CHAPTER 5: FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

"An FBA is a systematic process for studying a student's behavior using multiple sources of information generated by multiple informants and documenting patterns of behavior over time..."

Simonsen & Meyers, 2015

LEARNER OUTCOMES

At the conclusion of this chapter, you will be able to:

▶ Identify defining features of Functional Behavior Assessment (FBA) from current best practice.

▶ Apply a *team-based problem solving process* to efficiently conduct a Functional Behavior Assessment that results in the development of a statement that summarizes the context, ABCs & hypothesizes a function of the behavior.

Introduction

Your work with MO SW-PBS is grounded in the science of behavior or applied behavior analysis (ABA). Applied behavior analysis is the design, implementation, and evaluation of environmental modifications to produce socially significant improvement in behavior (Alberto & Troutman, 2012; Baer, Wolf, & Risley, 1968; Sulzer-Azaroff, B. & Mayer, R., 1991). This is based on the understanding that individuals' behavior is determined by past and current environmental events. In short, the science of behavior focuses on changes to the environment to result in changed behavior. ABA shows us that we can't change a person, but we can influence the way they behave by shaping the environment that they function within.

Central to understanding applied behavior analysis is knowing your ABCs–an acronym for the contingency *Antecedent–Behavior–Consequence*. That is, something happens preceding the behavior (the *Antecedent*), which in effect causes the *Behavior*, which then results in *Consequences*. **Antecedents are the happenings that occur before the behavior, anything in the students' environment that triggers the behavior. Antecedents include cues, prompts, signals, questions or commands from the teacher, as well as reactions from peers that influence student behavior; they are what happens right before the behavior occurs** (Crone, Hawken, & Horner, 2015; Crone, Hawken & Horner, 2010). This includes the physical setting, the time of the day, the materials, person or people present, as well as how and what directions are given. Antecedents produce the behavior that follows.

Behavior is any observable act that the student does–the actions or reactions of the student to the environment or antecedents. Simply stated, this is the response from the student to the antecedent conditions. It is visible action. In the classroom it might include performing or doing what is instructed, noncompliant behavior or no response at all.

Consequences are the results, actions or events that directly follow the behavior. They are the outcome or feedback that occurs immediately following the behavior. In the classroom this includes the reaction of the teacher and peers, which might include attention, specific positive feedback, or correction. **Consequences either increase (reinforce) or decrease (punish) the probability that the behavior will occur again in the future** (Alberto & Troutman, 2012).

Additionally, there are sometimes *Setting Events*, **which are conditions or circumstances that alter the probability of a behavior occurring.** Events that happen outside of the immediate routine that commonly make the problem behavior more likely are *Setting Events* (Loman, Strickland-Cohen, Borgmeier, & Horner, 2013). For the entire class, a substitute, fire drill, or assembly can be a *Setting Event*. For an individual student or group of students a *Setting Event* can be lack of sleep or food, missing the bus or a fight on the bus on the way to school, etc.

Behavior is a form of communication. Unfortunately, some students learn that problem behavior is the most efficient and effective method for them to communicate their needs.

If a student repeatedly engages in problem behavior, he/she is most likely doing it because the behavior is *functional* or serves a purpose.

A → B → C

The student learns through repeated experience that, under specific **A**ntecedent conditions, engaging in a particular **B**ehavior, will reliably result in a particular **C**onsequence or outcome.

> "If we can identify the conditions under which problem behavior is likely to occur (triggering antecedents and maintaining consequences), we can arrange environments in ways that reduce occurrences of problem behavior and teach and encourage positive behaviors that can replace problem behaviors." (Sugai et al., 2000 p 137)

The goal is to look for and find *patterns* within student behavior to identify the **function of behavior**.

A practical and effective process for identifying the function of behavior is called Functional Behavior Assessment (FBA). "The technology of FBA can be used to identify the variables supporting problem behaviors and to rearrange the *environment* to both reduce problem behaviors and build constructive skills." (Crone & Horner, 2003, p. xi) Functional Behavior Assessments have produced desired outcomes across a wide range of settings and student behaviors.

► The FBA process has been used effectively in general education settings to reduce problem behaviors, such as noncompliance and task avoidance, as well as to increase desired behaviors, such as academic engagement and participation. (Lane, Weisenbach, Little, Phillips, & Wehby, 2006; Lane et al., 2007)

► In schools that use a three-tiered behavior intervention process (e.g., PBIS), FBA has demonstrated success as a tertiary intervention. (Lane et al., 2007)

What is a "Functional Behavior Assessment (FBA)?"

Functional Behavior Assessment is a ***problem-solving process*** for identifying the events that reliably ***predict*** and ***maintain*** problem behavior. In general, antecedent events or conditions trigger a specific behavior, while consequence events affect the likelihood the student will repeat the behavior in similar future situations.

The primary objective of the FBA is to gather ***evidence*** to ***develop*** and ***support a Summary Statement*** of the ***function of behavior*** and to use this information to design the positive Behavior Intervention Plan.

Functional Behavior Assessment is based upon the following assumptions:

- ▶ Challenging behaviors do not occur in a vacuum
- ▶ Behaviors occur in response to an identifiable stimuli (antecedent)
- ▶ Behaviors are governed by the consequences that follow them
- ▶ Behavior is a form of communication (e.g. "I need you to help me." "This work is too hard." "Please, talk to me," etc.)
- ▶ Behaviors serve a function & have a purpose:
  - to obtain something (e.g., attention, objects, specific activities)
  - to avoid/escape something (e.g., attention, specific activities)

FUNCTIONS OF BEHAVIOR

When describing the functions that maintain behavior, Summary Statements (or hypothesis statements) are narrowed to two primary behavioral principles:

1. **Positive reinforcement** is the condition in which a behavior has an ***increased*** likelihood of ***occurring in the future*** if something (object or event) is ***given*** or ***presented*** after the behavior occurs.

2. **Negative reinforcement** is the condition in which a behavior has an ***increased*** likelihood of ***occurring in the future*** if something (object or event) is ***avoided***, ***escaped***, or ***removed*** after the behavior occurs.


Figure 5.1
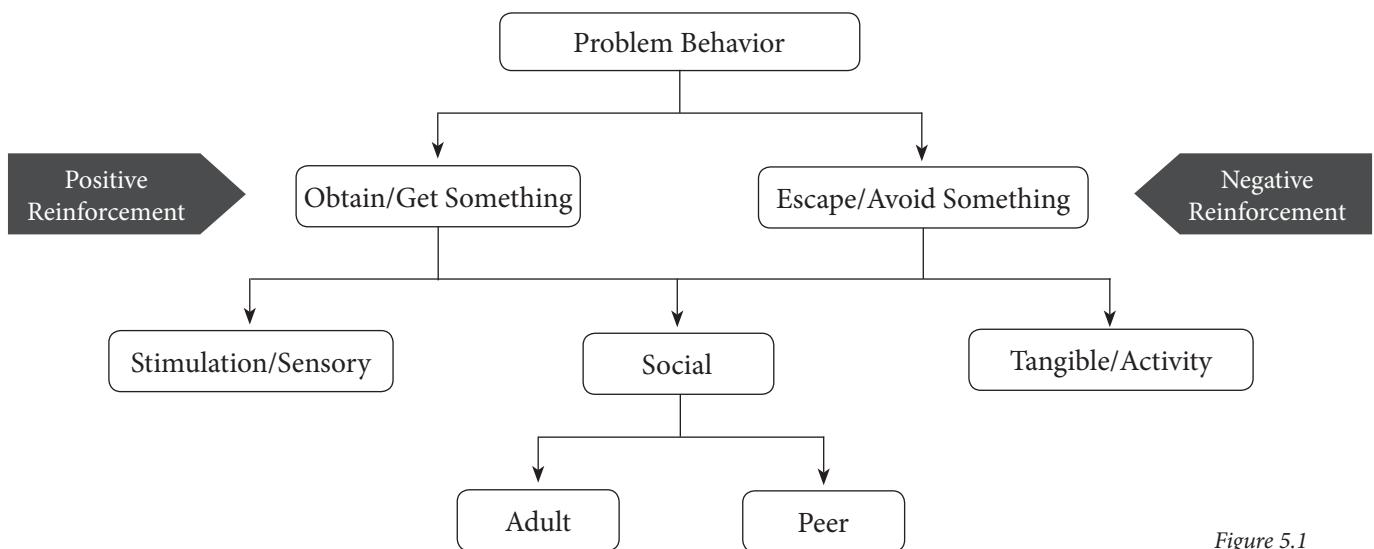
CONSIDERATIONS IN THE IDENTIFICATION OF BEHAVIOR FUNCTIONS

The theoretical and empirical supports for the behavioral principles of positive and negative reinforcement are extensive in range and depth. Extensions of function-based behavior support to other theoretical approaches and disciplines have *not* been demonstrated. For example, non-behavioral functions such as, "control," "authority," "bullying," "anger management," and "intimidation" have been used by schools to describe functions of behavior. These labels are *inappropriate* because they:

▶ go beyond the behavioral foundations,

▶ locate the problem within the students,

▶ lack empirical verification,

▶ are not observable and therefore measurable, and

▶ focus responsibility for change on the student.

Of equal importance, these labels are not useful in the active design of behavior support.

For example, a student who engages in verbal threats and profanity may be viewed as having behaviors that are maintained by "a need for control." This may lead to intervention strategies to address the "need for control." Historically this approach to intervention development has *not* been associated with reduction in problem behavior. Describing behavior as maintained by a "need for control" is not consistent with a function-based logic.

> *"FBA is the foundation of positive behavioral support and represents a preferred practice for all students, especially students with problem behaviors. The theoretical and empirical supports for these two behavioral principles are extensive in range and depth."*
>
> Sugai & Horner, 2009 p.1

A *function-based approach* would identify the *consequences* (events or objects that the student either obtained or avoided) when he or she used verbal threats and profanity. In this example, the student is more likely to engage in problem behaviors when a demand is presented, but he or she is unclear about what to do. The student finds these situations highly aversive, and the problem behavior is associated with rapid removal from the unpleasant context. In this way, the verbal threats and profanity are viewed as maintained by **escape** from a specific context or demanding situation. The intervention designed to address this hypothesis—avoid task—is likely to be much more *targeted, instructive* and *effective*.

The reason for defining the function of problem behaviors is to guide the design of effective and efficient behavior support plans. The more precise the identification of the behavioral function, the more helpful for development of support strategies.

WHEN SHOULD AN FBA BE CONDUCTED?*

When a student's behavior continues to interfere with his or her learning or the learning of others, *despite* consistent implementation of universal (Tier 1) and targeted intervention strategies (Tier 2), referral for Functional Behavior Assessment (FBA) is warranted. The role of the Tier 3 Action Team is to assess the student's problem behavior, determine the factors that are believed to be associated with occurrence and nonoccurrence of the problem behavior, then use that information to develop an effective Behavior Intervention Plan (BIP).

*Contact the Missouri Department of Elementary and Secondary Education, Office of Special Education Compliance, to obtain information about the guidelines for determining when to conduct a Functional Behavior Assessment for students with an Individualized Education Plan.

FBA Components

A Functional Behavior Assessment should result in specific outcomes. These are:

1. A complete Summary Statement
2. Direct observation data to confirm the Summary Statement
3. A Behavior Intervention Plan (BIP) based on the Summary Statement

> *"A number of procedures exist for conducting a Functional Behavior Assessment, but . . . any appropriate assessment, at minimum, should conclude with three main results."*
>
> Sugai et al., 1999, p.13

WHAT IS A SUMMARY STATEMENT?

