2010

Practical Functional Behavioral Assessment Training Manual for School-Based Personnel

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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 misbehavior. FBA has been established as a systematic, evidence-based process for assessing the relationship between a behavior and the context in which that behavior occurs. 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). Interventions based on an FBA result in significant change in student behavior. Thus, an FBA is “critical to the design and successful implementation of positive behavioral interventions”.

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). At the primary (or universal) prevention level, FBA can be 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 behavior problems 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.

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1 Scott et al., 2003; Sugai et al., 2000.
3 Horner, 1994
4 Carr et al., 1999; Ingram, Lewis-Palmer, & Sugai, 2005
5 Watson & Steege, 2003, p.20
6 Scott & Caron, 2005
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.

Practical FBA Methods may be used with students who:

- Exhibit high frequency behaviors that are NOT dangerous (e.g., talking out, running, not following directions, not completing work)
- Have received interventions that did not improve behavior.
- Exhibit behaviors that occur in 1 to 2 school routines (e.g., specific classrooms/activities, lunch, recess)

Practical FBA Methods are NOT sufficient for use with students who:

- Exhibit dangerous behaviors (e.g., hitting, throwing objects, property destruction)
- Exhibits behaviors in 3 or more school routines.

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.
**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

Practical FBA vs Comprehensive FBA

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

Focus of this training series

Practical FBA process

**D.A.S.H.**

**Define** behavior in observable & measurable terms

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

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

**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!

2
Antecedent/Trigger:
When _____ happens....

1
Behavior:
the student does (what)___

3
Consequence/OutCome
..because (why) _____
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.
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: __________________________________________________
   ________________________________________________________________

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 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.

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.

When: _________________

Behavior: ________________

Student does: ________________
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.

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

**To Do:**

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:
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**
   - Interview Teacher & Staff
   - Interview Student

2. **See**
   - Observe the student’s behavior in routines identified by the interview
   - Use the interview to guide observations.

Practical FBA Participant’s Guide
Page 22
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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity &amp; Staff Involved</th>
<th>Likelihood of Problem Behavior</th>
<th>Specific Problem Behavior</th>
<th>Current Intervention for the Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Low</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
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<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Routine # 1</th>
<th>Routines/Activities/Context</th>
<th>Problem Behavior(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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:

- [ ] _Tardy_
- [ ] _Fight/physical Aggression_
- [ ] _Disruptive_
- [ ] _Theft_
- [ ] _Unresponsive_
- [ ] _Inappropriate Language_
- [ ] _Insubordination_
- [ ] _Vandalism_
- [ ] _Self-injury_
- [ ] _Verbal Harassment_
- [ ] _Work not done_
- [ ] _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

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

### Routine/Activities/Context

<table>
<thead>
<tr>
<th>Problem Behavior(s) – make description observable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Environmental Features (Rank order strongest 2)</th>
<th>Follow Up Questions – Get as Specific as possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>__a. task too hard</td>
<td>If a,b,c,d or e - describe task/demand in detail</td>
</tr>
<tr>
<td>__b. task too easy</td>
<td>If f - describe purpose of correction, voice tone, volume etc.</td>
</tr>
<tr>
<td>__c. bored w/ task</td>
<td>If g, h, i, j or k - describe setting/activity/content in detail</td>
</tr>
<tr>
<td>__d. task too long</td>
<td>If l – what peers?</td>
</tr>
<tr>
<td>__e. physical demand</td>
<td>If m – describe -</td>
</tr>
<tr>
<td>__f. correction/reprimand</td>
<td></td>
</tr>
<tr>
<td>__Other</td>
<td></td>
</tr>
<tr>
<td>Describe</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Consequences/Function</th>
<th>As applicable -- Follow Up Questions – Get as Specific as possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>__a. get adult attention</td>
<td>If a or b -- Whose attention is obtained?</td>
</tr>
<tr>
<td>__b. get peer attention</td>
<td>How is the (positive or negative) attention provided?</td>
</tr>
<tr>
<td>__c. get preferred activity</td>
<td>If c,d,e, or f -- What specific items, activities, or sensations are obtained?</td>
</tr>
<tr>
<td>__d. get object/things/money</td>
<td></td>
</tr>
<tr>
<td>__e. get sensation</td>
<td></td>
</tr>
<tr>
<td>__f. get other, describe</td>
<td></td>
</tr>
<tr>
<td>__g. avoid adult attention</td>
<td></td>
</tr>
<tr>
<td>__h. avoid peer attention</td>
<td></td>
</tr>
<tr>
<td>__i. avoid undesired activity/task</td>
<td></td>
</tr>
<tr>
<td>__j. avoid sensation</td>
<td></td>
</tr>
<tr>
<td>__k. avoid/escape other, describe</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>ANTECEDENT(s) / Triggers</th>
<th>Problem Behavior(s)</th>
<th>CONSEQUENCE(s)/ Function</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SETTING EVENTS

<table>
<thead>
<tr>
<th>How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not real sure</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>100% Sure/No Doubt</td>
</tr>
</tbody>
</table>

---

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.

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

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

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 then. 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: _______________  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.

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

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.

<table>
<thead>
<tr>
<th>Routines/Activities/Context</th>
<th>Problem Behavior(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routine # 1</td>
<td></td>
</tr>
<tr>
<td>Routine # 2</td>
<td></td>
</tr>
</tbody>
</table>

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

- Tardy
- Fight/physical Aggression
- Disruptive
- Theft
- Unresponsive
- Inappropriate Language
- Insubordination
- Vandalism
- Self-injury
- Verbal Harassment
- Work not done
- 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 (# s’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 occurrence s 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)**

<table>
<thead>
<tr>
<th>Routine/Activities/Context</th>
<th>Problem Behavior(s) – make description observable</th>
</tr>
</thead>
</table>

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): 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.”

---

Practical FBA Participant’s Guide

Page 33
## 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.

<table>
<thead>
<tr>
<th>Routine/Activities/Context</th>
<th>Problem Behavior(s) – make description observable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Environmental Features (<em>Rank order strongest 3</em>)</th>
<th>Follow Up Questions – <em>Get as Specific as possible</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. task too hard</td>
<td>If a, b, c, d or e – describe task/demand in detail</td>
</tr>
<tr>
<td>b. task too easy</td>
<td></td>
</tr>
<tr>
<td>c. bored w/ task</td>
<td></td>
</tr>
<tr>
<td>d. task too long</td>
<td></td>
</tr>
<tr>
<td>e. physical demand</td>
<td></td>
</tr>
<tr>
<td>f. correction/command</td>
<td></td>
</tr>
<tr>
<td>g. large group instruction</td>
<td></td>
</tr>
<tr>
<td>h. small group work</td>
<td></td>
</tr>
<tr>
<td>i. independent work</td>
<td></td>
</tr>
<tr>
<td>j. unstructured time</td>
<td></td>
</tr>
<tr>
<td>k. transitions</td>
<td></td>
</tr>
<tr>
<td>l. with peers</td>
<td></td>
</tr>
<tr>
<td>m. isolated/no attn</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Consequences/Function</th>
<th>As applicable – Follow Up Questions – <em>Get as Specific as possible</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. get adult attention</td>
<td>If a or b – Whose attention is obtained?</td>
</tr>
<tr>
<td>b. get peer attention</td>
<td>How is the (positive or negative) attention provided?</td>
</tr>
<tr>
<td>c. get preferred activity</td>
<td></td>
</tr>
<tr>
<td>d. get object/things/money</td>
<td></td>
</tr>
<tr>
<td>e. get sensation</td>
<td></td>
</tr>
<tr>
<td>f. get other, describe</td>
<td>If c, d, e, or f – What specific items, activities, or sensations are obtained?</td>
</tr>
<tr>
<td>g. avoid adult attention</td>
<td></td>
</tr>
<tr>
<td>h. avoid peer attention</td>
<td></td>
</tr>
<tr>
<td>i. avoid undesired activity/task</td>
<td></td>
</tr>
<tr>
<td>j. avoid sensation</td>
<td>If g or h – Who is avoided?</td>
</tr>
<tr>
<td>k. avoid/escape other, describe</td>
<td>Why avoiding this person?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>hunger</th>
<th>conflict at home</th>
<th>conflict at school</th>
<th>missed medication</th>
<th>illness</th>
<th>failure in previous class</th>
<th>lack of sleep</th>
<th>change in routine</th>
<th>homework not done</th>
<th>not sure</th>
<th>Other</th>
</tr>
</thead>
</table>

**SUMMARY OF BEHAVIOR**

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

<table>
<thead>
<tr>
<th>ANTECEDENT(s) / Triggers</th>
<th>Problem Behavior(s)</th>
<th>CONSEQUENCE(s) / Function</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>100% Sure/No Doubt</th>
</tr>
</thead>
</table>

---

**Practical FBA Participant’s Guide**

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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.

