Adapted FACTS – Part A

Instructions

Section 1: Description of Problem Behavior  
 1) Record the general description of the problem behavior (obtained from the identification process) in the first box.

1. Record observable student actions (obtained from record review and interviews) in the second box.
2. Record the measurable dimension of the problem behavior (obtained from the record review and interviews) in the third box.

Section 2: Classroom Intervention

1. Check enrollment date and attendance data to determine if the student had access to schoolwide and classroom instruction.
2. Interview student and teachers to determine if the student had access to schoolwide and classroom recognition.

Section 3: Record Review

1. Record the name of each piece of information to be collected on each student in the first column.
2. Record the date the information was generated (i.e. the date the Office Referrals were collected, the date the reading assessment was administered) in the second column.
3. A summary of the information from each source is recorded in the third column.

Section 4: Context Analysis of Social/Behavioral Performance

* 1. List the times that define the student’s daily schedule in Column 1. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/even days) if appropriate in the first column.
  2. Interview the student’s teachers to identify the type of activity that most often occurs during each time/subject and record that information in Column 2.
  3. Interview the student’s teachers to identify the problem behavior displayed during each time period and the likelihood the problem behavior will occur. Record this information in Column 3.

(The following scale may be used as an example to identify the value of each rating):

1 = Less than one time per month 4 = 1 time per day

2 = 1 time per week 5 = 3 – 4 times per day

3 = 2 – 3 times per week 6 = At least one time each hour

* 1. Interview the student’s teachers to identify the most frequent adult/peer response to the problem behavior. Record this information in Column 4.

1. Adult(s) respond (Redirect, Reteach Behavior, or Provide Assistance)
2. Peer(s) respond (look at, laugh or talk to student)
3. Student obtains specific object/item
4. Adult(s) withhold/remove interaction
5. Peer(s) withhold/remove interaction
6. Activity/task is changed
7. Student sent to timeout or office

Identify those contexts with the highest ratings (contexts rated 4, 5 or 6).

At the bottom of p. 2, write the context where the problem behavior is most likely to occur and the context where the problem behavior is least likely to occur.

Adapted FACTS – Part B

Instructions

Section 5: Description of the Antecedent

* + Identify all antecedents that apply to the target context.
  + Rank order the 2 strongest predictors from those selected.
  + After identifying the strongest predictor(s) ask the follow-up question(s) that correspond with the letter of the item(s) rank ordered #1 and #2.

|  |  |
| --- | --- |
| **Antecedents (Rank order top 2 predictors)** | **Follow Up Questions – *Be as Specific as possible*** |
| \_\_\_a. Large Group Activity \_\_\_f. Task too hard  \_\_\_b. Small Group Activity \_\_\_g. Task too easy  \_\_\_c. Independent Activity \_\_\_h. Task too long  \_\_\_d. Transition \_\_\_i. Physical Demand  \_\_\_e. Unstructured Activity \_\_\_j. Correction/reprimand | **If a, b, c, d or e–** Describe setting/activity/context in detail\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **If f, g, h, or i –** Describe task/demand in detail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **If j** – Describe purpose of correction, voice tone, volume  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Section 6: Description of the Consequence

* + Identify all consequences that apply to the target context.
  + Rank order the 2 strongest consequences from those selected.
  + After identifying the strongest consequence(s) ask the follow-up question(s) that correspond with the letter of the item(s) rank ordered #1 and #2.

|  |  |
| --- | --- |
| **Consequences (Rank order top 2 consequences.)** | **Follow-Up Questions – *Be as Specific as possible*** |
| \_\_\_a. adult(s) respond (look at or talk to student)  \_\_\_b. peer(s) respond (look at, laugh or talk to student)  \_\_\_c. get specific activity  \_\_\_d. get specific object  \_\_\_e. get specific sensory input  \_\_\_f. removed from adult(s)  \_\_\_g. removed from peer(s)  \_\_\_h. specific activity removed  \_\_\_i. specific sensory input removed | **If a or b –** Which adults or peers respond?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  How did the adults or peers respond?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **If c, d or e –** What specific item, activity or sensory input did the child get? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **If f or g –** From which adults or peers was the child removed? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **If h or I –** Describe specific task/activity/sensory input removed. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Specifically describe the type of work within subject areas)  **Can the student independently perform the task?** Y N  **Is further assessment needed to ID specific skill deficits?** Y N |