The Summary Statement is a clear, concise way to give a complete and detailed description of the relationships between observable environmental events and the student's problem behavior(s). A complete Summary Statement must include the following key features:

1. Observable and measurable description of problem behavior(s)
2. Contexts in which the problem behavior is most and least likely to occur
3. Antecedent events that predict when the problem behavior is most likely
4. Consequence events that contribute to maintaining the problem behavior in that routine
5. Setting events that make the problem behavior more intense or more likely to occur
6. Statement of function of problem behavior

These key features are described in detail in the following pages.

A completed Summary Statement can be written using the following format:

> During (<u>insert details of the context</u>) when (<u>insert details of the antecedent</u>), (<u>name of the student</u>) is likely to (<u>insert problem behavior</u>) because (<u>insert details of maintaining consequence</u>); therefore, the function of the behavior is to (<u>obtain/avoid</u>). This is more likely to occur when (<u>insert details of setting event</u>).

Sample Summary Statement:

> During <u>cooperative learning work groups or social group activities</u> when <u>other students are interacting</u>, <u>Jesse</u> is likely to <u>shove others or take their materials</u> because <u>they tell him to stop or push him back</u>; therefore, the function of the behavior is to <u>obtain peer attention</u>. This is more likely to occur when <u>students have not included Jesse in group activities earlier in the day</u>.

KEY FEATURES OF THE SUMMARY STATEMENT: OBSERVABLE & MEASURABLE DESCRIPTION OF PROBLEM BEHAVIOR

1. A summary statement must first include an observable and measurable description of the problem behavior

   ► Observable – Describe specific student actions that can be seen or heard, using such precise language that the actions can be replicated by a stranger (e.g. the student yelled curse words, rather than the student used inappropriate language.)

   ► Measurable – Report behaviors that have an observable beginning & end and can be counted or timed (e.g., The student yelled curse words 7 times in one hour, rather than the student often used inappropriate language.)

Examples of observable descriptions of behavior:

General Category	Observable Description
Defiant	• Tells adults, "No!" • Yells, "I won't do it!" • Uses profanity
Disruptive	• Talks loudly while another person is speaking • Beats loudly on the desk
Physically Aggressive	• Throws supplies off desk • Pushes peers • Hits peers
Noncompliant	• Remains seated after being directed to move to another location • Leaves materials in desk when directed to get out supplies to start work.

ACTIVITY Write yes beside each behavior that is described in observable terms. Write no beside each behavior that is not described in observable terms.

Description of Behavior	Observable?
1. Julia is unmotivated to complete her work.	
2. Derek completes assigned writing tasks.	
3. Erin is often off-task during science and math class.	
4. Joel gets out of his seat and walks around the room during science and math class.	

Which dimension of behavior should be selected to measure the problem behavior? The team should first select an indicator or indicators that best reflect the behaviors that are most important, then determine which characteristics of behavior should be measured.

Measurable dimensions include:

Dimension	Definition	When it Should Be Used	Example
Frequency	Number of times an individual engages in a behavior within an observation period	When the behavior that is being studied can be easily counted, but not at such a high rate that it is hard to document	Leaving the area, hitting another peer, throwing items, raising one's hand, yelling out answers, asking to go to the bathroom, being late to class
Duration	How long an individual engages in a behavior	When a behavior occurs at a high rate or occurs over extended periods of time	Out of seat behavior, crying, actively on task
Intensity	Extent to which the behavior impacts the child and/or the classroom	When the magnitude or impact of the behavior is more relevant than the frequency or duration of the problem behavior	Hitting another peer, destruction of property, self-injury

ACTIVITY Work with a partner to select the dimension of behavior that your team deems most appropriate to measurably describe the behavior. Be ready to justify your selection.

Behavior	Measurable Dimension
1. Eric calls other students names like "freak" or "dummy."	
2. Luke pushes other students during recess.	
3. Julia makes noises in class during independent work time.	
4. Marcus is able to get out all materials and start work tasks as directed. He is only able to continue working on the task for a very short period of time.	

Create an observable and measurable description for the problem behaviors below.

Problem Behavior (Obtained from ODR)	What does it look like (Observable)	Frequency Intensity Duration (Measurable)
Student is disrespectful to all adults.		
Student is defiant when she is given a direction.		

Complete an observable and measurable description of the problem behavior of a student with whom you work that you believe may meet identification criteria for Tier 3 Intervention.

Problem Behavior (Obtained from ODR)	What does it look like (Observable Topography)	Frequency Intensity Duration (Measurable)

Adapted from Loman & Borgmeier, 2010

Prioritizing Problem Behaviors

When the Action Team begins the process of developing a Summary Statement, it is possible to identify more than one problem behavior. Prioritizing possible target behaviors will help your Tier 3 Action Team make an informed decision about which behavior(s) should be the focus of the Behavior Intervention Plan. The following are considerations when prioritizing which behaviors should be targeted first:

INTENSITY – How severe/intense is the behavior that the student is exhibiting? Does it put the student or others in danger? Behaviors that cause or threaten to cause physical injury to the student or others should receive top priority. **Consider conducting a complex FBA/BIP process when safety is a concern.** The simple FBA process in this workbook is not intended to address dangerous behaviors.

FREQUENCY – How often does the problem behavior occur? Behaviors that occur with high frequency and consistency may present more of a problem than behaviors that only occur intermittently. Also consider the frequency of opportunities for the student to perform the replacement behavior. For example students perform the expected behaviors for entering and leaving the classroom on a daily basis, however the expected behavior for entering and leaving the classroom in case of a fire drill is different, and is used far less frequently.

CHRONIC NEED – How long has the behavior been occurring and/or how long has the student been lacking the replacement skill? Behaviors that have been occurring over long periods of time should take precedence over behaviors that have only recently begun to occur.

PREREQUISITE FOR OTHER SKILLS – The relationship of the targeted behavior to other expected behaviors should be considered when selecting which behavior to target first. Expected behaviors that are a prerequisite for long-term desired behaviors should take top priority. For example, if the expectation for the student is to work with peers and contribute to assignments given when in collaborative groups, prerequisite skills might include listening and attending to task, speaking kindly to peers, beginning work right away, and asking for help when needed.

DURATION – What length of time does the student exhibit the targeted behavior? Behaviors that occur for long stretches of time over the school day should take precedence over behaviors that are shorter in duration.

When prioritizing, group problem behaviors together for consideration based on similar function whenever possible. For example, if a student has several physical behaviors (biting, hitting, kicking) that all serve the function of attaining peer attention, those behaviors may be grouped together on the *Prioritizing Behaviors Chart*, and on the Behavior Intervention Plan as well.

When prioritizing, the Tier 3 Action Team should place each behavior, or group of behaviors, to be considered in a column on the Prioritizing Behaviors Chart. Circle the number to rate each problem behavior according to the Prioritization Criteria in each row. Rank from low (1) to high (5). Use this information to structure dialog regarding which problem behavior to focus on for further FBA/BIP analysis. Use the bottom row to indicate the order in which the team will address the behaviors. A form template is available at the end of the chapter for your use.

Prioritizing Behaviors Chart

Prioritization Criteria	Description of Problem Behavior			
	_____	_____	_____	_____
Intensity	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Frequency	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Chronic Need	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Pre-requisite for other functional skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Duration	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Order of priority?	_____	_____	_____	_____

Prioritizing Scenario Freda Example:

After gathering information, the Action Team found some interesting patterns in Freda's behavior. When given independent tasks involving reading, Freda would wander the room, fiddle with things in her desk, or appear to be reading but pages did not get turned. It was obvious to the team that the function of these behaviors was to escape tasks. During group work, Freda was physically aggressive (pushing, kicking) or said mean things to others ("get away", "don't touch my stuff"). When this happened, she was asked to work with a familiar partner, which she was very willing to do. They were also seeing this set of behaviors during lunch, recess, and other unstructured times. For this group of behaviors, it was concluded that the function was to obtain peer attention. To determine which set of behaviors to write a BIP for, the action team met and discussed the intensity, frequency, duration, if any replacement behaviors were prerequisite for others, and how chronic the two sets of behavior were. They used the Prioritizing Behaviors Chart to decide where to start.

Prioritizing Behaviors Chart

Prioritization Criteria:	Description of Problem Behavior			
	Escape task behaviors (wandering, playing in desk, staring at materials but not working)	Obtain peer attention (physically aggressive toward peers, say mean things)	_____	_____
Intensity	1 ② 3 4 5	1 2 3 ④ 5	1 2 3 4 5	1 2 3 4 5
Frequency	1 2 3 ④ 5	1 2 3 ④ 5	1 2 3 4 5	1 2 3 4 5
Chronic Need	1 2 ③ 4 5	1 2 3 ④ 5	1 2 3 4 5	1 2 3 4 5
Pre-requisite for other functional skills	1 2 ③ 4 5	1 2 3 ④ 5	1 2 3 4 5	1 2 3 4 5
Duration	1 2 ③ 4 5	1 2 ③ 4 5	1 2 3 4 5	1 2 3 4 5
Order of priority?	2	1	_____	_____

After examining the chart, the team decided to focus Freda's BIP on obtaining peer attention, with a replacement behavior of being respectful to others as defined by using kind words and keeping her hands and feet to herself. Not only were the behaviors more highly rated, but considering the amount of group work/cooperative learning in Freda's classroom, and the problems Freda was also having in less structured areas, her social skills deficits were having a major impact on Freda's success in school. Rather than ignore Freda's problems with tasks involving reading, the team discussed additional academic supports that could be provided with her teachers.

STAY FOCUSED ON THE FUNCTION

Effective interventions cannot be based solely on the description of the problem behavior. Because all behavior serves a specific function, students learn to behave in ways that satisfy a need or result in a desired outcome.

Although the topography of the behavior (i.e., what the behavior looks like or sounds like) across several students may be similar, the function of the behaviors may be very different. For example, Julia and Debra may both make inappropriate comments like, "This is so lame," to the teacher while he is giving instructions during math class. However, Julia may be seeking peer attention while Debra may be trying to escape the math task.

Even though both students engage in the same behavior, the behavior serves a different function for each student. Simply focusing on the description of the problem behavior does not provide information about the environmental factors that occasion and support it. Therefore, we cannot develop effective interventions based solely on the description of the problem behavior. **Behavior must be considered in the context in which it occurs.**

KEY FEATURES OF A SUMMARY STATEMENT: CONTEXT

2. After the Action Team identifies, describes, and prioritizes the problem behavior(s), the Action Team must identify the *context* in which the problem behavior occurs. This information is critical to identify the function of the behavior.

   Context refers to the activities and routines in which the problem behavior is *most* and *least* likely to occur. Identifying the context allows the Action Team to identify events that predict when, where, and under what conditions the problem behavior occurs. Equally important are the conditions under which the problem behavior does not occur.

   The process of identifying the context of behavior begins with recording the student's schedule of activities. The student's teachers rate the likelihood of the problem behavior occurring in each activity throughout the day. By examining the patterns of problem behavior, the Action Team can begin to note specific situations where antecedents and consequences make the problem behavior more likely, as well as identifying naturally occurring situations where problem behavior is unlikely.

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	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) 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
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	

KEY FEATURES OF A SUMMARY STATEMENT: ANTECEDENT EVENTS

3. *Antecedent* events happen immediately before and set the ***occasion*** for or ***trigger*** the problem behavior (Crone & Horner, 2003). Identification of the antecedent is important for 2 reasons:

    1) It allows one to predict when problem behavior will occur.
    2) Changing the antecedents will likely result in changing the behavior.

    Some of the most common antecedent events are:

    ► Task is too difficult

    ► Peer or adult attention/interaction

    ► Transitions from one activity to another

    ► Lack of access/availability of specific item or activity/task

    ► Lack of peer or adult attention/interaction

    Antecedent events can be identified by asking the following questions:

    ► What types of activities might be occurring within a specific context?