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

**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.

<table>
<thead>
<tr>
<th>Routine #</th>
<th>Routines/Activities/Context</th>
<th>Problem Behavior(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1</td>
<td>Math &amp; Science</td>
<td>Work not done; Talks back to teacher</td>
</tr>
<tr>
<td># 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td># 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- Tardy  
- Fights/physical Aggression  
- Disruptive  
- Theft  
- Unresponsive  
- Inappropriate Language  
- 2. Insubordination  
- Vandalism  
- Self-injury  
- Verbal Harassment  
- 1. Work not done  
- 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)?** 2x/day

**What is the duration of the Problem Behavior in the targeted routine (in seconds or min)?** 5 min

**Behavior is immediate danger to self/others?** Yes [ ] No [X]  
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.

<table>
<thead>
<tr>
<th>Routine/Activities/Context</th>
<th>Problem Behavior(s) – make description observable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math &amp; Science TEACHER TO INTERVIEW??</td>
<td>???</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Environmental Features</th>
<th>Follow Up Questions – <em>Get as Specific as possible</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. task too hard</td>
<td>If a, c, or e – describe task demand in detail. Problems that require the student to do multiple steps or repetitive tasks, long assignments.</td>
</tr>
<tr>
<td>b. task too easy</td>
<td>If c – describe purpose of correction, voice tone, volume etc.</td>
</tr>
<tr>
<td>2. bored with task</td>
<td>If g, h, i, or k – describe setting/activity/content in detail.</td>
</tr>
<tr>
<td>d. task too long</td>
<td>If m – describe...</td>
</tr>
<tr>
<td>e. physical demand</td>
<td>If p – what peers?</td>
</tr>
<tr>
<td>f. correction/reprimand</td>
<td>If q – describe...</td>
</tr>
<tr>
<td>i. independent work</td>
<td></td>
</tr>
<tr>
<td>j. unstructured time</td>
<td></td>
</tr>
<tr>
<td>k. transitions</td>
<td></td>
</tr>
<tr>
<td>l. with peers</td>
<td></td>
</tr>
<tr>
<td>m. isolated no attun</td>
<td></td>
</tr>
<tr>
<td>1. Other</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Consequences/Function</th>
<th>As applicable – Follow Up Questions – <em>Get as Specific as possible</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. get adult attention</td>
<td>If a or b – Whose attention is obtained? How is the (positive or negative) attention provided?</td>
</tr>
<tr>
<td>b. get peer attention</td>
<td>If c or d – What specific items, activities, or sensations are obtained?</td>
</tr>
<tr>
<td>c. get preferred activity</td>
<td></td>
</tr>
<tr>
<td>d. get object/things/money</td>
<td></td>
</tr>
<tr>
<td>e. get sensation</td>
<td></td>
</tr>
<tr>
<td>f. get other, describe</td>
<td></td>
</tr>
<tr>
<td>1. Avoid adult attention</td>
<td>If g or h – Who is avoided? Why avoiding this person?</td>
</tr>
<tr>
<td>2. Avoid peer attention</td>
<td></td>
</tr>
<tr>
<td>3. Avoid undesired activity/task</td>
<td></td>
</tr>
<tr>
<td>j. avoid sensation</td>
<td>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 require problem solving.</td>
</tr>
<tr>
<td>3. Avoid/Escape other, describe</td>
<td>Can the student perform the task independently? Y N</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Antecedent(s) / Triggers</th>
<th>Problem Behavior(s)</th>
<th>Consequence(s) / Function</th>
</tr>
</thead>
</table>

### Setting Events

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?

<table>
<thead>
<tr>
<th>Not at all sure</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>100% Sure/No Doubt</th>
</tr>
</thead>
</table>

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 to10 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](image)

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.

<table>
<thead>
<tr>
<th>Routine/Activities/Context</th>
<th>Problem Behavior(s) – make description observable</th>
</tr>
</thead>
<tbody>
<tr>
<td>During break time, lunch time, &amp; dismissal—when out of class near peers</td>
<td>Calls names, teases, and threatens peers</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Environmental Features (Rank order strongest 3)</th>
<th>Follow Up Questions – <em>Get as Specific as possible</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>___ a. task too hard ___ g. large group instruction</td>
<td>If a,b,c,d or e - describe task/demand in detail</td>
</tr>
<tr>
<td>___ b. task too easy ___ h. small group work</td>
<td>If f - describe purpose of correction, voice tone, volume etc.</td>
</tr>
<tr>
<td>___ c. bored w/ task ___ i. independent work</td>
<td>If g, h, i, j or k - describe setting/activity/content in detail</td>
</tr>
<tr>
<td>___ d. task too long ___ 2X j. unstructured time</td>
<td>lunch/recess</td>
</tr>
<tr>
<td>___ e. physical demand ___ k. transitions</td>
<td></td>
</tr>
<tr>
<td>___ f. correction/reprimand ___ 1X l. with peers</td>
<td></td>
</tr>
<tr>
<td>___ Other ___ m. isolated/ no attn</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Consequences/Function</th>
<th>As applicable -- Follow Up Questions – <em>Get as Specific as possible</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>2X a. get adult attention</td>
<td>If a or b -- Whose attention is obtained? Johnny &amp; Karen—“popular peers”</td>
</tr>
<tr>
<td>1X b. get peer attention</td>
<td>How is the attention provided? _____ They laugh at her ___</td>
</tr>
<tr>
<td>c. get preferred activity</td>
<td></td>
</tr>
<tr>
<td>d. get object/things/money</td>
<td></td>
</tr>
<tr>
<td>e. get other, describe</td>
<td></td>
</tr>
<tr>
<td>f. avoid hard tasks/failure</td>
<td></td>
</tr>
<tr>
<td>g. avoid undesired task/activity</td>
<td></td>
</tr>
<tr>
<td>h. avoid physical effort</td>
<td></td>
</tr>
<tr>
<td>i. avoid peer negatives</td>
<td></td>
</tr>
<tr>
<td>j. avoid adult attention</td>
<td></td>
</tr>
<tr>
<td>k. avoid reprimands</td>
<td></td>
</tr>
<tr>
<td>l. avoid/escape other, describe</td>
<td></td>
</tr>
</tbody>
</table>

**SUMMARY OF BEHAVIOR**

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

<table>
<thead>
<tr>
<th>ANTECEDENT(s) / Triggers</th>
<th>Problem Behavior(s)</th>
<th>CONSEQUENCE(s)/ Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Peers (Popular Peers and “weaker/non-popular peers”)</td>
<td>Calls names, teases, and threatens “weaker non-popular peers”</td>
<td>Popular peers laugh</td>
</tr>
<tr>
<td>Setting Events</td>
<td></td>
<td>Function: Gain Attention from popular peers</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Page 48

Practical FBA Participant’s Guide
**ABC Recording Form**

Observer: ______Your Name____________    Student: ______Tracy____________

Setting (e.g., class #, gym, playground): ____Lunch room_____________ Date: ____________________

<table>
<thead>
<tr>
<th>#</th>
<th>Time:</th>
<th>Activity/Task</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Given instruction</td>
<td></td>
<td>Adult Attention Provided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Given correction</td>
<td></td>
<td>Peer Attention Avoided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Small group work</td>
<td></td>
<td>Got Preferred Activity/Item</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Alone (no attention/no activities)</td>
<td></td>
<td>Got Sensation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>With Peers</td>
<td></td>
<td>Adult Attention Avoided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Engaged in preferred activity</td>
<td></td>
<td>Peer Attention Avoided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preferred activity removed</td>
<td></td>
<td>Task/Activity Avoided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
<td>Other/Notes:</td>
<td>Sensation Avoided</td>
</tr>
</tbody>
</table>

| 2 |       |               |            |          |                     |
|   |       |               | Given instruction |          | Adult Attention Provided          |
|   |       |               | Given correction |          | Peer Attention Avoided           |
|   |       |               | Small group work |          | Got Preferred Activity/Item      |
|   |       |               | Alone (no attention/no activities) | | Got Sensation         |
|   |       |               | With Peers |          | Adult Attention Avoided          |
|   |       |               | Engaged in preferred activity |          | Peer Attention Avoided          |
|   |       |               | Preferred activity removed |          | Task/Activity Avoided           |
|   |       |               | Transition: Change in activity | Other/Notes: | Sensation Avoided            |

| 3 |       |               |            |          |                     |
|   |       |               | Given instruction |          | Adult Attention Provided          |
|   |       |               | Given correction |          | Peer Attention Avoided           |
|   |       |               | Small group work |          | Got Preferred Activity/Item      |
|   |       |               | Alone (no attention/no activities) | | Got Sensation         |
|   |       |               | With Peers |          | Adult Attention Avoided          |
|   |       |               | Engaged in preferred activity |          | Peer Attention Avoided          |
|   |       |               | Preferred activity removed |          | Task/Activity Avoided           |
|   |       |               | Transition: Change in activity | Other/Notes: | Sensation Avoided            |

<p>| 4 |       |               |            |          |                     |
|   |       |               | Given instruction |          | Adult Attention Provided          |
|   |       |               | Given correction |          | Peer Attention Avoided           |
|   |       |               | Small group work |          | Got Preferred Activity/Item      |
|   |       |               | Alone (no attention/no activities) | | Got Sensation         |
|   |       |               | With Peers |          | Adult Attention Avoided          |
|   |       |               | Engaged in preferred activity |          | Peer Attention Avoided          |
|   |       |               | Preferred activity removed |          | Task/Activity Avoided           |
|   |       |               | Transition: Change in activity | Other/Notes: | Sensation Avoided            |</p>
<table>
<thead>
<tr>
<th>#</th>
<th>Time:</th>
<th>Activity/Task</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 | 1 | 2 | 3 | 4 | 5 | 6 | 100% Sure/No Doubt |
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 ____________

<table>
<thead>
<tr>
<th>#</th>
<th>Time</th>
<th>Activity/Task</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12:05</td>
<td>Eating Lunch</td>
<td>Specific peers present (popular &amp; un-popular)</td>
<td>Calls Names &amp; Threatens Peers</td>
<td>“Popular” peers laugh Function= Gains attention from popular peers</td>
</tr>
</tbody>
</table>

- **1**: Given instruction
- **2**: Unstructured time
- **3**: Engaged in preferred activity
- **4**: Preferred activity removed
- **5**: Transition: Change in activity
- **6**: Other/Notes: “Un-popular” girl joins table

---

Practical FBA Participant's Guide
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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)?