Section 7: Setting Event(s)

1. Identify all setting events in the list that apply.
2. Rank order the strongest setting events from those selected.
3. After identifying the most common setting events ask questions that will provide a picture of the impact and occurrence of setting events.

|  |
| --- |
| **SETTING EVENT(s): Rank order any events that happen outside of the immediate context (at home or earlier in the day) that commonly make problem behavior *more* likely or *worse* in the context described above.** |
| \_\_\_ hunger \_\_\_lack of sleep \_\_\_illness \_\_\_missed medication \_\_\_conflict at home  \_\_\_conflict at school \_\_\_homework not done \_\_\_change in routine \_\_\_failure in previous class |

Section 8: Summary Statement

1. Write the top ranked responses and follow-up responses from the Antecedent, Consequence and Setting Event sections of the Adapted FACTS – Part B.

|  |  |  |
| --- | --- | --- |
| **ANTECEDENT(s) / Triggers** | **PROBLEM BEHAVIOR(s)** | **CONSEQUENCE(s)/ Function** |
| **When this happens . . .** | **Student will . . . .** | **Because this happens . . .**  **Therefore the function is to obtain/avoid \_\_\_\_\_\_\_\_\_\_\_\_** |
| **SETTING EVENT** |
|  |

1. Copy the information from the pathway found at the bottom of the Adapted FACTS – Part B into the following format:

During (Context = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) when (Antecedent = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) the student will (Problem Behavior = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) because (Consequence = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_); therefore, the function of the behavior is to (obtain/avoid \_\_\_\_\_\_\_\_\_\_\_\_\_\_).

This is more likely to occur when (SE = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_).

As a team, rate the level of confidence in the accuracy of the summary statement’s description of the relationship between the problem behavior and environmental events. A rating of 1, 2 or 3 indicates that the team does not have enough information to accurately identify antecedent and consequence events. A rating of 4, 5 or 6 indicates that the team is confident that the antecedent and consequence events have been accurately identified.

**Adapted Functional Assessment Checklist for Teachers & Staff (FACTS – Part A)**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Classroom/Homeroom Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_

**Section 1: Description of Problem Behavior**

|  |  |  |
| --- | --- | --- |
| Problem Behavior  (Obtained from identification process): | What does it look like?  (Observable) | How will behavior be measured?  Frequency Intensity Duration |

**Section 2: Classroom Intervention**

Did the student receive instruction on Schoolwide and Classroom Expectations, Rules and Procedures? \_\_\_\_\_\_\_\_

Did the student receive recognition recently for following Schoolwide and Classroom Expectations, Rules and Procedures? \_\_\_\_\_\_\_\_\_

If no, review implementation of Effective Classroom Practices with the Classroom Teacher.

**Section 3: Record Review**

Gather relevant information about the student which will be used to look for patterns of behavior.

|  |  |  |
| --- | --- | --- |
| Information Needed | Date | Summarize Findings |
| Office Referrals (ODR) |  |  |
| Classroom Minors |  |  |
| Absences |  |  |
| Tardies |  |  |
| G.P.A./Grades  Reading Assessment  Written Language Assessment  Math Assessment |  |  |
|  |  |
|  |  |
|  |  |
| Health Information  (if applicable) |  |  |
| IEP Information (if applicable) |  |  |
| Other:  i.e. nurse or counselor visits |  |  |

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Description of** **Problem Behavior:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Section 4: Context Analysis of Social/Behavioral Performance**

\* Completed by each of the student’s classroom teachers

|  |  |  |  |
| --- | --- | --- | --- |
| **Context** | | **Problem Behavior** | **Consequence** |
| 1. **Schedule**   (Time & Subject) | **2) Activity:**   1. Large Group Activity 2. Small Group Activity 3. Independent Activity 4. Transitions 5. Unstructured Activity | **3) Likelihood of Problem:**  Low High High | **4) What is the response to the problem behavior?**  **(Write the # of the response that most often applies & is most likely maintaining the problem behavior.)**   1. Adult(s) respond (Redirect, Reteach Behavior, or   Provide Assistance)   1. Peer(s) respond (look at, laugh or talk to student) 2. Student obtains specific object/item 3. Adult(s) withhold/remove interaction 4. Peer(s) withhold/remove interaction 5. Activity/task is changed 6. Student sent to timeout or office |
|  |  | 1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |

**List the Activities/Context in order of Priority for Behavior Support: Select routines with ratings of 4, 5 or 6:**

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

**Problem Behavior:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is most likely to occur during\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Context)**

**Problem Behavior:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is least likely to occur during \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**(Context)**

**Complete the FACTS-Part B on the next page for each of the prioritized context(s) identified.Adapted Functional Assessment Checklist for Teachers & Staff (FACTS – Part B)**

**Section 5: Description of the** **Antecedent**: **Rank order the top two predictors of problem behavior in the context identified in Part A. Then ask follow-up questions to get a detailed understanding of each predictor.**

|  |  |
| --- | --- |
| **Antecedents (Rank order top 2 predictors)** | **Follow Up Questions – *Be as Specific as possible*** |
| \_\_\_a. Large Group Activity \_\_\_f. Task too hard  \_\_\_b. Small Group Activity \_\_\_g. Task too easy  \_\_\_c. Independent Activity \_\_\_h. Task too long  \_\_\_d. Transition \_\_\_i. Physical Demand  \_\_\_e. Unstructured Activity \_\_\_j. Correction/reprimand | **If a, b, c, d or e–** Describe setting/activity/context in detail\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **If f, g, h, or i –** Describe task/demand in detail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **If j** – Describe purpose of correction, voice tone, volume  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Section 6: Description of the Consequence: Rank order the consequences that appear most likely to maintain the problem behavior in the context identified in Part A. Ask follow-up questions for consequences ranked #1 & 2.**

|  |  |
| --- | --- |
| **Consequences (Rank order top 2 consequences.)** | **Follow-Up Questions – *Be as Specific as possible*** |
| \_\_\_a. adult(s) respond (look at or talk to student)  \_\_\_b. peer(s) respond (look at, laugh or talk to student)  \_\_\_c. get specific activity  \_\_\_d. get specific object  \_\_\_e. get specific sensory input  \_\_\_f. removed from adult(s)  \_\_\_g. removed from peer(s)  \_\_\_h. specific activity removed  \_\_\_i. specific sensory input removed | **If a or b –** Which adults or peers respond?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  How did the adults or peers respond?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **If c, d or e –** What specific item, activity or sensory input did the child get? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **If f or g –** From which adults or peers was the child removed? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **If h or I –** Describe specific task/activity/sensory input removed. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Specifically describe the type of work within subject areas)  **Can the student independently perform the task?** Y N  **Is further assessment needed to ID specific skill deficits?**  Y N |

|  |
| --- |
| **Section 7: SETTING EVENT(s): Rank order any events that happen outside of the immediate context (at home or earlier in the day) that commonly make problem behavior *more* likely in the context described above.** |
| \_\_\_ hunger \_\_\_lack of sleep \_\_\_illness \_\_\_change in routine \_\_\_missed medication \_\_\_conflict at home \_\_\_conflict at school \_\_\_homework not done \_\_\_failure in previous class |

**Section 8:Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.**

|  |  |  |
| --- | --- | --- |
| **ANTECEDENT(s) / Triggers** | **PROBLEM BEHAVIOR(s)** | **CONSEQUENCE(s)/ Function** |
| **When this happens . . .** | **Student will . . . .** | **Because this happens . . .**  **Therefore the function is to obtain/avoid \_\_\_\_\_\_\_\_\_\_\_\_** |
| **SETTING EVENT** |
|  |

**During (Context = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) when ( Antecedent = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) the student will (PB = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) because (Consequence = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_); therefore, the function of the behavior is to (obtain/avoid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_). This is more likely to occur when (SE = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_).**

**How confident are you that your Summary Statement accurately explains the problem behavior occurring?**

Not at all So-so Very confident

1 2 3 4 5 6