    • Independent seat work
    • Large group instruction
    • Small cooperative work groups

    ► Which peers or adults are present in this context?

    ► What tasks are most commonly assigned during this context?

    • Tasks that require memorization (e.g. math facts, spelling, etc.)
    • Tasks that require mastery of specific skills such as reading, decoding or writing a sentence

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ACTIVITY   Identify the behavior, context & antecedent in the following scenario.

When Lucia goes to math class and is directed to complete computation problems, Lucia stares at the teacher and rips the paper.

Context: During _____

Antecedent	**Behavior**
When:	Student does:

KEY FEATURES OF A SUMMARY STATEMENT: CONSEQUENCE EVENTS

4. Consequence events follow a behavior. They include reinforcers, punishers and neutral consequences.

   ▶ **Reinforcer:** A reinforcer is something that happens directly after a behavior occurs and **increases the probability** that the behavior will occur again.
      - When there is an increase in behavior to *access* the reinforcer, that is p**ositive reinforcement**
      - When a student increases a behavior to *avoid* an aversive reinforcer (e.g. difficult academic task, social interaction), that is **negative reinforcement**

   ▶ **Punisher:** A punisher is something that happens directly after a behavior occurs and *decreases* the probability the behavior will occur again (not to be confused with negative reinforcement).

   ▶ **Neutral consequence:** A neutral consequence is something that happens directly after a behavior occurs, but does not change the probability of occurrence of a behavior.

A **maintaining consequence** is a reinforcer; something that occurs immediately after a behavior and *increases* the likelihood the problem behavior will occur again. The most common maintaining consequences are listed below:

   ▶ Adult or peer responds to student

   ▶ Removal of teacher or peer attention

   ▶ Increased access/availability of preferred activity/task

   ▶ Removal of activity/task

Maintaining consequence events can be identified by asking the following questions:

   ▶ What consequence reliably follows the problem behavior?
      - What do peers do (e.g., look, laugh, talk, walk away)?
      - What does the teacher do (e.g., redirect, reteach behavior, provide academic assistance)?
      - Would the student continue to engage in the problem behavior even if the consequence was removed or had not occurred?

ACTIVITY Identify the behavior, context, antecedent & consequence in the following scenario.

Josey puts her head down when peers talk to her during group activities. This results in peers walking away from her.

Context: During _____

Antecedent	Behavior	Consequence
When:	Student does:	Because this happens:
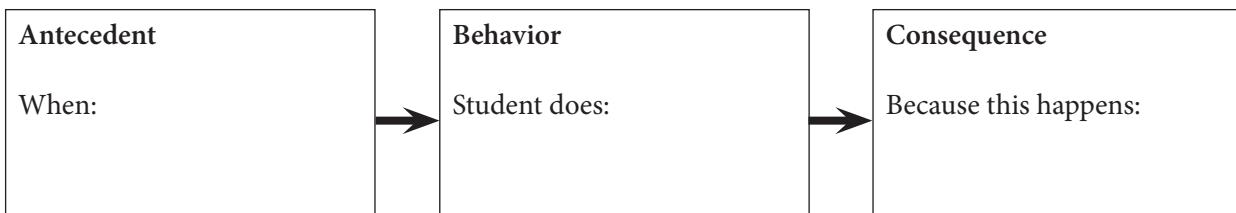
KEY FEATURES OF A SUMMARY STATEMENT: SETTING EVENTS

5. Setting events are situations unique to an individual that make the problem behavior **more intense** or *more likely* to occur. Setting events affect how a student will respond to situations by temporarily increasing or decreasing *reinforcers* in the environment. Setting events can occur immediately before a problem behavior or days in advance. Some setting events are obvious while other setting events can be more difficult to identify. For example, the death of a close family member that occurred before school started can increase the likelihood the student will engage in problem behavior a few months later when school starts.

    Some common setting events are listed below:

    ► Student is not feeling well (stomachache, headache, sore ear, etc)
    ► Student is tired or hungry
    ► Student has had a negative interaction with someone earlier in the day
    ► Student has regular difficulty with the subject matter

KEY FEATURES OF A SUMMARY STATEMENT: FUNCTION OF BEHAVIOR

6. The function of behavior refers to the purpose or intent of the student's actions. The function of the behavior may be to obtain something or to escape something.

    Studies that have compiled data on the prevalence of behavioral function show attention maintained problem behavior in only about one quarter to one third of the cases examined (Derby et al., 1992; Hanley, Iwata & McCord, 2003; Iwata, et al., 1994). The Functional Behavior Assessment process allows teams to look more closely at the context of the behavior to go beyond surface level guessing, and avoid wrongly identifying attention-seeking as the function.

The team infers or "hypothesizes" the purpose of the student's actions by identifying patterns between the setting events, antecedents and maintaining consequence events and the student's behavior.

Caution: A behavior may serve more than one function for the same individual. For example, a student may call other students names during lunch to access peer attention or interaction. The same student may call other students names during math class to escape or avoid the assigned task. If a behavior serves more than one function for the same individual, or if the individual exhibits different behaviors that serve more than one function, the FBA team will need to develop two Summary Statements.

ACTIVITY Developing a Summary Statement for Glen: Identify the behavior, context, antecedent, consequence and setting event in the following scenario. Analyze the information to hypothesize a function of behavior, then write a Summary Statement using this information.

Glen shoves his book and rips his paper when the teacher directs students to begin work on independent math assignments. This results in removal from the work area to a time out area. Glen is more likely to engage in this behavior after he's had difficulty with similar tasks the previous day.

Context: During _____

Setting Event	Antecedent	Behavior	Consequence
The student is more likely to engage in the behavior when:	When:	Student does:	Because this happens: Therefore the function of the behavior is to:
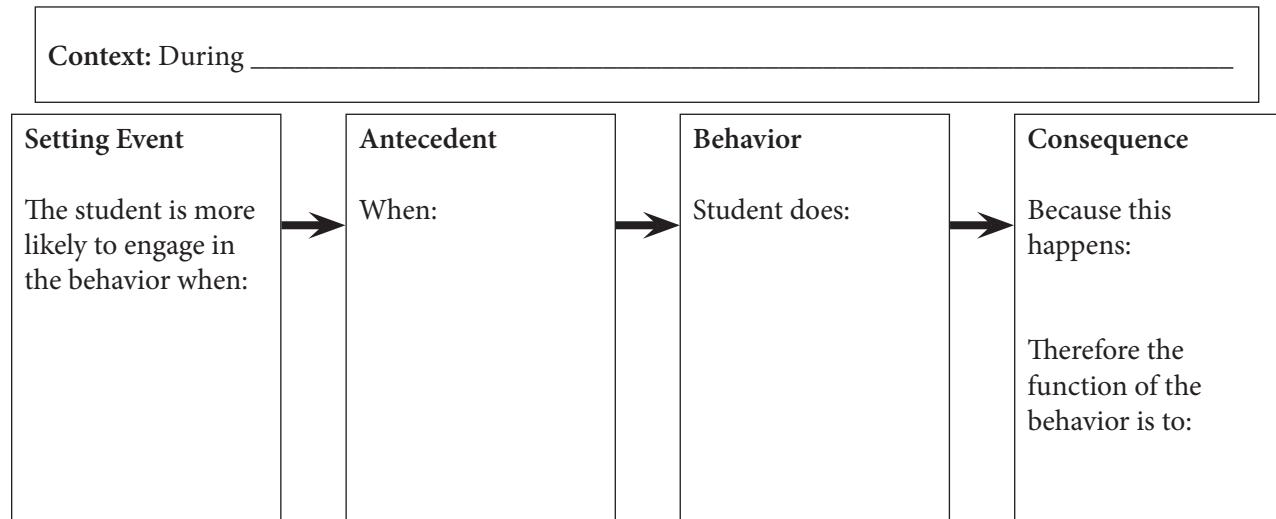
Summary Statement

During _____ when _____, Glen is likely to _____

_____because _____; therefore, the

function of the behavior is to _____.

This is more likely to occur when _____.

FBA Process

How will we get the information to generate a Summary Statement?
- ► Review or examine the student's records.

- ► Interview teachers, student and family.

- ► Observe the student in settings identified through the context analysis.

The flow chart on the next page lists each step of the FBA process. The remainder of the chapter will describe each step in detail.

Functional Behavior Assessment Flow Chart

STEP 1: Core Team identifies student and a Core Team member is identified as the Action Team facilitator.

STEP 2: Core Team identifies and notifies FBA/BIP Action Team members.

STEP 3: Action Team facilitator does record review.

STEP 4: Action team member(s) interview teachers, staff, student and family.

STEP 5: Action team (Meeting 1) develops an initial Summary Statement.

STEP 6: Action team conducts observations to clarify, adjust or confirm Summary Statement.

STEP 7: Action team (Meeting 2) uses information from observations to confirm final Summary Statement, and develop Behavior Intervention Plan.

FBA Process – Step 1: Student Identification

The first step in the FBA process involves the Core Team identifying a student who exhibits a pattern of problem behavior that impedes his/her learning, or the learning of others. This behavior persists despite implementation of school or classroom intervention strategies. One Core Team member is identified as the Action Team facilitator.

When identifying students for Tier 3 intervention, the Core Team may consider nonresponse to Tier 2 intervention, a data decision rule for chronic and/or intense problem behavior, teacher nomination or screening instrument scores. Developing a system to identify students who may require and benefit from Tier 3 intervention is described in detail in Chapter 4 of this workbook.

FBA Process – Step 2: Identify Action Team Members

Once the Tier 3 Core Team has determined that a student meets the criteria for individualized intervention, the team identifies the Action Team for that student. Identification of Action Team members who will conduct the FBA and develop the BIP is described in detail in Chapter 3 of this workbook. The Core Team will fill out sections 1 and 2 on the *Tier 3 Student File Checklist* with the team member names and roles, the student's information, and the status of the file.

FBA Process – Step 3: Record Review

In a record review, a Core Team member reviews relevant records to obtain information about attendance, academic performance (grades, academic assessment, response to previous intervention) and social behavioral performance (office referrals, classroom minors, screening information, response to previous intervention).

A record review provides important information about a student's academic and behavioral history. Completing the record review early in the Functional Behavior Assessment process will provide information that will assist the team to clearly and measurably describe the problem behavior. It can also provide clues to variables that are affecting the behavior that may not be immediately obvious.

School teams must develop an efficient and effective process for collecting relevant student information. Identifying the information that will be collected for each student will increase efficiency of the record review. A tool developed to guide functional assessment interviews, the *Functional Assessment Checklist for Teachers and Staff (FACTS)* (March et al., 2000), has been adapted by MO SW-PBS to include a structured format for collection of relevant student information. MO SW-PBS utilized the guidelines provided by Watson and Steege (2003) and Sugai et al., (1999) to identify information included in the record review.

Once the Core Team identifies the information that will be collected for each student, a consistent collection procedure must be developed. In other words, the Core Team must establish who will collect the information and how it will be collected.

Many Missouri schools include the responsibility of student record review into one of the existing Core Team roles. This Core Team member acts as a coordinator of the record review process and is responsible for obtaining student information from each source. Once the information has been collected, the team member notes on the *Tier 3 Student File Checklist* the date and location (if keeping digital files) of the record review.

Adapted FACTS – Part A Record Review

Information Needed	Date Collected	Summarize Findings and Relevant Dates
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*		

Teams 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. A summary of the information from each source is recorded in the third column.

A description of information that should be included in the record review and the rationale for including it is found in the next chart, the *Record Review Guide*.