<table>
<thead>
<tr>
<th>Summary Statement</th>
<th>During:</th>
<th>When:</th>
<th>Student will:</th>
<th>Because:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(circle one):</td>
</tr>
</tbody>
</table>

| How likely is it that this Summary of Behavior accurately explains the identified behavior occurring? |
|-------------------------------------------------------------|---------------------------------------------------------------|
| Not sure | 1 | 2 | 3 | 4 | 5 | 6 | 100% Sure/No Doubt |


Example ABC Recording Form for Eddie

ABC Recording Form

Observer: __Your Name_________________  Student: __Eddie________________

Setting (e.g., class #, gym, playground): __________________________  Date: 9/12/09

<table>
<thead>
<tr>
<th>#</th>
<th>Time:</th>
<th>Activity/Task</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10:05</td>
<td>Large group instruction</td>
<td>Given directions, asked to turn in assignments</td>
<td>Arguing with teacher, teases students</td>
<td>Adult Attention-Teacher responds Peers Avoid</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Large group instruction</td>
<td>Given instruction</td>
<td>Threatens student: “I’ll excuse you right in the mouth. Dork”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td>Given correction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured time</td>
<td>Alone (no attention/no activities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engaged in preferred activity</td>
<td>With Peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preferred activity removed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
<td>Other/Notes: Student bumps him</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Before class starts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10:06</td>
<td>Large group instruction</td>
<td>Given instruction</td>
<td>Says, “What HW?”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td>Given correction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td>Alone (no attention/no activities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured time</td>
<td>With Peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specify: Teacher enters class late</td>
<td>Engaged in preferred activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preferred activity removed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
<td>Other/Notes: To turn in HW</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other/Notes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10:07</td>
<td>Large group instruction</td>
<td>Given instruction</td>
<td>Yells, “Since When?”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td>Given correction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td>Alone (no attention/no activities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured time</td>
<td>With Peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specify: Collecting HW</td>
<td>Engaged in preferred activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preferred activity removed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
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Practical FBA Participant’s Guide
Page 54
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<td>Other/Notes: Approaches student, says sit down</td>
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<td>Says, “I'm not working with any of you idiots!”</td>
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<td>Peer covers his work</td>
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<td>Says, “What's your problem, punk?”</td>
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<td>Yells at teacher, “You think you can make me do this work?”</td>
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<td>Peer says, “Do it yourself”</td>
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<td>Yells at teacher, “What are you looking at?”</td>
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<td>Sensation Avoided</td>
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| | | | | | 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 1  2  3  4  5  6  100% Sure/No Doubt

Practical FBA Participant’s Guide
Page 56
**Completed Example of ABC Recording Form**

Observer: __Your Name_________________  
Student: _ _Tracy_________________

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

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<thead>
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<th>#</th>
<th>Time:</th>
<th>Activity/Task</th>
<th>Specific peers present (popular &amp; un-popular)</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
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<tr>
<td>1</td>
<td>12:05</td>
<td>Eating Lunch</td>
<td>Calls Names &amp; Threatens Peers</td>
<td><strong>Tried to talk to peers by sharing food, etc. 3 times</strong></td>
<td><strong>Un-popular</strong> girl joins table</td>
<td>Gains attention from popular peers</td>
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<td>12:06</td>
<td>Eating Lunch</td>
<td>Calls another student a Cow</td>
<td><strong>Un-popular</strong> Peer looks at her</td>
<td>Peers eating lunch</td>
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<td>12:07</td>
<td>Eating Lunch</td>
<td>Says, “I thought cows ate grass.”</td>
<td>Unpopular Peer makes a face at her</td>
<td>“Unpopular” Peer calls her a name.</td>
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<td>4</td>
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<td>Eating Lunch</td>
<td>Throws bag at the “unpopular” girl</td>
<td>“Unpopular” Peer calls her a name.</td>
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<td>Un-popular Peer calls her a name.</td>
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<td>Says, “I'm being punished for cruelty to animals.”</td>
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<td>Specify:</td>
<td>With Peers</td>
<td></td>
<td>Adult Attention Avoided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Engaged in preferred activity</td>
<td></td>
<td>Peer Attention Avoided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preferred activity removed</td>
<td></td>
<td>Task/Activity Avoided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
<td></td>
<td>Sensation Avoided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other/Notes:</td>
<td></td>
<td>Other/Notes:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher tells her “enough” and asks her to go to office.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Says, “I'm being punished for cruelty to animals.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other peers laugh</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary Statement
During: Sitting at Lunch Table
When: “Un-popular” girl joins table
Student will: Teases peers, Throws food at peers
Because:
Other peers laugh

Therefore the function is to
access/escape (circle one):
Peer Attention

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
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.

<table>
<thead>
<tr>
<th>Routine/Activities/Context</th>
<th>Problem Behavior(s) – make description observable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math &amp; Science</td>
<td>Doodles &amp; makes rude remarks to the teacher</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ANTECEDENT(s) / Triggers</th>
<th>Problem Behavior(s)</th>
<th>CONSEQUENCE(s)/ Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked questions by the teacher</td>
<td>Doodles and makes rude remarks to the teacher.</td>
<td>Avoids adult attention</td>
</tr>
<tr>
<td>SETTING EVENTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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:** ____________________

<table>
<thead>
<tr>
<th>#</th>
<th>Time:</th>
<th>Activity/Task</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Large group instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Large group instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Large group instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Large group instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Specify:**

- Given instruction
- Given correction
- Alone (no attention/no activities)
- With Peers
- Engaged in preferred activity
- Preferred activity removed
- Transition: Change in activity

**Other/Notes:**

- Adult Attention Provided
- Peer Attention Provided
- Got Preferred Activity/Item
- Got Sensation
- Adult Attention Avoided
- Peer Attention Avoided
- Task/Activity Avoided
- Sensation Avoided

---

**Observer:** ______ Your Name____________    **Student:** ______ Shane____________

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

<table>
<thead>
<tr>
<th>#</th>
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<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Large group instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Large group instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Large group instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Large group instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Specify:**

- Given instruction
- Given correction
- Alone (no attention/no activities)
- With Peers
- Engaged in preferred activity
- Preferred activity removed
- Transition: Change in activity

**Other/Notes:**

- Adult Attention Provided
- Peer Attention Provided
- Got Preferred Activity/Item
- Got Sensation
- Adult Attention Avoided
- Peer Attention Avoided
- Task/Activity Avoided
- Sensation Avoided

---

**Observer:** ______ Your Name____________    **Student:** ______ Shane____________

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

<table>
<thead>
<tr>
<th>#</th>
<th>Time:</th>
<th>Activity/Task</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Large group instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Large group instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Large group instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Large group instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Specify:**

- Given instruction
- Given correction
- Alone (no attention/no activities)
- With Peers
- Engaged in preferred activity
- Preferred activity removed
- Transition: Change in activity

**Other/Notes:**

- Adult Attention Provided
- Peer Attention Provided
- Got Preferred Activity/Item
- Got Sensation
- Adult Attention Avoided
- Peer Attention Avoided
- Task/Activity Avoided
- Sensation Avoided

---
<table>
<thead>
<tr>
<th>#</th>
<th>Time:</th>
<th>Activity/Task</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Large group instruction</td>
<td>Given instruction</td>
<td></td>
<td>Adult Attention Provided</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td>Given correction</td>
<td></td>
<td>Peer Attention Provided</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td>Alone (no attention/no activities)</td>
<td></td>
<td>Got Preferred Activity/Item</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured time</td>
<td>With Peers</td>
<td></td>
<td>Got Sensation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specify:</td>
<td>Engaged in preferred activity</td>
<td></td>
<td>Adult Attention Avoided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preferred activity removed</td>
<td></td>
<td>Peer Attention Avoided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
<td></td>
<td>Task/Activity Avoided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other/Notes:</td>
<td></td>
<td>Sensation Avoided</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Large group instruction</td>
<td>Given instruction</td>
<td></td>
<td>Adult Attention Provided</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td>Given correction</td>
<td></td>
<td>Peer Attention Provided</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td>Alone (no attention/no activities)</td>
<td></td>
<td>Got Preferred Activity/Item</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured time</td>
<td>With Peers</td>
<td></td>
<td>Got Sensation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specify:</td>
<td>Engaged in preferred activity</td>
<td></td>
<td>Adult Attention Avoided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preferred activity removed</td>
<td></td>
<td>Peer Attention Avoided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
<td></td>
<td>Task/Activity Avoided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other/Notes:</td>
<td></td>
<td>Sensation Avoided</td>
</tr>
</tbody>
</table>

**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?

<table>
<thead>
<tr>
<th>Not real sure</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100% Sure/No Doubt</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
### Example of Shane’s ABC Recording Form

