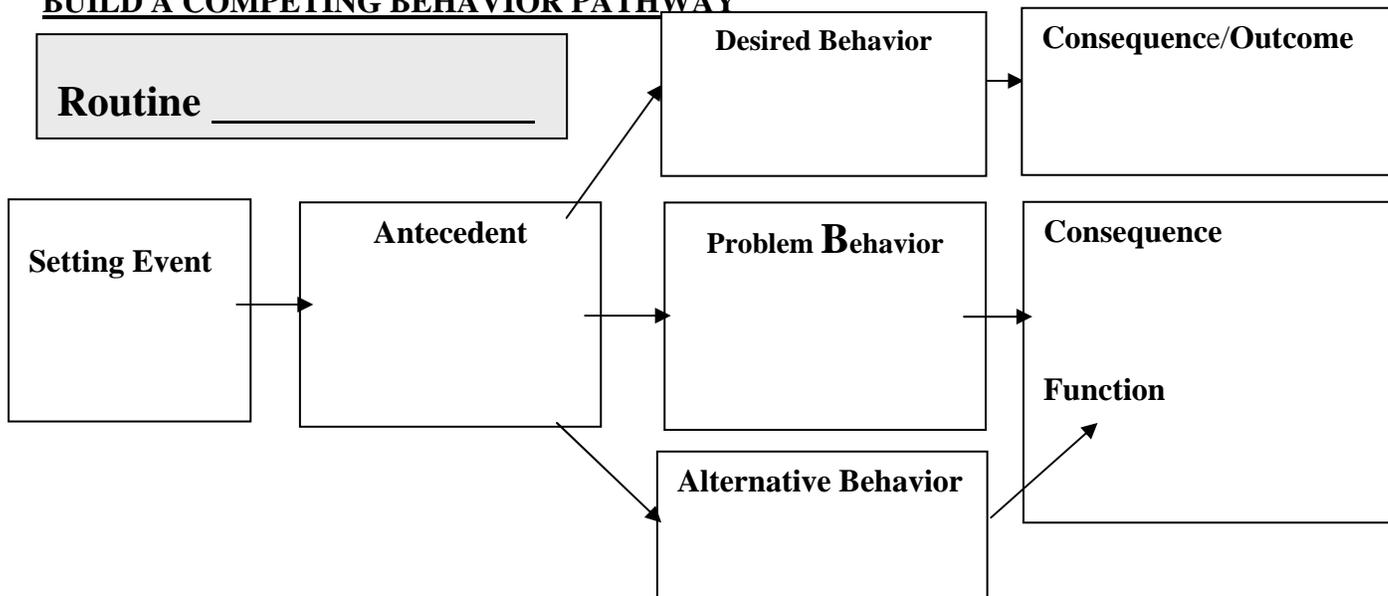
Behavior Support Plan

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)