Record Review Guide

Information Needed	Who Might Have Record	What to Look For	Why
Office Discipline Referrals (ODRs)	Data Entry Person, Assistant Principal	Types of problematic behaviors, times and locations in which they occurred, disciplinary penalty imposed, and increase/decrease in frequency/intensity of problem behavior	Helps to define problem behavior and identify patterns of events that precede problem behavior (antecedents), effective and ineffective disciplinary strategies, and possible maintaining consequences.
Classroom Minors	Teacher, Data Entry Person, Assistant Principal		Helps chart the progression of problem behavior.
Absences	Attendance Secretary, Assistant Principal	Patterns and total number of absences	May give clues about antecedents for problem behavior and possible skill deficits from lack of opportunity to receive instruction.
Tardies	Attendance Secretary, Assistant Principal	Patterns and total number of tardies	May give clues about tasks/activities/subjects student may be attempting to avoid or interactions students may be attempting to obtain
G.P.A./Grades Reading Assessment Writing Assessment Math Assessment	Teachers, Interventionists	Current grades and current and historical results of standardized testing	May indicate academic subjects and activities that are most difficult for the student (skill deficits)
Health Information *(if applicable)*	Nurse	Vision and hearing problems as well as other problems that may be related to school performance (e.g. motor difficulties, head traumas, long- term illnesses, current medication use)	Helpful for identifying conditions that may increase the likelihood of problem behavior or exacerbate existing problem behavior
IEP Information *(if applicable)*	Special Education	Instructional goals and objectives, how/if they are being taught, how/if they are being monitored, and other data supporting student performance	Provides information on the degree to which the behaviors of concern are being addressed in the classroom and if adjustments are made in response to review of data
Other: *i.e. nurse or counselor visits*	Nurse, counselor	Patterns of contacts and total number of contacts	May give clues about tasks/activities /subjects student may be attempting to avoid or interactions student may be attempting to obtain or avoid

SUZY EXAMPLE

Below is an example of a completed records review with information entered on the first page of the
Adapted FACTS - Part A:

Example Record Review from Adapted FACTS – Part A

Information Needed	Date Collected	Summarize Findings and Relevant Dates
Office Referrals (ODR)	10/15	2 ODRS for disruptions during reading class; 1 ODR for disruptions during writing; 1 ODR for disruptions during Social Studies; 1 ODR for disrespect during Math
Classroom Minors	10/15	2 Classroom Minors for disruption during reading class; 3 Classroom Minors for disruption during writing class
Absences	10/15	No Absences during the current school year; 3 Absences during previous school year
Tardies	10/15	No Tardies reported
G.P.A./Grades	10/15	Reading - C; Writing - C; Science - C; Math - B; Art - C; P.E. - A
Reading Assessment	9/15/13	Reading Acuity - 99th Percentile
Written Language Assessment	9/20/13	Written Language Fluency - 50th Percentile
Math Assessment	10/1/13	Math Acuity - 62nd Percentile
Health Information *(if applicable)*	10/15	Passed hearing and vision screening; No health issues noted
IEP Information *(if applicable)*	10/15	Not applicable
Other: *i.e. nurse or counselor visits*	10/15	3 visits to Counselor during reading class

Description of Problem Behavior: <u>Continually talks out, talks to others. Wants to be the center of attention. When reprimanded, may become disrespectful.</u>

DISCUSSION

► What information will your Core Team want to be included in the record review for each student identified for Functional Behavior Assessment?

► How will your Core Team efficiently and systematically collect and record this information?

FBA Process – Step 4: Interview

The purpose of the FBA interview is to obtain more specific information about the problem behavior and the conditions under which it is most likely and least likely to occur. Comprehensive interviews also provide valuable information to guide the development of effective intervention plans.

Interviews should be conducted with the student, family, teachers, support staff, and other relevant persons who work with or know the student well. Incorporating information from multiple sources improves the accuracy and validity of the information received. Structuring the interview using a predetermined set of questions and presenting them in a standard format facilitates comparison of results across informants.

Family Interview:

1. Describe a typical day for your child.
2. What does your child do after school when he or she gets home each day?
3. Does he spend time with friends or people his or her own age?
4. What does he or she say about what's happening in school?
5. What are some of your child's challenges?
6. What are some things your child does very well?
7. What are your goals for your child at home and school?

Student Interview:

1. Describe a typical day for you.
2. What do you like to do after school when you get home each day?
3. (Ask a follow-up question about what the student likes to do.)
4. Do you spend time with friends or people your own age?
5. What is your favorite class in school?
6. What do you like about that class?
7. Do you have people in your classes that you like to work with?
8. What are some things you have trouble with?
9. What are some things you do very well?
10. What are your goals for yourself at home and school?

Both Family Interview and Student Interview form template are available at the end of the chapter for your use.

Several of the Teacher/Staff interview questions for teachers are designed to be directly recorded on the *Adapted FACTS - Part A* to streamline the process of creating the Summary Statement. The chart below provides information about recording information from staff interviews.

Recording Responses from Teacher/Staff Interviews

Interview Question	Purpose	Where to Record Responses
1. Describe exactly what the child is doing (use action verbs) when he or she is engaging in the problem behavior?	Obtain observable description of problem behavior in each setting	*Adapted FACTS Part A*, p. 1: Description of Problem Behavior
2. List the times and subjects that define the student's daily schedule. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/even days) if appropriate.	Identify the general context of problem behavior	*Adapted FACTS Part A*, p. 2, Column 1: Schedule
3. For each time listed, indicate the activity in which the student is typically engaged (e.g. small group instruction, independent writing activity, transition, etc.).	Provide more detail about the context of problem behavior and gather information to inform antecedent events	*Adapted FACTS Part A*, p. 2, Column 2: Activity
4. What is the likelihood of the behavior occurring during each time period?	Identify times/activities most likely & least likely to be associated with problem behavior	*Adapted FACTS Part A*, p. 2, Column 3: Likelihood of Problem
5. What is the most common response to the problem behavior?	Identify the consequence occurring most often after problem behavior	*Adapted FACTS Part A*, p. 2, Column 4: Consequence
6. What type of activity does the student choose when engaged in "free time?"	Identify possible reinforcing consequence for appropriate behavior	Teacher/Staff Interview Form
7. What are some of the student's challenges?	Identify staff perception of student functioning	Teacher/Staff Interview Form
8. What are some things the student does very well?	Identify possible strategies to prevent problem behavior and to reinforce appropriate behavior	*Adapted FACTS Part A*, p. 1: Description of Strengths Teacher/Staff Interview Form
9. What are your goals for the student?	Provide positive focus for BIP development	Teacher/Staff Interview Form

Functional Behavior Assessment
Family Interview Form

Student: Suzy   Date: October 20

Interviewer: Mrs. Stanford

Family Member: Trisha White   Relationship to Student: Mother

Interview Questions	Responses
1. Describe a typical day for your child.	Parent gets Suzy up for school. Suzy independently gets ready for school, has breakfast. She walks to school with a friend from the neighborhood.
2. What does your child do after school when he or she gets home each day?	Suzy is home by herself until parents get home around 5. She does her homework, gets a snack, and then talks to friends.
3. Does he or she spend time with friends or people his or her own age?	Suzy is very social and has lots of friends. She likes to play games with her friends as well as just talk and "hang out".
4. What does he or she say about what's happening in school?	Suzy says she gets frustrated at school because she is bored and just wants to spend time doing things with friends. She doesn't understand why teachers need to be so strict about not talking.
5. What are some of your child's challenges?	Suzy does like her way and gets angry and can say things she doesn't mean when she is not allowed to do what she wants.
6. What are some things your child does very well?	Suzy is also creative, smart, and very kind to others her age.
7. What are your goals for your child at home and school?	Parents would like Suzy to graduate from school and attend a local college.

Notes:

Functional Behavior Assessment
Student Interview Form

Student: <u>Suzy</u>   Date: <u>October 15</u>

Interviewer: <u>Miss Dillon (P.E. teacher)</u>

Interview Questions	Responses
1. Describe a typical day for you.	She gets up, gets herself ready for school, has breakfast, and rides the bus to school.
2. What do you like to do after school when you get home each day?	Usually gets her homework done after a snack. Then she either talks to friends, or plays on-line video games with friends.
3. In general, what do you like to do in your free time?	During any free time, she enjoys being with her friends.
4. Do you spend time with friends or people your own age?	She has friends in the neighborhood and can also ride her bike to other friends who live nearby. Spending time with others her age is her main focus.
5. What is your favorite class in school? What do you like about that class?	Art most because she loves to draw and her friends are in that class. She likes Science and PE. Language Arts class is boring and she doesn't like the other students (she doesn't have any friends in that class).
6. Do you have people in your classes who you like to work with?	In Art she can talk with her friend Marsha In Science she has more time to do projects with her friends In PE, she can talk to her friends and not get into trouble as long as she continues to participate. She likes to work with her friends and doesn't like to do anything by herself.
7. What are some things you have trouble with?	She sometimes has trouble with Math. She just doesn't like what the teacher has her do. She doesn't seem to have much trouble with things at school other than with teachers who don't understand her.
8. What are some things you do very well?	Art and comedy -- telling jokes
9. What are your goals for yourself at home and school?	She wants to graduate and be a comedian when she grows up.

Notes:

On the next page, please find a example of Suzy's *Staff Interview Form*. Because only Suzy's 4th grade teacher was interviewed, this form was used. On the page following that, you will see this same staff interview information completed on the *Staff Interview Summary* form; another option to choose. This summary form is provided for your use when there are multiple staff to interview. The *Staff Interview Summary* provides a handy one-page summary the Action Team can use to review all staff responses. Both forms can be found at the end of the chapter for your use.

Functional Behavior Assessment
Staff Interview Form

Student: <u>Suzy</u>   Date: <u>October 21</u>

Staff Interviewed: <u>Ms. Tanner, 4th grade</u>   Interviewer: <u>Mrs. Stanford</u>

Directions: Ask each teacher the follow questions and record responses on Section 4: Context Analysis on the *Adapted FACTS - Part A*

INTERVIEW QUESTIONS
1. Describe exactly what the child is doing (use action verbs) when he or she is engaging in the previously identified problem behavior? What does it look and sound like in your class?
2. List the times and subjects that define the student's daily schedule. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/even days) if appropriate
3. For each time listed, indicate the activity in which the student is typically engaged (e.g. small group instruction, independent writing activity, transition, etc.).
4. For each time listed, indicate the likelihood of the problem behavior occurring (1 = low, 6 = high)
5. For each time listed, what is the most common response to the problem behavior?

Directions: Ask each teacher the follow questions and record in the space below.

Questions	Staff Name & Position
1. What are some things the student does well?	She is a good reader and writer and can contribute a lot to class discussions if I can keep her on topic.
2. What type of activity does the student choose when engaged in "free time"?	She always chooses to hang out and talk with friends
3. What adults does the student like to spend time with?	Principal, Art teacher, P.E. teacher
4. What peers does the student like to spend time with?	Tina and Cathy
5. What are your goals for the student?	To work quietly when asked to do so during independent work time

Notes:

Functional Behavior Assessment
Staff Interview Summary

Student: __Suzy__   Date: __October 21__   Interviewer: __Mrs. Stanford__

Directions: Ask each teacher the follow questions and record responses on Section 4: Context Analysis on the *Adapted FACTS - Part A*

INTERVIEW QUESTIONS

1. 1. Describe exactly what the child is doing (use action verbs) when he or she is engaging in the previously identified problem behavior? What does it look and sound like in your class?
2. List the times and subjects that define the student's daily schedule. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/even days) if appropriate
3. For each time listed, indicate the activity in which the student is typically engaged (e.g. small group instruction, independent writing activity, transition, etc.).
4. For each time listed, indicate the likelihood of the problem behavior occurring (1 = low, 6 = high)
5. For each time listed, what is the most common response to the problem behavior?

Directions: Ask each teacher the follow questions and record in the space below.