**ABC Recording Form**

Observer: ___Your Name_______________    Student: ____Shane_____________

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

<table>
<thead>
<tr>
<th>#</th>
<th>Time</th>
<th>Activity/Task</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td></td>
<td>Small group work</td>
<td></td>
<td>Work not done—doodling, talks back</td>
<td>Avoid Adult Attention &amp; Task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Large group instruction</td>
<td></td>
<td>Slams book on desk and keeps doodling.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td></td>
<td>Given instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td></td>
<td>Given correction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured time</td>
<td></td>
<td>Alone (no attention/no activities)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specify:</td>
<td></td>
<td>With Peers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Engaged in preferred activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Preferred activity removed</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other/Notes:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>“Please take out your math book”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td></td>
<td>Large group instruction</td>
<td></td>
<td>Looks at teacher &amp; keeps doodling.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td></td>
<td>Given instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td></td>
<td>Given correction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured time</td>
<td></td>
<td>Alone (no attention/no activities)</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>Specify:</td>
<td></td>
<td>With Peers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Engaged in preferred activity</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Preferred activity removed</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other/Notes:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teacher asks someone else to work out the problem.</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td></td>
<td>Large group instruction</td>
<td></td>
<td>Tells teacher, “I don’t know what page we’re on!”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td></td>
<td>Given instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td></td>
<td>Given correction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured time</td>
<td></td>
<td>Alone (no attention/no activities)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specify:</td>
<td></td>
<td>With Peers</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Engaged in preferred activity</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Preferred activity removed</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Other/Notes:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teacher asks him to do problem #2</td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td></td>
<td>Large group instruction</td>
<td></td>
<td>Put head down &amp; doodles</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td></td>
<td>Given instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td></td>
<td>Given correction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured time</td>
<td></td>
<td>Alone (no attention/no activities)</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>Specify:</td>
<td></td>
<td>With Peers</td>
<td></td>
</tr>
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<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Preferred activity removed</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other/Notes:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teacher asks if a problem was correct</td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>Time:</td>
<td>Activity/Task</td>
<td>Antecedent</td>
<td>Behavior</td>
<td>Outcome/Consequence</td>
</tr>
<tr>
<td>---</td>
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<td>------------</td>
<td>----------</td>
<td>--------------------</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Large group instruction</td>
<td>Given instruction</td>
<td>Stands up and tells teacher he won’t play stupid game.</td>
<td>Adult Attention Provided</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td>Given correction</td>
<td></td>
<td>Peer Attention Provided</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td>Alone (no attention/no activities)</td>
<td></td>
<td>Got Preferred Activity/Item</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured time</td>
<td>With Peers</td>
<td></td>
<td>Got Sensation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Engaged in preferred activity</td>
<td></td>
<td>Adult Attention Avoided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preferred activity removed</td>
<td></td>
<td>Peer Attention Avoided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
<td></td>
<td>Task/Activity Avoided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other/Notes:</td>
<td></td>
<td>Sensation Avoided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher: “We’re not going to go on until you answer me.”</td>
<td></td>
<td>Other/Notes:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grabs pencil from Shane.</td>
<td></td>
<td>Grabs student and tells him to have a seat.</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Large group instruction</td>
<td>Given instruction</td>
<td>Keeps walking and exits the room.</td>
<td>Adult Attention Provided</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td>Given correction</td>
<td></td>
<td>Peer Attention Provided</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td>Alone (no attention/no activities)</td>
<td></td>
<td>Got Preferred Activity/Item</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured time</td>
<td>With Peers</td>
<td></td>
<td>Got Sensation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Engaged in preferred activity</td>
<td></td>
<td>Adult Attention Avoided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preferred activity removed</td>
<td></td>
<td>Peer Attention Avoided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
<td></td>
<td>Task/Activity Avoided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other/Notes:</td>
<td></td>
<td>Sensation Avoided</td>
</tr>
</tbody>
</table>

Summary Statement based on observation

During:  | When:  | Student will:  | Because:  
---|--------|---------------|--------|

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?

<table>
<thead>
<tr>
<th>Not real sure</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher/Staff Interview Summary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABC Recording Form Summary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Summary of Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When:</td>
<td>Student will:</td>
<td>Because:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Therefore the function is to access/escape/avoid:</td>
</tr>
</tbody>
</table>
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)?
**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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity &amp; Staff Involved</th>
<th>Likelihood of Problem Behavior</th>
<th>Specific Problem Behavior</th>
<th>Current Intervention for the Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td><strong>Talks out. Talks back to teacher when given instructions</strong></td>
<td>Detention</td>
</tr>
<tr>
<td>Reading/Ms. B</td>
<td>Low</td>
<td>1 2 3 4 5 6</td>
<td><strong>Same as above</strong></td>
<td><strong>Same as above</strong></td>
</tr>
<tr>
<td>Recess</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography/Ms. B</td>
<td>Low</td>
<td>1 2 3 4 5 6</td>
<td><strong>Same as above</strong></td>
<td><strong>Same as above</strong></td>
</tr>
<tr>
<td>Math/Ms. B</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing/Ms. B</td>
<td>Low</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch/Recess</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE/Art: Mr. Z</td>
<td>Low</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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

- ___ Tardy
- ___ Fight/physical Aggression
- ___ Disruptive
- ___ Theft
- ___ Unresponsive
- ___ Inappropriate Language
- ___ Insubordination
- ___ Vandalism
- ___ Self-injury
- ___ Verbal Harassment
- ___ Work not done
- ___ 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.

<table>
<thead>
<tr>
<th>Routine/Activities/Context</th>
<th>Problem Behavior(s) – make description observable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading &amp; Geography Class with Ms. B</td>
<td>Talks back to teacher. Swears.</td>
</tr>
</tbody>
</table>

**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):**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a. task too hard</td>
</tr>
<tr>
<td>2</td>
<td>b. task too easy</td>
</tr>
<tr>
<td>3</td>
<td>c. bored w/ task</td>
</tr>
<tr>
<td>4</td>
<td>d. task too long</td>
</tr>
<tr>
<td>5</td>
<td>e. physical demand</td>
</tr>
<tr>
<td>6</td>
<td>f. correction/reprimand</td>
</tr>
<tr>
<td>7</td>
<td>g. large group instruction</td>
</tr>
<tr>
<td>8</td>
<td>h. small group work</td>
</tr>
<tr>
<td>9</td>
<td>i. independent work</td>
</tr>
<tr>
<td>10</td>
<td>j. unstructured time</td>
</tr>
<tr>
<td>11</td>
<td>k. transitions</td>
</tr>
<tr>
<td>12</td>
<td>l. with peers</td>
</tr>
<tr>
<td>13</td>
<td>m. isolated/no attention</td>
</tr>
</tbody>
</table>

**Follow Up Questions – Get as Specific as possible**

- 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, l, or k - describe setting/activity/content in detail large group is when teacher is in front of class. Independent work is when students are working on worksheets/assignments, etc. ____________________
- 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.

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

**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

**SUMMARY OF BEHAVIOR**

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

<table>
<thead>
<tr>
<th>ANTECEDENT(s)/Triggers</th>
<th>Problem Behavior(s)</th>
<th>CONSEQUENCE(s)/ Function</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SETTING EVENTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not real sure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% Sure/No Doubt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ABC Recording Form

**Observer:** ______Your Name____________  **Student:** _____Raynetta__________

**Setting (e.g., class #, gym, playground):** ___________________  **Date:** ____________________

<table>
<thead>
<tr>
<th>#</th>
<th>Time:</th>
<th>Activity/Task</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Specify:**
- Given instruction
- Given correction
- Alone (no attention/no activities)
- Engaged in preferred activity
- Preferred activity removed
- Transition: Change in activity

**Other/Notes:**
- Adult Attention Provided
- Peer Attention Provided
- Got Preferred Activity/Item
- Got Sensation
- Adult Attention Avoided
- Peer Attention Avoided
- Task/Activity Avoided
- Sensation Avoided

### Practical FBA Participant’s Guide
Page 68
<table>
<thead>
<tr>
<th>#</th>
<th>Time:</th>
<th>Activity/Task</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td>✓ Large group instruction</td>
<td>✓ Given instruction</td>
<td></td>
<td>✓ Adult Attention Provided</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Small group work</td>
<td>✓ Given correction</td>
<td></td>
<td>✓ Peer Attention Provided</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Independent work</td>
<td>✓ Alone (no attention/no activities)</td>
<td></td>
<td>✓ Got Preferred Activity/Item</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Unstructured time</td>
<td>✓ With Peers</td>
<td></td>
<td>✓ Got Sensation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specify:</td>
<td>✓ Engaged in preferred activity</td>
<td></td>
<td>✓ Adult Attention Avoided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Preferred activity removed</td>
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<td>✓ Peer Attention Avoided</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other/Notes:</td>
<td></td>
<td>✓ Sensation Avoided</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>✓ Large group instruction</td>
<td>✓ Given instruction</td>
<td></td>
<td>✓ Adult Attention Provided</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Small group work</td>
<td>✓ Given correction</td>
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<td>✓ Peer Attention Provided</td>
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<td></td>
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<td>✓ Independent work</td>
<td>✓ Alone (no attention/no activities)</td>
<td></td>
<td>✓ Got Preferred Activity/Item</td>
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<tr>
<td></td>
<td></td>
<td>✓ Unstructured time</td>
<td>✓ With Peers</td>
<td></td>
<td>✓ Got Sensation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specify:</td>
<td>✓ Engaged in preferred activity</td>
<td></td>
<td>✓ Adult Attention Avoided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Preferred activity removed</td>
<td></td>
<td>✓ Peer Attention Avoided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Transition: Change in activity</td>
<td></td>
<td>✓ Task/Activity Avoided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other/Notes:</td>
<td></td>
<td>✓ Sensation Avoided</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
</table>

Summary of Behavior

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher/Staff Interview Summary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABC Recording Form Summary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Summary of Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When:</td>
<td>Student will:</td>
<td>Because:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Therefore the function is to access/escape/avoid:

Comments/Questions about 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.
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?