Questions	Staff Name & Position Ms. Tanner, 4th Grade	Staff Name & Position	Staff Name & Position	Staff Name & Position	Staff Name & Position	Staff Name & Position
1. What are some things the student does well?	She is a good reader and writer and can contribute a lot to class discussions if I can keep her on topic.					
2. What type of activity does the student choose when engaged in "free time"?	She always chooses to hang out and talk with friends					
3. What adults does the student like to spend time with?	Principal, Art teacher, P.E. teacher					
4. What peers does the student like to spend time with?	Tina and Cathy					
5. What are your goals for the student?	To work quietly when asked to do so during independent work time					

Notes:

Identify the Target Contexts

- ▶ Identify those contexts with the highest ratings (contexts rated 4, 5 or 6).
- ▶ Select contexts for further analysis and prioritize which context to assess first.
- ▶ Highlight the highest priority context

Note: In some cases, it may be possible to combine multiple contexts, but only when the structure and demands within the context are very similar (Loman & Borgmeier, 2010).

>**Examples of combined/multiple contexts:**
>- Consistent problem behavior in recess, lunch and free-time might be combined into unstructured times with peers
>- Consistent problem behavior in reading and social studies primarily during whole group instruction might be combined into large group reading.

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 _____.
(Activity)

Problem Behavior:_____ is least likely to occur during _____.
(Activity)

Complete the *Adapted FACTS – Part B* on the next page for each of the prioritized context(s).

Once information from the record review and interviews is presented, the Action Team works together to analyze the information to identify the antecedent, maintaining consequence and setting event(s). The *Adapted FACTS – Part B* provides a structured format for analysis.

Suzy's other teachers (specials, lunch supervisor) were interviewed with similar questions, however, no problem behaviors were indicated at those times. The results were entered in page 2 of the *Adapted FACTS - Part A*, Context Analysis:

CONTEXT ANALYSIS FROM ADAPTED FACTS - PART A "SUZY"

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	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) 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
8:00 Reading	Lg. Group Rdg Circle	1 ②　3　4　5　6	1 - Adults redirect and reteach
	Sm. Group Stations	1 ②　3　4　5　6	2 - Peers respond, then, 6 - Student is moved to work in timeout area
	Independent	1　2　3　4　5　⑥	2 - Peers respond 7 - Student sent to timeout
9:30 Writing	Independent	1　2　3　4　5　⑥	2 - Peers respond 7 - Student sent to timeout
10:30 Specials	Lg. Group	①　2　3　4　5　6	No problem behavior noted during this time.
11:00 Science	Small Group Lab	1 ②　3　4　5　6	2 - Peers respond.
12:00 Lunch	Lg. Group	①　2　3　4　5　6	No problem behavior noted during this time.
1:00 Math	Lg. Group	1　2　3　④　5　6	2,
	Independent	1　2　3　4　5　⑥	2,7
2:00 SS	Lg Group	1　2　③　4　5　6	2,7

Suzy's context analysis summary might look like this:

Problem Behavior: __Talking out__ is most likely to occur during __Independent work__.
<div align="right">(Activity)</div>

Problem Behavior: __Talking out__ is least likely to occur during __unstructured times and Specials__.
<div align="right">(Activity)</div>

FBA Process – Step 5: Develop an initial Summary Statement (Action Team Meeting 1)

All members of the Action Team meet to analyze information collected from the record review and interviews. Prior to the meeting, the Action Team facilitator uses the information from the *Adapted FACTS - Part A* to complete the summary statement components on the *Adapted FACTS - Part B*. Each component is described in further detail in the following pages.

Adapted FACTS - Part B

SECTION 5: DESCRIPTION OF THE ANTECEDENT

- ► Identify all antecedents that apply to the target context.
- ► Rank order the 2 strongest predictors from those selected.

Antecedents (Rank order top 2 predictors)	Follow Up Questions – *Be as Specific as possible*
___a. Large Group Activity	If a, b, c, d or e– Describe setting/activity/context in detail
___b. Small Group Activity	_____
___c. Independent Activity	_____
___d. Transition	If f, g, h, or i – Describe task/demand in detail
___e. Unstructured Activity	_____
___f. Task too hard	_____
___g. Task too easy	If j – Describe purpose of correction, voice tone, volume
___h. Task too long	_____
___i. Physical Demand	
___j. Correction/reprimand	

SUZY EXAMPLE

Antecedents (Rank order top 2 predictors)	Follow Up Questions – *Be as Specific as possible*
_2_ a. Large Group Activity	If a, b, c, d or e– Describe setting/activity/context in detail
___ b. Small Group Activity	Any task in which Suzy is not working with her friends
_1_ c. Independent Activity	
___ d. Transition	If f, g, h, or i – Describe task/demand in detail
___ e. Unstructured Activity	_____
___ f. Task too hard	_____
___ g. Task too easy	If j – Describe purpose of correction, voice tone, volume
___ h. Task too long	_____
___ i. Physical Demand	
___ j. Correction/reprimand	

Follow-up Questions

After identifying the strongest predictor(s), or the antecedents most likely to lead to the problem behavior, ask follow-up question(s) that correspond with the letter of the item(s) rank ordered #1 and #2. The Action Team facilitator may need to ask additional questions to obtain a clear understanding of the antecedents triggering the problem behavior.

Example of Additional Follow-Up:
Is the description of the antecedent clear enough that the team can identify specific environmental modifications to prevent the problem behavior?

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 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, "The student is able to identify the sound of each letter and can blend CVC words, but is not fluent with multisyllabic words, nor most irregular words. Specifically, the student cannot answer comprehension questions nor read aloud in content areas or literacy higher than a 1st grade level." (Loman & Borgmeier, 2010)

SECTION 6: DESCRIPTION OF THE CONSEQUENCE

▶ Identify all consequences that apply to the target context.

▶ Rank order the 2 strongest consequences from those selected.

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

Follow-up Questions
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. The Action Team facilitator may need to ask additional questions to obtain a clear understanding of the consequences maintaining the problem behavior.

Before addressing the next section ask the following question about the consequence responses:
Would the problem behavior continue even if the consequence did not occur? If attention was never given for the behavior, would the student still demonstrate the problem behavior?

Consequences (Rank order top 2 consequences)	Follow-Up Questions – *Be as Specific as possible*
___a. adult(s) respond (look at or talk to student) _1_ 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) _2_ h. specific activity removed ___i. specific sensory input removed	If a or b – Which adults or peers respond? Suzy's friends How did the adults or peers respond? peers laugh and look at Suzy 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. independent reading and writing *(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)

▶ Identify all setting events in the list that apply.

▶ Rank order the strongest setting events from those selected.

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

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

How often does the student come to school hungry? Does the family have the student's medication and just have trouble remembering to give it regularly, or do they need assistance getting access to medical help?

Suzy Example: It was noted during teacher interviews that Suzy is more likely to joke and talk when specific friends are present. This is the only setting event noted.

Identify the Function of Behavior

▶ Examine the identified antecedent and consequence events in each context to identify patterns. Ask the following questions:

• Does the problem behavior consistently result in the student obtaining something or does it result in the student escaping something?
• Do the antecedent and function make sense when considered together?

Example
If the function appears to be avoiding difficult tasks, it would make sense that the antecedent is a specific task that is too difficult. It would not make sense if the function appears to be to escape a difficult task and the antecedent is unstructured time with peers (Loman & Borgmeier, 2010).

SECTION 8: SUMMARY STATEMENT
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 . . .
SETTING EVENT		Therefore the function is to obtain/avoid _____

SUZY EXAMPLE

Using the information from the *Adapted FACTS - Part B*, the Action Team records Suzy's information into the table.

ANTECEDENT(s)/Triggers	PROBLEM BEHAVIOR(s)	CONSEQUENCE(s)/ Function
When this happens . . . When asked to do independent work	Student will . . . . Joke, talk out, and disrupt class	Because this happens . . . Peers laugh and respond
SETTING EVENT When certain peers are around		Therefore the function is to (obtain)/avoid peer attention _____

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 (Setting = _____).

Suzy Example: Suzy's initial Summary Statement:

During (Context) <u>content area classes</u> when (Antecedent) <u>Suzy is asked to work independently</u> the student will (Problem Behavior) <u>joke, talk out, disrupt</u> because (Consequence) <u>peers laugh and respond</u>; therefore, the function of the behavior is to (obtain/avoid) <u>obtain peer attention</u>. This is more likely to occur when (Setting) <u>specific friends are around</u>.

Rate confidence in initial Summary Statement

The team rates 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.

Suzy Example: The team felt very confident (6) that Suzy's Summary Statement accurately reflected the pattern of problem behavior.

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)

FBA Process – Step 6: Observation

After the initial Summary Statement has been developed, the Action Team determines how confident they are that their hypothesis of antecedents and consequences surrounding the problem behavior is accurate. If the rating of confidence is 4, 5, or 6, the Action Team schedules an observation to verify the accuracy of the initial Summary Statement. If the rating of confidence is 1, 2, or 3, the purpose of the observation is to collect additional information to identify antecedents and consequences so that an accurate Summary Statement can be generated.

GUIDELINES FOR OBSERVATIONS

Sit in an area of the room where you can see the child but are as unobtrusive as possible. If the behavior does not occur, schedule another observation. If you believe your presence is preventing the behavior from occurring, find another individual to observe. Observe for 15 to 20 minutes at a time.

FBA OBSERVATION: FREQUENTLY ASKED QUESTIONS

1. 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 and hear, but not so close that it is obvious you are watching him or her.

2. What if the student or students ask why I am there?

    A: You can tell them you are there to learn more about what is being taught in the class.

3. 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 activity.

4. For what period of time should I observe?

    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 occurrences of problem behavior).

CONFIRMING THE SUMMARY STATEMENT

To confirm the Summary Statement, observations should be scheduled during times when the behavior is most likely to occur. The team will utilize information obtained during the team meeting to schedule 15 – 20 minute observations within contexts identified as problematic by the *Adapted FACTS – Part A*.

An ABC Observation Form may be used to aid in the process. The Summary Statement developed during the Action Team meeting and recorded at the bottom of p. 3 of the *Adapted FACTS – Part B* is written at the top of the ABC Observation Form.

When the identified problem behavior is demonstrated, the observer records the specific behavior in the middle of the form. They then check the box or boxes corresponding to the antecedent(s) observed to occur immediately before the behavior, and the corresponding box or boxes indicating what happened immediately following the problem behavior (consequence). This pattern should be followed each time the problem behavior is observed; the specific behavior is recorded, the antecedents and consequences checked, until the 15 to 20-minute observation is completed. The patterns should then be summarized at the bottom of the observation form.

The Action Team uses the following questions to determine if the Summary Statement generated prior to the observations aligns with the information collected during the observation:

- ▶ Does the behavior observed match the description of problem behavior?
- ▶ Does the problem behavior occur during anticipated contexts?
- ▶ Do identified antecedents precede the problem behavior
- ▶ Is the problem behavior followed by identified consequences?
- ▶ Can you confirm the function?

If the observation confirms the Summary Statement celebrate the accuracy and efficiency of your process and begin developing the BIP. **If the observation does not match the Summary Statement, use the observation to analyze and revise the Summary Statement and schedule additional observations.**

COLLECTING MORE INFORMATION TO DEVELOP A SUMMARY STATEMENT
If the team lacks confidence or is unable to write a Summary Statement based on the information and data collected (*Adapted FACTS part A*), observations are needed. If teachers have provided conflicting information concerning any aspects of the Summary Statement, or if no patterns emerged from the information collected, observations will aid in establishing those needed pieces so an accurate summary statement may be written. The Summary Statement is the basis of the Behavior Intervention Plan and must be accurate for an effective plan to be developed. These observations may use the same ABC form and follow the same process except one may wish to observe those contexts where the problem behavior does NOT occur as well as those where the behavior is more likely to occur so patterns emerge. Observations should be conducted until a Summary Statement can be written and the team has a confidence rating of 4, 5 or 6.