<table>
<thead>
<tr>
<th>Routine:</th>
<th>Setting Events/ Set-Ups:</th>
<th>Antecedent/Trigger</th>
<th>Behavior</th>
<th>Consequence/ Outcome because:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>When:</td>
<td>Student does:</td>
<td>Therefore the function of the behavior is to Get/avoid:</td>
</tr>
</tbody>
</table>
**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

<table>
<thead>
<tr>
<th>Student</th>
<th>Jane</th>
<th>Grade</th>
<th>2</th>
<th>Date</th>
<th>9/25/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Shelbyville Elementary</td>
<td>Case Manager</td>
<td>Ms. Practical FBA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Routine:** Math Class

**Setting Event**
- No recess time

**Antecedent**
- Given a math problem

**Problem Behavior**
- Throws Tantrum

**Desired Behavior**
- Complete math problem

**Consequence/Function**
- Sent to back table & gets peer attention

**Consequence**
- Success, Get another math problem

**Identify Intervention Strategies**

<table>
<thead>
<tr>
<th>Setting Event Strategies</th>
<th>Manipulate Antecedent to prevent problem &amp; prompt alternate/desired behavior</th>
<th>Teach Behavior Explicitly Teach Alternate &amp; Desired Behaviors</th>
<th>Alter Consequences to reinforce alternate &amp; desired behavior &amp; extinguish negative behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Arrange for peer interaction before math class.</td>
<td>- Introduce review type problem before difficult tasks</td>
<td>- Teach options to problem behavior: 1. Ask for break 2. Ask for help 3. Turn in assignment as is.</td>
<td>- Immediately reinforce entering class.</td>
</tr>
<tr>
<td>- Provide positive adult contact</td>
<td>- Remind of alternative behaviors</td>
<td>- Teach missing math skills</td>
<td>- Provide reinforcer w/in 1 min. of starting task (3 min., 5 min., 10 minutes)</td>
</tr>
<tr>
<td>- Sit with preferred peer</td>
<td>- Do first problem together</td>
<td></td>
<td>- Give break &amp; help</td>
</tr>
</tbody>
</table>

**Alternative Behavior**
- Raise Hand to Ask for Peer Break
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*

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

*Strategies should be individualized for each student*

<table>
<thead>
<tr>
<th>Function of Behavior</th>
<th>Antecedent Strategies</th>
<th>Behavior Teaching Strategies</th>
<th>Consequence Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Avoid Task</strong></td>
<td>Prevention (modify task or provide support)</td>
<td>Teach student more appropriate ways to ask for help from teacher or peers</td>
<td>Respond quickly if student asks for help or for a break</td>
</tr>
<tr>
<td></td>
<td>Modify assignments to meet student instructional/skill level (adjust timelines, provide graphic organizers, break in to smaller chunks, etc.)</td>
<td>Provide additional instruction on skill deficits</td>
<td>Reward students for on task, trying hard, work completion &amp; for asking for a break or help appropriately</td>
</tr>
<tr>
<td></td>
<td>Assign student to work with a peer</td>
<td>Identify and teach specific examples of ways to ask for help</td>
<td>Eliminate/minimize the amount of missed instructional time or work provided to a student for engaging in problem behavior</td>
</tr>
<tr>
<td></td>
<td>Provide additional instruction/support</td>
<td>- Raise hand and wait patiently for teacher to call on you</td>
<td>--However, need to make sure student is capable of doing work… or provide support/instruction so student can complete the work</td>
</tr>
<tr>
<td></td>
<td>Provide visual prompt to cue steps for completing tasks student struggles with</td>
<td>- Teach student to use a break card</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide additional support focused on instructional skills (Homework Club, study hall, etc.)</td>
<td>- Likely need to differentiate (large group, small group, work time, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PreTeaching content</td>
<td>Provide academic instruction/support to address student skill deficits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PreCorrect - Frequently &amp; deliberately remind student to ask for help</td>
<td>- More focused instruction in class</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Additional instructional group</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Special Education support for academic deficit</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Additional support and practice at home</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Additional assessment to identify specific skill deficits</td>
<td></td>
</tr>
</tbody>
</table>
**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
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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity &amp; Staff Involved</th>
<th>Likelihood of Problem Behavior</th>
<th>Specific Problem Behavior</th>
<th>Current Intervention for the Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Low</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
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<tr>
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<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
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<td>1 2 3 4 5 6</td>
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<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Routines/Activities/Context</th>
<th>Problem Behavior(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routine # 1</td>
<td></td>
</tr>
<tr>
<td>Routine # 2</td>
<td></td>
</tr>
</tbody>
</table>

**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:

___ Tardy ___ Fight/physical Aggression ___ Disruptive ___ Theft
___ Unresponsive ___ Inappropriate Language ___ Insubordination ___ Vandalism
___ Self-injury ___ Verbal Harassment ___ Work not done ___ 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.

<table>
<thead>
<tr>
<th>Routine/Activities/Context</th>
<th>Problem Behavior(s) – make description observable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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):

<table>
<thead>
<tr>
<th></th>
<th>Follow Up Questions – Get as Specific as possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. task too hard</td>
<td>If a, b, c, d or e - describe task/demand in detail</td>
</tr>
<tr>
<td>b. task too easy</td>
<td>If f - describe purpose of correction, voice tone, volume etc.</td>
</tr>
<tr>
<td>c. bored w/ task</td>
<td>If g, h, i, j or k - describe setting/activity/content in detail</td>
</tr>
<tr>
<td>d. task too long</td>
<td>If l – what peers?</td>
</tr>
<tr>
<td>e. physical demand</td>
<td>If m - describe</td>
</tr>
<tr>
<td>f. correction/reprimand</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>As applicable -- Follow Up Questions – Get as Specific as possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. get adult attention</td>
<td>If a or b -- Whose attention is obtained?</td>
</tr>
<tr>
<td>b. get peer attention</td>
<td>How is the (positive or negative) attention provided?</td>
</tr>
<tr>
<td>c. get preferred activity</td>
<td>If c, d, e, or f -- What specific items, activities, or sensations are obtained?</td>
</tr>
<tr>
<td>d. get object/things/money</td>
<td></td>
</tr>
<tr>
<td>e. get sensation</td>
<td></td>
</tr>
<tr>
<td>f. get other, describe</td>
<td></td>
</tr>
<tr>
<td>g. avoid adult attention</td>
<td></td>
</tr>
<tr>
<td>h. avoid peer attention</td>
<td></td>
</tr>
<tr>
<td>i. avoid undesired activity/task</td>
<td></td>
</tr>
<tr>
<td>j. avoid sensation</td>
<td></td>
</tr>
<tr>
<td>k. avoid/escape other, describe</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>

**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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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 ____________________________________________________________________</td>
</tr>
</tbody>
</table>

**SUMMARY OF BEHAVIOR**

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

<table>
<thead>
<tr>
<th>ANTECEDENT(s) / Triggers</th>
<th>Problem Behavior(s)</th>
<th>CONSEQUENCE(s)/ Function</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SETTING EVENTS**

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not real sure</td>
<td>100% Sure/No Doubt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix B.
FACTS for Students
**For Students: Functional Assessment ChecklisT for Students (FACTS-Part A)**

**Student:** ____________________  **Grade:** _______  **Date:** ____________________  **Interviewer:** ____________________

**Strengths:** Identify some things that you like to do, that you are interested in, or that you are good at

- **In Class/at School**
- **Out of school**
- **Other**

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity &amp; Staff Involved</th>
<th>Likelihood of Problem Behavior</th>
<th>Specific Problem Behavior</th>
<th>What happens when you do this behavior?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>High</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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.

**BEHAVIOR(S): What are some things you do in **<identify routine above>** that get you in trouble? Rank:**

- Tardy
- Unresponsive
- Self-injury
- Fight/physical Aggression
- Inappropriate Language
- Verbal Harassment
- Disruptive
- Insubordination
- Work not done
- Theft
- Vandalism
- Other

Describe what the problem behavior(s) look like:
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

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)?
Behavior is immediate danger to self and others?  **Y  N**  If Yes, refer case to behavior specialist **
### Functional Assessment ChecklisT for Students (FACTS-Part B)

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

<table>
<thead>
<tr>
<th>Routine/Activities/Context</th>
<th>Problem Behavior(s) – make description observable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 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.

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

#### 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.

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

#### 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.

<table>
<thead>
<tr>
<th>event</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>hunger</td>
<td>conflict at home</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ANTECEDENT(s) / Triggers</th>
<th>Problem Behavior(s)</th>
<th>CONSEQUENCE(s)/ Function</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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Practical FBA Participant’s Guide

Page 92
## Appendix C

**ABC Recording Form**

Observer: __________________     Student: __________________

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

<table>
<thead>
<tr>
<th>#</th>
<th>Time</th>
<th>Activity/Task</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Large group instruction</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Small group work</td>
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<td></td>
<td></td>
<td>Independent work</td>
<td></td>
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<td></td>
<td></td>
<td>Unstructured time</td>
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<td></td>
<td></td>
<td>Specify:</td>
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<td>Large group instruction</td>
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<td></td>
<td>Small group work</td>
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<td>Independent work</td>
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<td>Unstructured time</td>
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<td>Specify:</td>
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<td></td>
<td>Large group instruction</td>
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<td></td>
<td>Small group work</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td></td>
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<td>Unstructured time</td>
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<td>Specify:</td>
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<td></td>
<td>Large group instruction</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Small group work</td>
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<td></td>
<td>Independent work</td>
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<td>Unstructured time</td>
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<td></td>
<td></td>
<td>Specify:</td>
<td></td>
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</tbody>
</table>

Other/Notes:

Adult Attention Provided  Peer Attention Provided  Got Preferred Activity/Item  Got Sensation  Adult Attention Avoided  Peer Attention Avoided  Task/Activity Avoided  Sensation Avoided  Other/Notes:

Other/Notes:

Other/Notes:

Other/Notes:
<table>
<thead>
<tr>
<th>#</th>
<th>Time:</th>
<th>Activity/Task</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
</table>
| 5 | | □ Large group instruction  
□ Small group work  
□ Independent work  
□ Unstructured time  
Specify: | □ Given instruction  
□ Given correction  
□ Alone (no attention/no activities)  
□ With Peers  
□ Engaged in preferred activity  
□ Preferred activity removed  
□ Transition: Change in activity  
Other/Notes: | □ Adult Attention Provided  
□ Peer Attention Provided  
□ Got Preferred Activity/Item  
□ Got Sensation  
□ Adult Attention Avoided  
□ Peer Attention Avoided  
□ Task/Activity Avoided  
□ Sensation Avoided  
Other/Notes: |
| 6 | | □ Large group instruction  
□ Small group work  
□ Independent work  
□ Unstructured time  
Specify: | □ Given instruction  
□ Given correction  
□ Alone (no attention/no activities)  
□ With Peers  
□ Engaged in preferred activity  
□ Preferred activity removed  
□ Transition: Change in activity  
Other/Notes: | □ Adult Attention Provided  
□ Peer Attention Provided  
□ Got Preferred Activity/Item  
□ Got Sensation  
□ Adult Attention Avoided  
□ Peer Attention Avoided  
□ Task/Activity Avoided  
□ Sensation Avoided  
Other/Notes: |
| 7 | | □ Large group instruction  
□ Small group work  
□ Independent work  
□ Unstructured time  
Specify: | □ Given instruction  
□ Given correction  
□ Alone (no attention/no activities)  
□ With Peers  
□ Engaged in preferred activity  
□ Preferred activity removed  
□ Transition: Change in activity  
Other/Notes: | □ Adult Attention Provided  
□ Peer Attention Provided  
□ Got Preferred Activity/Item  
□ Got Sensation  
□ Adult Attention Avoided  
□ Peer Attention Avoided  
□ Task/Activity Avoided  
□ Sensation Avoided  
Other/Notes: |
| 8 | | □ Large group instruction  
□ Small group work  
□ Independent work  
□ Unstructured time  
Specify: | □ Given instruction  
□ Given correction  
□ Alone (no attention/no activities)  
□ With Peers  
□ Engaged in preferred activity  
□ Preferred activity removed  
□ Transition: Change in activity  
Other/Notes: | □ Adult Attention Provided  
□ Peer Attention Provided  
□ Got Preferred Activity/Item  
□ Got Sensation  
□ Adult Attention Avoided  
□ Peer Attention Avoided  
□ Task/Activity Avoided  
□ Sensation Avoided  
Other/Notes: |
| 9 | | □ Large group instruction  
□ Small group work  
□ Independent work  
□ Unstructured time  
Specify: | □ Given instruction  
□ Given correction  
□ Alone (no attention/no activities)  
□ With Peers  
□ Engaged in preferred activity  
□ Preferred activity removed  
□ Transition: Change in activity  
Other/Notes: | □ Adult Attention Provided  
□ Peer Attention Provided  
□ Got Preferred Activity/Item  
□ Got Sensation  
□ Adult Attention Avoided  
□ Peer Attention Avoided  
□ Task/Activity Avoided  
□ Sensation Avoided  
Other/Notes: |
<table>
<thead>
<tr>
<th>#</th>
<th>Time:</th>
<th>Activity/Task</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td>Large group instruction</td>
<td>Given instruction</td>
<td>Adult Attention Provided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Given correction</td>
<td>Peer Attention Provided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Alone (no attention/no activities)</td>
<td>Got Preferred Activity/Item</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>With Peers</td>
<td>Got Sensation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Engaged in preferred activity</td>
<td>Adult Attention Avoided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preferred activity removed</td>
<td>Peer Attention Avoided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
<td>Task/Activity Avoided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other/Notes:</td>
<td>Sensation Avoided</td>
<td></td>
</tr>
</tbody>
</table>

| 11 |       | Large group instruction | Given instruction | Adult Attention Provided | |
|    |       |              | Given correction | Peer Attention Provided | |
|    |       |              | Alone (no attention/no activities) | Got Preferred Activity/Item | |
|    |       |              | With Peers | Got Sensation | |
|    |       |              | Engaged in preferred activity | Adult Attention Avoided | |
|    |       |              | Preferred activity removed | Peer Attention Avoided | |
|    |       |              | Transition: Change in activity | Task/Activity Avoided | |
|    |       |              | Other/Notes: | Sensation Avoided | |

**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?

<table>
<thead>
<tr>
<th>Not real sure</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

# Appendix D. Summary of Behavior Table

## Summary of Behavior Table

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher/Staff Interview Summary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABC Recording Form Summary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Summary of Behavior</td>
<td>When:</td>
<td>Student will:</td>
<td>Because:</td>
</tr>
</tbody>
</table>

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

Routine ___________

Setting Event → Antecedent → Problem Behavior → Alternative Behavior → Desired Behavior

Identify Intervention Strategies

<table>
<thead>
<tr>
<th>Setting Event Strategies</th>
<th>Manipulate Antecedent to prevent problem &amp; prompt alternate/desired behavior</th>
<th>Teach Behavior</th>
<th>Alter Consequences to reinforce alternate &amp; desired behavior &amp; extinguish negative behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prevent problem behavior</td>
<td>Teach Alternate Behavior</td>
<td>Reinforce Behavior</td>
</tr>
<tr>
<td></td>
<td>Prompt Alternate/Desired Behavior</td>
<td>Teach Desired Behavior/ Academic/Social Skills</td>
<td>Response to Problem Behavior/ Corrective Feedback</td>
</tr>
</tbody>
</table>

### BEHAVIOR SUPPORT IMPLEMENTATION PLAN

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Person Responsible</th>
<th>By When</th>
<th>Review Date</th>
<th>Was task Completed consistently?</th>
<th>Evaluation Decision Monitor, Modify, or Discontinue</th>
</tr>
</thead>
</table>

**Prevention:** Make problem behavior irrelevant (antecedent intervention)

**Teaching:** teach new skills/ alternate behavior

**Extinction:** Make problem behavior ineffective (minimize reward/ pay-off for problem behavior)

**Reinforcement:** Make alternate & desired behavior more rewarding than problem behavior

**Responding to Problem Behavior:** Prompt alternate behavior & consequences.

**Safety:** Is safety a concern?  
Y  N  
If yes, attach crisis plan to Behavior Support Plan

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

<table>
<thead>
<tr>
<th>How long does it take to conduct a FACTS interview?</th>
<th>What materials do I need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depending on teacher responses, 30-45 minutes is typical.</td>
<td>Bring two copies of the FACTS interview form for yourself and the teacher being interviewed (so they can follow along).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whom should I interview?</th>
<th>Can I just drop it in the teacher’s box to have them complete the FACTS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview the “referring teacher” or teacher that has been identified to receive support, then based on the interview other staff may be identified.</td>
<td>No. You should guide them through the interview and record their responses on your form, as follow up questions may be needed.</td>
</tr>
</tbody>
</table>

### 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.

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

<table>
<thead>
<tr>
<th>Routine/Activities/Context</th>
<th>Problem Behavior(s) – make description observable</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Environmental Features (Rank order strongest 3)</th>
<th>Follow Up Questions – Get as Specific as possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. task too hard</td>
<td>If h.c.d or e - describe task/demand in detail</td>
</tr>
<tr>
<td>b. task too easy</td>
<td>If f - describe purpose, correction, volume etc.</td>
</tr>
<tr>
<td>c. bored w/ task</td>
<td>If g, h, i or k - describe setting/activity/content in detail</td>
</tr>
<tr>
<td>d. task too long</td>
<td>If f! - what peers?</td>
</tr>
<tr>
<td>e. physical demand</td>
<td>If m - describe</td>
</tr>
<tr>
<td>f. correction/reprimand</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

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.

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 to10 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

```plaintext
ABC Recording Form

Observer: ___________________________ Student: ___________________________
Setting (e.g., class #, gym, playground): ___________________________ Date: __________

<table>
<thead>
<tr>
<th>#</th>
<th>Time:</th>
<th>Activity/Task</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Directions:
- Check boxes for any one that apply.
- Insert information from FACTS Summary.
```

- Adult Attention Provided
- Peer Attention Provided
- Get Preferred Activity/Item
- Get Sensation
- Adult Attention Avoided
- Peer Attention Avoided
- Task/Activity Avoided
- 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

### 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)?

<table>
<thead>
<tr>
<th>Summary Statement</th>
<th>During:</th>
<th>When:</th>
<th>Student will:</th>
<th>Because:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring? (1-6)

Not real sure: 1
Somewhat sure: 2
Moderate sure: 3
High sure: 4
Very sure: 5
100% sure: 6

100% Sure/No Doubt
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 Participant’s Guide

Session #1:
Defining & Understanding Behavior

Sheldon Loman
sloman@uoregon.edu

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 behaviors 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 contexts.
  - What the problem behaviors are.
  - When, Where, & Why a student's problem behavior occurs.
- A summary of the information will help an individual student team develop effective behavior management plans.
  - Prevent problem behaviors from occurring.
  - Reach alternative behaviors.
  - Effectively respond when problem behavior occurs.