DISCUSSION

- ▶ Who in your building can conduct observations?
- ▶ How will observations be scheduled and teachers notified?
- ▶ Does your team understand how to conduct observations using the ABC Observation Form
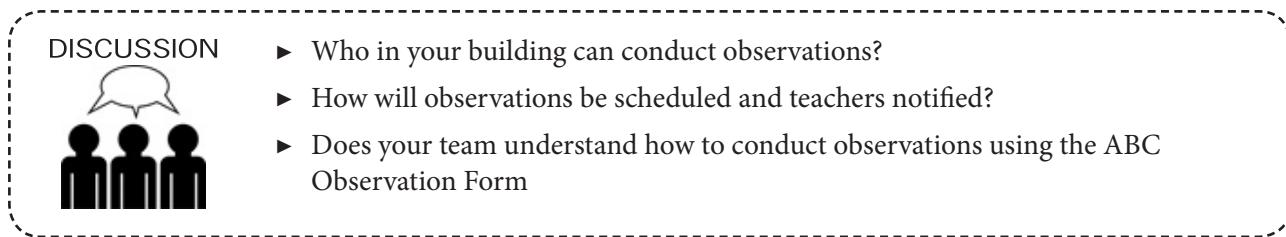
An ABC Observation Form template is available at the end of the chapter for your use. Suzy's ABC Observation Form is on the following page.

A B C Observation Recording Form

Observer __Mr. Gardner__   Student __Suzy__

Location __Ms. Tanner, 4th grade teacher__   Date __October 24__

List Initial Summary Statement

ANTECEDENT		BEHAVIOR	OUTCOME/CONSEQUENCE
During: Structured time	When: Suzy is asked to work independently	The student will: Joke, talk out and disrupt	Because: peers laugh and respond Therefore the function is to (obtain)/avoid __peer attention__

Activity Observed: Whole group instructions and independent reading

Time	Antecedent		Behavior	Outcome/Consequence
	☒ Large group activity ☐ Small group activity ☐ Independent activity ☐ Transition ☐ Unstructured activity Specify: Teacher was giving instructions for activity	☒ Directed to work on tasks requiring specific academic skills ☐ Directed to complete nonacademic tasks ☐ Given correction ☐ Working/playing w Peers ☐ Alone (no interaction) ☐ Engaged in self-selected task ☐ Directed to stop self-selected task Notes:	Suzy was talking to neighbor during instructions	☐ adult(s) respond (look at or talk to student) ☒ peer(s) respond (look at, laugh or talk to student) ☐ get specific activity/object ☐ get specific sensory input ☐ adult attention removed ☐ peer attention removed ☐ specific activity/object removed ☐ specific sensory input removed Notes:

☐ Large group activity ☐ Small group activity ☒ Independent activity ☐ Transition ☐ Unstructured activity Specify: Student was asked to read independently for 15 min	☒ Directed to work on tasks requiring specific academic skills ☐ Directed to complete nonacademic tasks ☐ Given correction ☐ Working/playing w Peers ☐ Alone (no interaction) ☐ Engaged in self-selected task ☐ Directed to stop self-selected task Notes:	Suzy wrote note and passed to a friend. Whispered to others,	☒ adult(s) respond (look at or talk to student) ☒ peer(s) respond (look at, laugh or talk to student) ☐ got specific activity/object ☐ got specific sensory input ☐ adult attention removed ☐ peer attention removed ☐ specific activity/object removed ☐ specific sensory input removed Notes: Teacher gave Suzy a warning first time, then asked her to move to quiet area away from others. Peers continued to watch Suzy to see if other communication would occur

Summary Statement based on Observation(s)			
During: structured class time	When: given an independent task	Student will: talk or make jokes	Because: peers respond. Suzy wants peer attention Therefore the function is to obtain/avoid (circle one)

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

Adapted from Loman, S. (2009) from Van Norman, R. (2008)

FBA Process – Step 7: BIP development, Action Team Meeting 2

Action Team meets to finalize the Summary Statement based on the findings of the observations, and to develop a Behavior Intervention Plan (BIP) based on the Summary Statement.

ACTIVITY Work with your team to review the information provided in the Pat Student Scenario, then complete the following steps.

Step 1: Use the information from the scenario to complete Sections 1-4 of the *Adapted FACTS* found on the following pages.

Step 2: After you've completed Sections 1-4, work with your team to complete Sections 5- 8 of the *Adapted FACTS* found on the following pages.

Step 3: Copy the Summary Statement from Section 8 onto the top of the *ABC Observation* found on the following pages.

Step 4: Review the results of the observation, then reach consensus regarding the Summary Statement of Pat's problem behavior.

Step 5: Record the Summary Statement at the bottom of the observation form.

Record Review from Adapted FACTS - Part A

Information Needed	Date Collected	Summarize Findings and Relevant Dates
Office Referrals (ODR)	November 22	6 total 1 ODR for shouting at the teacher in Communication Arts; 2 ODRs for drawing rather than working on assigned tasks (1 in CA, 1 in Social Studies) even after being directed several times to begin work; 2 ODRs for walking around the room when directed to begin work (1 in Social Studies, 1 in science.)
Classroom Minors	November 22	11 total 4 for being out of her assigned area during small group activity in CA 3 for drawing rather than working on assigned task even after being directed several times to begin work (2 in Social Studies; 1 in CA) 4 for making noises loud enough to disrupt work of students near her (2 in CA; 1 in SS; 1 in Science)
Absences	November 23	1 Excused
Tardies	November 23	None
G.P.A./Grades	November 23	G.P.A = 2.1 (Math = B; CA = D-; SS = F; Science = C; PE = B; Computer = C-; Art = A
Reading Assessment		SRI Score = 580 (10th percentile)
Written Language Assessment		Acuity Language Arts = 440 (7th percentile)
Math Assessment		Acuity Math= Proficient
Health Information *(if applicable)*		NA
IEP Information *(if applicable)*		NA
Other: *i.e. nurse or counselor visits*	November 23	Pat visited the counselor one time when a teacher sent her to talk about how to be prepared for class.

Functional Behavior Assessment
Staff Interview Summary

PAT EXAMPLE

Student: _Pat_   Date: _November 31_   Interviewer: _Mr. Jacobs_

Directions: Ask each teacher the follow questions and record responses on Section 4: Context Analysis on the *Adapted FACTS - Part A*

INTERVIEW QUESTIONS

1. 1. Describe exactly what the child is doing (use action verbs) when he or she is engaging in the previously identified problem behavior? What does it look and sound like in your class?
2. List the times and subjects that define the student's daily schedule. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/even days) if appropriate
3. For each time listed, indicate the activity in which the student is typically engaged (e.g. small group instruction, independent writing activity, transition, etc.).
4. For each time listed, indicate the likelihood of the problem behavior occurring (1 = low, 6 = high)
5. For each time listed, what is the most common response to the problem behavior?

Directions: Ask each teacher the follow questions and record in the space below.

Questions	Staff Name & Position Mr Lewis, Science	Staff Name & Position Ms. Haynes, CA	Staff Name & Position Ms. Deci, Math	Staff Name & Position Ms. Vista, Art	Staff Name & Position Ms. Dever, SS
1. What are some things the student does well?	She is a talented artist	She loves to do skits and perform in front of others	She is good at problem-solving and calculations	She is one of my top artistic students. She likes to help others	She is creative
2. What type of activity does the student choose when engaged in "free time"?	She draws and doodles	She talks to friends and draws	We don't have much free time	She will help others and give suggestions to improve their projects	She doodles and talks to friends
3. What adults does the student like to spend time with?	Ms. Vista, art teacher	Ms. Deci, math and the art teacher	Ms Vista	Me	Ms. Deci, math and the art teacher
4. What peers does the student like to spend time with?	Kim and Macy	I see her with Kim	Macy and Tom	Kim	Macy and Kim
5. What are your goals for the student?	To do her work without reminders to keep working	To stay in her seat and work quietly	To complete and turn in all her homework	To focus in her other classes as well as she does in art	To do her work, complete her homework and not disrupt others

Notes:

Functional Behavior Assessment
Family Interview Form

Student: Pat   Date: November 26

Interviewer: Ms. Vista

Family Member: Bob Jones   Relationship to Student: Dad

Interview Questions	Responses
1. Describe a typical day for your child.	Pat gets up about 6:30 every day. She gets herself up; I never have to wake her. She eats cereal or toast for breakfast. I leave for work, then Pat gets on the bus. She spends the day at school and gets home around 3:30. Her grandma fixes supper and we eat about 7:00. She goes to bed about 10:00.
2. What does your child do after school when he or she gets home each day?	She stays in her room and draws pictures.
3. Does he or she spend time with friends or people his or her own age?	She talks about 2 friends that she's known since kindergarten. She calls them and goes to their house about once a week.
4. What does he or she say about what's happening in school?	She talks about things she's done in art class. She also tells me that she likes her computer class. She doesn't like her English class. She never has liked to read.
5. What are some of your child's challenges?	She is a very good artist. She's drawn pictures of me and of her grandmother that look like they were taken with a camera. She helps around the house a lot. She has a good imagination.
6. What are some things your child does very well?	Like I said before, she doesn't like to read. I don't see her write a lot. Her teachers have called me about her not getting her work done because she won't sit still and follow directions in class.
7. What are your goals for your child at home and school?	I'd like for Pat to do a good job at school so she can graduate and maybe go to college so she can get a good job. I'd like for her to listen to her teachers and work as hard on her work as she does on her drawing.

Notes: I explained to Pat's dad that the people who work with Pat will be meeting as a team to identify the purpose of Pat's problem behavior and to develop a plan to help her be more successful in school. I also told Pat's dad that he and Pat are important members of the team. Pat's dad was given two choices for the date and time of the meetings. He selected the time and date he could attend. A meeting agenda was sent to Pat's dad so he could have it 2 days before the meeting.

Functional Behavior Assessment
Student Interview Form

Student: <u>Pat</u>   Date: <u>November 30</u>

Interviewer: <u>Ms. Vista, Art Teacher</u>

Interview Questions	Responses
1. Describe a typical day for you.	She gets up about 6:30 every day, gets dressed and eats breakfast. She draws or talks to her Grandma for about an hour, and then gets on the bus. When she gets to school she talks to some of her friends. She goes to all her classes, then comes home. When she gets home, she works on some of her pictures and eats supper with her dad and grandma. She watches t.v., calls her friends, then goes to sleep.
2. What do you like to do after school when you get home each day?	Draw or talk to Grandma
3. In general, what do you like to do in your free time?	Draw, hang out with friends
4. Do you spend time with friends or people your own age?	Has lots of friends in her classes, but only calls or hangs out with Macy and Sarah. Goes to Macy's house about once a week.
5. What is your favorite class in school? What do you like about that class?	Loves art class! We get to use such cool supplies...I love watercolors! I get to talk to my friends while we work.
6. Do you have people in your classes who you like to work with?	Likes to work with lots of people, but mostly Kim and Macy. They're friends and Kim is really smart.
7. What are some things you have trouble with?	Doesn't like reading--It's really hard for her. Can't read really long books. Doesn't like writing either. Can write notes to friends but can't write long papers. Has trouble doing work in Communication Arts, so sometimes walks around just to take a break.
8. What are some things you do very well?	Is really good at drawing. Dad says she's good at helping at home. Likes to help at school, too, but only gets to do that in art class.
9. What are your goals for yourself at home and school?	Wants to stay in school so she can maybe go to some kind of art college. Wants to get a good job so she can help my dad and grandma.

Notes: I told Pat that the people who work with her will be meeting as a team to get more information about Pat's problems and to develop a plan to help her be more successful in school. I let Pat know the date of the plan development meeting. Pat said she would like to attend the meeting if I was going to be there too.