Practical FBA vs Comprehensive FBA

<table>
<thead>
<tr>
<th>Practical FBA</th>
<th>Comprehensive FBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>For: Students with mild to moderate problem behaviors (not requiring in-depth social-emotional assessment)</td>
<td>Students with moderate to severe behavior problems (requiring in-depth social-emotional assessment)</td>
</tr>
<tr>
<td>Conducted by: School personnel, including teachers and administrators</td>
<td>Professionals trained to conduct functional assessments with students with severe problem behaviors (e.g., school psychologists, behavior specialists)</td>
</tr>
<tr>
<td>What: Relatively simple and efficient process to guide behavior support planning</td>
<td>Time-intensive process that also involves archival records review, family-centered planning, and collaboration with agencies outside of school</td>
</tr>
</tbody>
</table>

Practical FBA
Practical FBA is an assessment process designed to:
- predict the routine and 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 answers the questions of where, when, and 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.

**Define behavior in observable & measurable terms**

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

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

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

---

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.

---

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.
- Allow you to predict Where (doing routine), When (tripper event)?
B= Behavior. Find out what is the observable problem behavior?
C= Outcome/ Consequence. Find out what happens after the behavior occurs? Why?

\[ A \rightarrow B \rightarrow C \]

---

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 →

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?

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

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

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.

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 Outs:
- Answering a question that the teacher directed to the child.
- Yelling to another student during recess
- Talking with a poor during group work.
Behavior = Talking out

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

Examples of Talking Out:
- Answering a question directed to another student by the teacher
- Speaking a swear word
- Talking when the teacher is giving directions

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

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.
- Haley is constantly off-task during math.
- Chris is defiant.
- Brandon is angry and hostile.
- Alexis uses inappropriate language.

MAKE SURE THEY ARE Observable & measurable!

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

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

<table>
<thead>
<tr>
<th>Observable/Measurable Definition</th>
<th>Non-observable/Measurable Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking when teacher is asking</td>
<td>Be disruptive</td>
</tr>
<tr>
<td>Talking during group work time</td>
<td>Be off-task</td>
</tr>
<tr>
<td>Throwing objects, hitting others</td>
<td>Be angry, hostile</td>
</tr>
<tr>
<td>Cut up paper, name</td>
<td>Use inappropriate language</td>
</tr>
<tr>
<td>Tapping/drumming on desk, looking around the classroom</td>
<td>Be attention seeking</td>
</tr>
<tr>
<td>Refuse to do work, fail to follow directions</td>
<td>Be non-compliance</td>
</tr>
<tr>
<td>Pretend you can’t hear me, when given direction</td>
<td>Be distance</td>
</tr>
</tbody>
</table>

Remember:
Always start with the behavior
1. Once you have defined the behaviors (see What)
2. Then want to know the Where & When
   the behaviors occur #2 (Routine & Antecedents)
   - What happens right before the behavior?

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

Activity 3:
Identify the behavior, routine, & antecedent in the following scenarios

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 __________

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 __________

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

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
Remember: Always start with the Behavior
1. Once you have defined the behaviors (the **What**)
2. & know the **Where & When** the behaviors occur (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):
  - 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 pressed, Jesse starts crying, the teacher stops circle time and comforts him.

### Activity 4 (pg. 9)

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

Frame with the following statements:

**Routine**: During ___________

**Antecedent/Trigger**: When ___________

**Behavior**: Student does ___________

**Consequence/Outcome**: ___________

### 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 ___________

**Antecedent/Trigger**: When ___________

**Behavior**: Student does ___________

**Consequence/Outcome**: ___________

### 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 ___________

**Antecedent/Trigger**: When ___________

**Behavior**: Student does ___________

**Consequence/Outcome**: ___________
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.

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 payoff 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?

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

Most Common Functions of Behavior

Examples of Function in School
- Get or Obtain
  - Peer attention
  - Adult attention
  - Desired activity
  - Desired object/item
  - Sensory stimulation: auditory, tactile, etc.
- Avoid or Escape
  - Difficulty
  - Boring Task
  - Frustrating
  - Physical demand
  - Non-preferred activity
  - Peer
  - Staff
  - Reminders

- Get or Obtain
  - I eat because others look at me
  - I fight because others tease me
  - I wander because people talk to me
  - I hit in order to get toys from other kids.
- Avoid or Escape
  - I stay 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 other game participants will avoid throwing me the ball.
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??

Function of Bobby’s Behavior

Routine: During _Science_

Antecedent/Trigger: When student walks through the hallway
Behavior: Student demands to sit at desk
Consequence/Outcomes: Student sits down and completes the assignment

Avoiding working with a partner is the pay-off for the behavior!!

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’Neill. After interviewing Mrs. O’Neill 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.

Function/Pay-off of Jane’s Behavior

Routine: During _Transitions_

Antecedent/Trigger: When student is walking through the hallway
Behavior: Student shouts profanities
Consequence/Outcomes: Adults spend time talking with her

Adult attention is the pay-off for the behavior!!

Hypothesis/Summary Statement

Routine: During _[some routine e.g. Science]_

Antecedent/Trigger: When student is asked to work with a partner
Behavior: “Student needs” Takes assignment & sits down
Consequence/Outcomes: “Teacher looks distracted”

Therefore, the function of the behavior is adult attention from adults.
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 prediction (anticipation) of the problem behavior,
- teaches alternative behaviors to the problem behavior, &
- increases alternative and desired behavioral outcomes while decreasing problem behaviors based on the handouts below.

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 her desk.

<table>
<thead>
<tr>
<th>Routine: During</th>
<th>some routine e.g.</th>
<th>Action Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amendment/Trigger</td>
<td>“Hair pull”</td>
<td>Ask him to sit in morning circle</td>
</tr>
<tr>
<td>Behavior</td>
<td>“Student does…”</td>
<td>Pulls hair or gets next to her</td>
</tr>
</tbody>
</table>

Consequences/Outcome: “Teacher…”
- Pulls her hair or gets next to her
- Tense, angry
- She writes down notes

Therefore, the function of the behavior is:
- Calm or relaxing
- Sitting at morning circle

Create a Hypothesis Statement for Selena’s behavior

When Selena’s teacher presents multiple task demands in language arts, she makes negative self-statements & writes profane language on her assignment. Teaching staff typically send her to the office with a disciplinary referral for being disruptive (and she misses the assignment).

<table>
<thead>
<tr>
<th>Routine: During</th>
<th>some routine e.g.</th>
<th>Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amendment/Trigger</td>
<td>“Student does…”</td>
<td>Multiple task demands</td>
</tr>
<tr>
<td>Behavior</td>
<td>“Selena does…”</td>
<td>Makes negative self-statements &amp; writes profane language</td>
</tr>
</tbody>
</table>

Consequence/Outcome: “Discipline…”
- 3 days of office
- Expelled

Therefore, the function of the behavior is:
- Distraction
- Coping

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, his teacher was more involved, and Johnny was less involved in the class. After Johnny engages this behavior his peers ignore him.

<table>
<thead>
<tr>
<th>Routine: During</th>
<th>some routine e.g.</th>
<th>Third grade classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amendment/Trigger</td>
<td>“Less structured class time”</td>
<td>“Student does…”</td>
</tr>
<tr>
<td>Behavior</td>
<td>“Johnny does…”</td>
<td>Three days of office</td>
</tr>
</tbody>
</table>

Consequences/Outcome: “Teacher…”
- Tense
- Angry

Therefore, the function of the behavior is:
- Calm or relaxing
- Gap attention

Check 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.*

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?

Check #3 (page #14)

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

- Definition: __________________
  - Examples:
  - Non-examples

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!

**To Do:**

- 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.

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).
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 doubt.
  - 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. Payoff (function) the behavior serves 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?

A → B → C

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.

Setting Events → Antecedents → Behavior → Consequence
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

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.

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 -Interview Teacher & Staff
   -Interview Student

2. See -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 respondents and have them rate the confidence of the statement

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 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

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity/Staff</th>
<th>Likelihood of Problem Behavior</th>
<th>Specific Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity/Staff</th>
<th>Likelihood of Problem Behavior</th>
<th>Specific Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:30-9:30</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4:30-8:30</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9:45-10:00</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12:30-1:30</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

STOP
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

---

Practical FBA Participant’s Guide
Page 132
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 2 to 4 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 Part-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 combining/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

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity/Task</th>
<th>Likelihood of Problem Behavior</th>
<th>Specific Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>Math</td>
<td>Low</td>
<td>Walking around the room, throwing pencil, leaning on paper, disruptive</td>
</tr>
<tr>
<td>9:00-9:15</td>
<td>Social Studies</td>
<td>Low</td>
<td>Talking to peers</td>
</tr>
<tr>
<td>9:15-10:00</td>
<td>Science</td>
<td>High</td>
<td>Walking around the room, pushing books on floor, taking up space</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Science</td>
<td>Low</td>
<td>Talking to peers</td>
</tr>
<tr>
<td>11:00-11:15</td>
<td>Social Studies</td>
<td>Low</td>
<td>No problems, but got in fight 2 mos ago</td>
</tr>
<tr>
<td>11:15-12:15</td>
<td>Lunch</td>
<td>High</td>
<td>Sleeping, disruptive</td>
</tr>
</tbody>
</table>

List the routines in order of priority of Behavior Support

- Identify 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) where the structure & demands within the routine are very similar (e.g., reading, math, free-time on reading & social studies during recess).
- Complete the FACTS Step 4 for each of the prioritized routines identified.

Step #4: Identify Problem Behaviors for the identified routine

- 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 occurrence of the problem behavior in that target routine.