ADAPTED FUNCTIONAL ASSESSMENT CHECKLIST FOR TEACHERS & STAFF
(FACTS – PART A)

Student Name _____   Date _____

Classroom/Homeroom Teacher _____   Grade _____

SECTION 1: 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 2: DESCRIPTION OF STRENGTHS & PROBLEM BEHAVIOR
Describe student's strengths (academic, social/behavioral):

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

SECTION 3: RECORD REVIEW
Gather relevant information about the student to look for patterns of behavior.

Information Needed	Date Collected	Summarize Findings and Relevant Dates
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 from Section 2:_____

_____

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	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) 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
		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 _____.
                                                                                                      (Activity)

Problem Behavior:_____ is least likely to occur during _____.
                                                                                                      (Activity)

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	If a, b, c, d or e– Describe setting/activity/context in detail
___b. Small Group Activity	_____
___c. Independent Activity	_____
___d. Transition	If f, g, h, or i – Describe task/demand in detail
___e. Unstructured Activity	_____
___f. Task too hard	_____
___g. Task too easy	If j – Describe purpose of correction, voice tone, volume
___h. Task too long	_____
___i. Physical Demand	
___j. Correction/reprimand	

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)	If a or b – Which adults or peers respond?
___b. peer(s) respond (look at, laugh or talk to student)	_____
___c. get specific activity	How did the adults or peers respond?
___d. get specific object	_____
___e. get specific sensory input	
___f. removed from adult(s)	If c, d or e – What specific item, activity or sensory input did the child get? _____
___g. removed from peer(s)	
___h. specific activity removed	If f or g – From which adults or peers was the child removed?
___i. specific sensory input 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 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: Fill in boxes below using top ranked responses and follow-up responses from corresponding categories.

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

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 (Setting = _____).

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

PAT EXAMPLE

A B C Observation Recording Form

Observer __Mrs. Phillips__   Student __Pat__

Location __Mrs. Haynes-- CA__   Date __December 1__

List Initial Summary Statement

ANTECEDENT		BEHAVIOR	OUTCOME/CONSEQUENCE
During: Academic classess	When: Pat is asked to do independent writing	The student will: Walk around room, draw or make noises	Because: she is given easier assignments or removed from class Therefore the function is to obtain/(avoid) Writing tasks

Activity Observed: Writing an opinion two paragraph paper

Time	Antecedent		Behavior	Outcome/Consequence
	☐ Large group activity ☐ Small group activity ☐ Independent activity ☒ Transition ☐ Unstructured activity Specify:	☐ Directed to work on tasks requiring specific academic skills ☒ Directed to complete nonacademic tasks ☐ Given correction ☐ Working/playing w Peers ☐ Alone (no interaction) ☐ Engaged in self-selected task ☐ Directed to stop self-selected task Notes: Asked to write description of a character in a book	Pat sat still and did not get out paper.	☐ adult(s) respond (look at or talk to student) ☒ peer(s) respond (look at, laugh or talk to student) ☐ get specific activity/object ☐ get specific sensory input ☐ adult attention removed ☐ peer attention removed ☐ specific activity/object removed ☐ specific sensory input removed Notes: I told Pat to get out materials and start writing.
	☐ Large group activity ☐ Small group activity ☐ Independent activity ☐ Transition ☒ Unstructured activity Specify:	☐ Directed to work on tasks requiring specific academic skills ☒ Directed to complete nonacademic tasks ☐ Given correction ☐ Working/playing w Peers ☐ Alone (no interaction) ☐ Engaged in self-selected task ☐ Directed to stop self-selected task Notes: I told Pat to start writing.	Pat sat still and did not get out paper	☐ adult(s) respond (look at or talk to student) ☐ peer(s) respond (look at, laugh or talk to student) ☐ got specific activity/object ☐ got specific sensory input ☐ adult attention removed ☐ peer attention removed ☐ specific activity/object removed ☐ specific sensory input removed ☒Notes: Pat was sent to area in back of room for 5 min.

☐ Large group activity ☐ Small group activity ☐ Independent activity ☐ Transition ☐ Unstructured activity Specify:	☐ Directed to work on tasks requiring specific academic skills ☐ Directed to complete nonacademic tasks ☐ Given correction ☐ Working/playing w Peers ☐ Alone (no interaction) ☐ Engaged in self-selected task ☐ Directed to stop self-selected task Notes: I told Pat to go back to her seat & start writing.	Pat went back to her seat, looked in her desk, put head down	☐ adult(s) respond (look at or talk to student) ☐ peer(s) respond (look at, laugh or talk to student) ☐ got specific activity/object ☐ got specific sensory input ☐ adult attention removed ☐ peer attention removed ☒ specific activity/object removed ☐ specific sensory input removed Notes: Pat sent to office.

Summary Statement based on Observation(s)

During:	When:	Student will:	Because: Therefore the function is to obtain/avoid (circle one)

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)

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

Student Name Pat   Date 12/2/15

Classroom/Homeroom Teacher Ms. Haynes   Grade 6

SECTION 1: CLASSROOM INTERVENTION
Did the student receive instruction on Schoolwide and Classroom Expectations, Rules and Procedures?
yes

Did the student receive recognition recently for following Schoolwide and Classroom Expectations, Rules and Procedures? yes
If no, review implementation of Effective Classroom Practices with the Classroom Teacher.

SECTION 2: DESCRIPTION OF STRENGTHS & PROBLEM BEHAVIOR
Describe student's strengths (academic, social/behavioral):

Problem Behavior (Obtained from identification process):	What does it look like (Observable)	How will behavior be measured? Frequency Intensity Duration
Refusing to work	Pat will walk around room, draw, or pretend to work but does not complete tasks	Frequency of task completion Frequency/intensity of disruptions
Disrupts others	Makes loud noises that disrupt others	

SECTION 3: RECORD REVIEW
Gather relevant information about the student to look for patterns of behavior.

Information Needed	Date Collected	Summarize Findings and Relevant Dates
Office Referrals (ODR)	12/2/15	1 for shouting at teacher , 2 for drawing rather than working, 1 for refusing work, 2 for walking around room when directed to work=6
Classroom Minors	12/2/15	4 - out of area, 3 - drawing rather than working, 4 - making noises
Absences	12/2/15	1 excused
Tardies	12/2/15	0
G.P.A./Grades	12/2/15	Math - B, CA - D-, SS = F, Science = C, PE + B, Computer Tech = C-, Art = A
Reading Assessment	12/2/15	SRA = 560, 10th %tile, Acuity Language Arts = 440, 7th %tile
Written Language Assessment	12/2/15	Acuity Math = Proficient
Math Assessment		
Health Information (if applicable)		NA
IEP Information (if applicable)		No
Other: i.e. nurse or counselor visits		1 visit to counselor to discuss coming prepared to class.

Student Name Pat   **Date** 12/2/15

Description of Problem Behavior from Section 2: Refusing to work and disrupting class

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	**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) 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
Science	1, 2, 3	1 2 ③ 4 5 6	1 - reminded to work, 7
CA	3	1 2 3 4 5 ⑥	7
Math	3	① 2 3 4 5 6	6
Art	No problems	① 2 3 4 5 6	na
Social Studies	3	1 2 3 4 ⑤ 6	7
		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: refusing to work, distractions is most likely to occur during independent writing .
                                                                                 (Activity)

Problem Behavior: refusing to work, distractions is least likely to occur during art .
                                                                                 (Activity)

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	If a, b, c, d or e– Describe setting/activity/context in detail
___b. Small Group Activity	<u>Independent activities</u>
_1_c. Independent Activity	_____
___d. Transition	
___e. Unstructured Activity	If f, g, h, or i – Describe task/demand in detail
_2_f. Task too hard	<u>writing tasks</u>
___g. Task too easy	_____
___h. Task too long	
___i. Physical Demand	If j – Describe purpose of correction, voice tone, volume
___j. Correction/reprimand	_____

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*
_2_a. adult(s) respond (look at or talk to student)	If a or b – Which adults or peers respond?
___b. peer(s) respond (look at, laugh or talk to student)	<u>Teacher tries to get her to work</u>
___c. get specific activity	How did the adults or peers respond?
___d. get specific object	<u>teacher comes over to Pat and reminds her to</u>
___e. get specific sensory input	<u>get to work</u>
___f. removed from adult(s)	If c, d or e – What specific item, activity or sensory input did
___g. removed from peer(s)	the child get? _____
_1_h. specific activity removed	
___i. specific sensory input removed	If f or g – From which adults or peers was the child removed?
	_____
	If h or I – Describe specific task/activity/sensory input
	removed. <u>Writing tasks</u>
	(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 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	_1_ failure in previous class	

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

ANTECEDENT(s) / Triggers	PROBLEM BEHAVIOR(s)	CONSEQUENCE(s)/ Function
When this happens . . . independent writing task	Student will . . . . Walk around room, draw, make distracting noises	Because this happens . . . student is given easier assignment or removed
SETTING EVENT		Therefore the function is to obtain/avoid writing tasks
Student has a history of writing problems		

During (Context = academic classes*) when (Antecedent =* independent writing tasks*) the student will (Problem Behavior =* walk around room, draw or make noises*) because (Consequence =* student is given easier task or removed*); therefore, the function of the behavior is to (obtain/avoid writing assignments). This is more likely to occur when (Setting =*history of failure*).*

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

Functional Behavior Assessment Templates

- ▶ Adapted FACTS - Part A Instructions
- ▶ Adapted FACTS - Part B Instructions
- ▶ Prioritizing Behaviors Chart
- ▶ Record Review Guide
- ▶ Family Interview Form
- ▶ Student Interview Form
- ▶ Staff Interview Form
- ▶ Staff Interview Summary Form
- ▶ ABC Observation Form

Adapted FACTS – Part A
Instructions

SECTION 1: 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 2: DESCRIPTION OF STRENGTHS & PROBLEM BEHAVIOR
1. Describe academic and social/behavioral strengths of the student (obtained from teacher, family, student interviews
2. Record the general description of the problem behavior (obtained from the identification process) in the first box.
3. Record observable student actions (obtained from record review and interviews) in the second box.
4. Record the measurable dimension of the problem behavior (obtained from the record review and interviews) in the third box.

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 collected in the second column.
3. A summary of the information from each source is recorded in the third column. This summary includes relevant dates (i.e. dates of referrals, date assessments were administered).

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/month
> 2 = 1 time/week
> 3 = 2-3 times/week
> 4 = 1 time/day
> 5 = 3-4 times/day
> 6 = At least one time each hour

4. 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	If a, b, c, d or e– Describe setting/activity/context in detail
___b. Small Group Activity	_____
___c. Independent Activity	_____
___d. Transition	If f, g, h, or i – Describe task/demand in detail
___e. Unstructured Activity	_____
___f. Task too hard	_____
___g. Task too easy	If j – Describe purpose of correction, voice tone, volume
___h. Task too long	_____
___i. Physical Demand	
___j. Correction/reprimand	

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)	If a or b – Which adults or peers respond? _____
___b. peer(s) respond (look at, laugh or talk to student)	How did the adults or peers respond?
___c. get specific activity	_____
___d. get specific object	
___e. get specific sensory input	If c, d or e – What specific item, activity or sensory input did the child get? _____
___f. removed from adult(s)	
___g. removed from peer(s)	If f or g – From which adults or peers was the child removed?
___h. specific activity removed	_____
___i. specific sensory input 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.

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 . . .
SETTING EVENT		Therefore the function is to obtain/avoid _____

2. 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 (Setting = _____).