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

Danger can be defined as directly injuring another with their behavior (biting, throwing dangerous object, 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):
A. List the routines in order of priority.
B. Have the intern estimate the top priority of the problem behavior occurring in the targeted routine.
C. Ask them to provide you with an estimate of how frequently 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 behavior is dangerous

Completed Example of Tracy’s FACTS-A

<table>
<thead>
<tr>
<th>Routine</th>
<th>Activity</th>
<th>Context</th>
<th>Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routine 1</td>
<td>Lunch Break</td>
<td>Calls numerous, distant students</td>
<td></td>
</tr>
<tr>
<td>Routine 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 targeted routine.

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

Identify the Target Routine: At least 50% of the problem behavior occurs in the targeted routine

<table>
<thead>
<tr>
<th>Routine Activity Context</th>
<th>Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch Break</td>
<td>Calls numerous distant students</td>
</tr>
</tbody>
</table>

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?

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?

A ➔ B ➔ C
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?

Interview - Antecedents

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 this behavior?
  - 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.

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.

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

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 aware 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.
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).

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.

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 behavior definition clear enough? Have you clearly identified any existing behavior patterns?

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

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 & click 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)

A. 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.
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.

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 teacher’s hair.
- Student punches another student.
- Student slams books on the desk.
- Student runs around in the classroom.
- Student jumps out of the classroom window.

To Do: 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!
Review 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?

Follow-up
Make sure to ask follow-up questions in the right column of Antecedents & Consequences section:

Look at pg. 46
- Pg. 46: Break & Lunch time selected as Routine because similar in context:
  - Unstructured out of class with Peers (From Part-A)
- Pg. 47: Plug in highest ranked responses in summary statement.
  - Especially for the function select the #1 answer and ask the confidence.
  - Want 1 function for the Hypothesis

Time to get the FACTS?
- Some Ideas of when to interview teachers?
  - Grade level meetings
  - During their prep/break/lunch
  - Before/Afterschool

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

Sheldon Loman
sloman@uoregon.edu

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

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 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 the 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:
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.

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?

#2 Write the activity/task occurring in class

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity/Talk</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00</td>
<td>Large group &amp; group discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#3 Write the Antecedent that occurs before the behavior

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity/Talk</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00</td>
<td>Large group &amp; group discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
#4 Write what happened right after the behavior occurred in the Consequence box

<table>
<thead>
<tr>
<th>#</th>
<th>Time</th>
<th>Activity/Task</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1:15</td>
<td>Play group activity</td>
<td>Interactive</td>
<td>Ask teacher</td>
<td>Adult Attention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 the teacher (e.g., transition)

#5 During or Immediately after the Observation
Check the boxes that correspond with the activities, antecedents, & consequences you recorded.

<table>
<thead>
<tr>
<th>#</th>
<th>Time</th>
<th>Activity/Task</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1:15</td>
<td>Play group activity</td>
<td>Interactive</td>
<td>Ask teacher</td>
<td>Adult Attention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Definitions on the ABC recording Form: Antecedents
- **Given instructions:** Teacher gives a task or assignment has been given.
- **Corrected:** 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.
- **Prefer 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:
- **Table Attention:** A student talks to or responds to student's behavior in some way (e.g., laugh, talk back)
- **Out of preferred activity/llary:** Students get something they like (e.g., toy, candy) or activity they like (e.g., playing, help with music)
- **Out sensations received:** Student receives sensory input (e.g., tactile objects, sounds, etc.)
- **Adult Attention Desired:** Student outside attention from teacher
- **Peer attention desired:** Student needs 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 ABCs.
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)?
Practice observation for Eddie
pages 52-54

Watch Eddie's behavior on the video.

Review ABC Recording Form for Eddie

Practice observation for TRACY
(pg. 47-48)

1. Record TRACY's behavior from the video using the ABC recording form that you prepared in the previous activity.

2. Summarize the data from your observation

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

Review observation of Tracy (pg. 55)
Activity 2 (pg. 57)

1. Use the information from the completed FACTS for SHANE to 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 will you be looking for?

2. Complete the top portion of the ABC recording form for SHANE.

Activity 3: Practice observation for SHANE (pg. 58-59)

1. Record SHANE’s behavior on the video using the ABC recording form that you prepared in the previous activity.

2. Summarize the data from your observation.

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

Guidelines for observation

- 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.

Compare observation data with the interview data

A recommendation to determine whether ABC data matches well with FACTS data:

at least 3 to 1 of the occurrences match the FACTS summary statement.

If data from observation matches FACTS SUMMARY OF BEHAVIOR then you can confidently conclude with a final summary statement.

Summary of Behavior - Shane

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher/Staff Interview</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic failure in previous day</td>
<td>Reward/punishment</td>
<td>Work related,</td>
<td>Avoid teacher, decrease office</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABC Observation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative relationship with teacher</td>
<td>Peer interaction</td>
<td>Work related,</td>
<td>Avoid teacher, decrease office</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Summary of Behavior (move to Behavior Plan)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative relationship with teacher &amp; previous academic failure</td>
<td>Teacher instruction</td>
<td>Work related,</td>
<td>Avoid teacher, decrease office</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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?

To Do: 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)?
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....

**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 the student’s behavior.
  - To narrow the focus to a specific pattern of behavior in order to develop an effective intervention.

- **Stage:**
  - Interview will ask about the student’s behavior, the routine in which they occur, what happens before the behavior, and what happens after the behavior.

- **How long:**
  - 30-40 minutes

**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 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?”

**“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?

**“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

<table>
<thead>
<tr>
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</tr>
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<td></td>
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</tbody>
</table>

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 routines would you focus on for the FACTS and ABC observations?

What are the antecedents you will be observing for?

What outcomes will you be observing for?

What is the setting event?

Summarize Jane’s Behavior:

Routine: During ____________________

Antecedent/Moment: when _______

Behavior: student does ________

Consequence/Outcome: because ________

Summary of Jane’s Behavior:

Routine: During ____________________ Math class

Antecedent/Moment: given math problem

Behavior: student does ________

Consequence/Outcome: because ________

Function: get peer attention

When is an FBA Completed?

When you have completed an:
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’Reilly et al., 1997, p. 73).

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 paper 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
### 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](image)

### 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) **Prevent**: Change predictors that set off the problem behavior to make the problem behavior irrelevant.

(B) **Support**: Provide prompts & supports to set up and support Alternative/Desired Behavior.
Example: **Antecedent Strategies**

![Diagram of antecedent strategies]

**Instead of giving Joe his usual math assignment, let's give him an assignment he can be more successful with (simpler, more specific tasks) or provide him prompts that allow him to be more successful.**

* By changing B, we can make Joe's need to throw a tantrum irrelevant.

* Supporting Alternative Behavior
  - Provide preinstructions and prompts to remind and cue Joe to use desired responses on the alternate behavior instead of Problem Behavior.

---

**Proactive (PBS) Interventions**

**Attention Seeking**

A - PREVENTION

**Interventions occurring before the behavior occurs**

- Prevention (reduce 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

---

**Proactive (PBS) Interventions**

**Avoid Task**

A - PREVENTION

**Interventions occurring before the behavior occurs**

- Prevention (reduce 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

---

**Example: **Teaching Behavior**

![Diagram of teaching behavior]

A → B → C

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, preinstructions, 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**

<table>
<thead>
<tr>
<th>Provide academic instruction/support to address student skill deficits</th>
</tr>
</thead>
<tbody>
<tr>
<td>- More focused instruction in class</td>
</tr>
<tr>
<td>- Additional instructional group</td>
</tr>
<tr>
<td>- Special Education support for academic deficit</td>
</tr>
<tr>
<td>- Additional support and practice at home</td>
</tr>
<tr>
<td>- Additional assessment to identify specific skill deficits</td>
</tr>
</tbody>
</table>

#### Proactive (PBS) Interventions

**Avoid Task**

| Teach student more appropriate ways to ask for help from teacher or peers |
| Provide additional instruction on skill deficits |
| Identify and teach specific examples of ways to ask for help |
| - Raise hand and wait patiently for teacher to call on you |
| - Teach student to use a break card |
| - Praise extra effort for 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

We must reduce C (let Joe avoid math tasks for B) throwing a tantrum. **Instead** prompt him to raise his hand. Joe (reward him for B) raising his hand & asking for a break is 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

<table>
<thead>
<tr>
<th>Intervention occurs after (in response to) positive or negative behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Respond quickly if student asks appropriate for adult attention</td>
</tr>
<tr>
<td>▪ Give the student frequent adult attention for positive behavior</td>
</tr>
<tr>
<td>▪ Student earns “lunch w/ teacher” when student earns points for paying attention in class &amp; asking appropriately for attention</td>
</tr>
<tr>
<td>▪ Eliminate/minimize the amount of attention provided to a student for engaging in problem behavior</td>
</tr>
<tr>
<td>- Limit verbal interaction – create a signal to prompt the student to stop the problem behavior</td>
</tr>
<tr>
<td>- Avoid power struggles</td>
</tr>
</tbody>
</table>

### Proactive (PBS) Interventions

**Avoid Task**

**C -** RESPONSE TO BEHAVIOR

<table>
<thead>
<tr>
<th>Intervention occurs after (in response to) positive or negative behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Respond quickly if student asks for help or for a break</td>
</tr>
<tr>
<td>▪ Reward students for on task, trying hard, work completion &amp; for asking for a break or help appropriately</td>
</tr>
<tr>
<td>▪ Eliminate/minimize the amount of missed instructional time or work provided to a student for engaging in problem behavior</td>
</tr>
<tr>
<td>▪ However, need to make sure student is capable of doing work... or provide support/instruction so student can complete the work</td>
</tr>
</tbody>
</table>
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 are 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.
References