3. 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: 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 2: DESCRIPTION OF STRENGTHS & PROBLEM BEHAVIOR
Describe student's strengths (academic, social/behavioral):

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

SECTION 3: RECORD REVIEW
Gather relevant information about the student which will be used to look for patterns of behavior.

Information Needed	Date Collected	Summarize Findings and Relevant Dates
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*		

Adapted from March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)

Student Name _____ **Date** _____

Description of Problem Behavior from Section 2: _____
_____

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	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) 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
		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 _____.

                                                                        (Activity)

Problem Behavior:_____ is least likely to occur during _____.

                                                                          (Activity)

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	If a, b, c, d or e– Describe setting/activity/context in detail
___b. Small Group Activity	_____
___c. Independent Activity	_____
___d. Transition	
___e. Unstructured Activity	If f, g, h, or i – Describe task/demand in detail
___f. Task too hard	_____
___g. Task too easy	_____
___h. Task too long	If j – Describe purpose of correction, voice tone, volume
___i. Physical Demand	_____
___j. Correction/reprimand	

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)	If a or b – Which adults or peers respond?
___b. peer(s) respond (look at, laugh or talk to student)	_____
	How did the adults or peers respond?
___c. get specific activity	_____
___d. get specific object	If c, d or e – What specific item, activity or sensory input did
___e. get specific sensory input	the child get? _____
___f. removed from adult(s)	If f or g – From which adults or peers was the child removed?
___g. removed from peer(s)	
___h. specific activity removed	_____
___i. specific sensory input 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 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: Fill in boxes below using top ranked responses and follow-up responses from corresponding categories.

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

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 (Setting = _____).

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

Prioritizing Behaviors Chart

Student: _____ Date: _____

Directions:

Place each behavior, or group of behaviors, to be considered in a column on the chart.

Circle the number to rate each problem behavior according to the Prioritization Criteria in each row. Rank and circle from low (1) to high (5).

Use the bottom row to indicate the order in which the team will address the behaviors.

Use this information to structure dialog regarding which problem behavior to focus on for further FBA/BIP analysis.

	Description of Problem Behavior			
Prioritization Criteria				
Intensity	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Frequency	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Chronic Need	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Pre-requisite for other functional skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Duration	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Order of priority?	_____	_____	_____	_____

Record Review Guide

Information Needed	Who Might Have Record	What to Look For	Why
Office Discipline Referrals (ODRs)	Data Entry Person, Assistant Principal	Types of problematic behaviors, times and locations in which they occurred, disciplinary penalty imposed, and increase/decrease in frequency/intensity of problem behavior	Helps to define problem behavior and identify patterns of events that precede problem behavior (antecedents), effective and ineffective disciplinary strategies, and possible maintaining consequences.
Classroom Minors	Teacher, Data Entry Person, Assistant Principal		Helps chart the progression of problem behavior.
Absences	Attendance Secretary, Assistant Principal	Patterns and total number of absences	May give clues about antecedents for problem behavior and possible skill deficits from lack of opportunity to receive instruction.
Tardies	Attendance Secretary, Assistant Principal	Patterns and total number of tardies	May give clues about tasks/activities/subjects student may be attempting to avoid or interactions students may be attempting to obtain
G.P.A./Grades Reading Assessment Writing Assessment Math Assessment	Teachers, Interventionists	Current grades and current and historical results of standardized testing	May indicate academic subjects and activities that are most difficult for the student (skill deficits)
Health Information *(if applicable)*	Nurse	Vision and hearing problems as well as other problems that may be related to school performance (e.g. motor difficulties, head traumas, long- term illnesses, current medication use)	Helpful for identifying conditions that may increase the likelihood of problem behavior or exacerbate existing problem behavior
IEP Information *(if applicable)*	Special Education	Instructional goals and objectives, how/if they are being taught, how/if they are being monitored, and other data supporting student performance	Provides information on the degree to which the behaviors of concern are being addressed in the classroom and if adjustments are made in response to review of data
Other: *i.e. nurse or counselor visits*	Nurse, counselor	Patterns of contacts and total number of contacts	May give clues about tasks/activities /subjects student may be attempting to avoid or interactions student may be attempting to obtain or avoid

Functional Behavior Assessment
Family Interview Form

Student: _____   Date: _____

Interviewer: _____

Family Member: _____   Relationship to Student: _____

Interview Questions	Responses
1. Describe a typical day for your child.	
2. What does your child do after school when he or she gets home each day?	
3. Does he or she spend time with friends or people his or her own age?	
4. What does he or she say about what's happening in school?	
5. What are some of your child's challenges?	
6. What are some things your child does very well?	
7. What are your goals for your child at home and school?	

Notes:

Functional Behavior Assessment
Student Interview Form

Student: _____   Date: _____

Interviewer: _____

Interview Questions	Responses
1. Describe a typical day for you.	
2. What do you like to do after school when you get home each day?	
3. In general, what do you like to do in your free time?	
4. Do you spend time with friends or people your own age?	
5. What is your favorite class in school? What do you like about that class?	
6. Do you have people in your classes who you like to work with?	
7. What are some things you have trouble with?	
8. What are some things you do very well?	
9. What are your goals for yourself at home and school?	

Notes:

Functional Behavior Assessment
Staff Interview Form

Student: _____   Date: _____

Staff Intervied: _____   Interviewer: _____

Directions: Ask each teacher the follow questions and record responses on Section 4: Context Analysis on the *Adapted FACTS - Part A*

INTERVIEW QUESTIONS
1.   1. Describe exactly what the child is doing (use action verbs) when he or she is engaging in the previously identified problem behavior? What does it look and sound like in your class?
2.   List the times and subjects that define the student's daily schedule. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/even days) if appropriate
3.   For each time listed, indicate the activity in which the student is typically engaged (e.g. small group instruction, independent writing activity, transition, etc.).
4.   For each time listed, indicate the likelihood of the problem behavior occurring (1 = low, 6 = high)
5.   For each time listed, what is the most common response to the problem behavior?

Directions: Ask each teacher the follow questions and record in the space below.

Questions	Staff Name & Position
1. What are some things the student does well?	
2. What type of activity does the student choose when engaged in "free time"?	
3. What adults does the student like to spend time with?	
4. What peers does the student like to spend time with?	
5. What are your goals for the student?	

Notes:

Functional Behavior Assessment
Staff Interview Summary

Student: _____   Date: _____   Interviewer: _____

Directions: Ask each teacher the follow questions and record responses on Section 4: Context Analysis on the *Adapted FACTS - Part A*

INTERVIEW QUESTIONS

1. 1. Describe exactly what the child is doing (use action verbs) when he or she is engaging in the previously identified problem behavior? What does it look and sound like in your class?
2. List the times and subjects that define the student's daily schedule. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/even days) if appropriate
3. For each time listed, indicate the activity in which the student is typically engaged (e.g. small group instruction, independent writing activity, transition, etc.).
4. For each time listed, indicate the likelihood of the problem behavior occurring (1 = low, 6 = high)
5. For each time listed, what is the most common response to the problem behavior?

Directions: Ask each teacher the follow questions and record in the space below.

Questions	Staff Name & Position	Staff Name & Position	Staff Name & Position	Staff Name & Position	Staff Name & Position
1. What are some things the student does well?					
2. What type of activity does the student choose when engaged in "free time"?					
3. What adults does the student like to spend time with?					
4. What peers does the student like to spend time with?					
5. What are your goals for the student?					

Notes:

A B C Observation Recording Form

Observer _____ **Student** _____

Location (e.g., class #, gym, cafe) _____ **Date** _____

List Initial Summary Statement

ANTECEDENT		BEHAVIOR	OUTCOME/CONSEQUENCE
During:	When:	The student will:	Because: Therefore the function is to obtain/avoid _____

Activity Observed:

Time	Antecedent		Behavior	Outcome/Consequence
	☐ Large group activity ☐ Small group activity ☐ Independent activity ☐ Transition ☐ Unstructured activity Specify:	☐ Directed to work on tasks requiring specific academic skills ☐ Directed to complete nonacademic tasks ☐ Given correction ☐ Working/playing w Peers ☐ Alone (no interaction) ☐ Engaged in self-selected task ☐ Directed to stop self-selected task Notes:		☐ adult(s) respond (look at or talk to student) ☐ peer(s) respond (look at, laugh or talk to student) ☐ get specific activity/object ☐ get specific sensory input ☐ adult attention removed ☐ peer attention removed ☐ specific activity/object removed ☐ specific sensory input removed Notes:
	☐ Large group activity ☐ Small group activity ☐ Independent activity ☐ Transition ☐ Unstructured activity Specify:	☐ Directed to work on tasks requiring specific academic skills ☐ Directed to complete nonacademic tasks ☐ Given correction ☐ Working/playing w Peers ☐ Alone (no interaction) ☐ Engaged in self-selected task ☐ Directed to stop self-selected task Notes:		☐ adult(s) respond (look at or talk to student) ☐ peer(s) respond (look at, laugh or talk to student) ☐ got specific activity/object ☐ got specific sensory input ☐ adult attention removed ☐ peer attention removed ☐ specific activity/object removed ☐ specific sensory input removed Notes:

Time	Antecedent	Behavior	Outcome/Consequence
	☐ Large group activity ☐ Small group activity ☐ Independent activity ☐ Transition ☐ Unstructured activity Specify:	☐ Directed to work on tasks requiring specific academic skills ☐ Directed to complete nonacademic tasks ☐ Given correction ☐ Working/playing w Peers ☐ Alone (no interaction) ☐ Engaged in self-selected task ☐ Directed to stop self-selected task Notes:		☐ adult(s) respond (look at or talk to student) ☐ peer(s) respond (look at, laugh or talk to student) ☐ got specific activity/object ☐ got specific sensory input ☐ adult attention removed ☐ peer attention removed ☐ specific activity/object removed ☐ specific sensory input removed Notes:
	☐ Large group activity ☐ Small group activity ☐ Independent activity ☐ Transition ☐ Unstructured activity Specify:	☐ Directed to work on tasks requiring specific academic skills ☐ Directed to complete nonacademic tasks ☐ Given correction ☐ Working/playing w Peers ☐ Alone (no interaction) ☐ Engaged in self-selected task ☐ Directed to stop self-selected task Notes:		☐ adult(s) respond (look at or talk to student) ☐ peer(s) respond (look at, laugh or talk to student) ☐ got specific activity/object ☐ got specific sensory input ☐ adult attention removed ☐ peer attention removed ☐ specific activity/object removed ☐ specific sensory input removed Notes:
	☐ Large group activity ☐ Small group activity ☐ Independent activity ☐ Transition ☐ Unstructured activity Specify:	☐ Directed to work on tasks requiring specific academic skills ☐ Directed to complete nonacademic tasks ☐ Given correction ☐ Working/playing w Peers ☐ Alone (no interaction) ☐ Engaged in self-selected task ☐ Directed to stop self-selected task Notes:		☐ adult(s) respond (look at or talk to student) ☐ peer(s) respond (look at, laugh or talk to student) ☐ got specific activity/object ☐ got specific sensory input ☐ adult attention removed ☐ peer attention removed ☐ specific activity/object removed ☐ specific sensory input removed Notes:

Summary Statement based on Observation(s)

During:	When:	Student will:	Because: Therefore the function is to obtain/avoid (circle one)

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

Adapted from Loman, S. (2009) from Van Norman, R. (2008)

Next Steps

Below are some next steps to consider as you develop your Tier 3 system. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

See Tier 3 Action Planning - Establish a System of Support for Individual Students: Functional Behavior Assessment (FBA)

1. **Establish a system for collecting FBA information, including:**
   - Collect Records Review data.
   - Conduct interviews with relevant stakeholders.
   - Prioritize problem behaviors as needed.
   - Conduct observations as needed.

2. **Establish a system for developing a Summary Statement, including:**

   - Create observable and measurable description of problem behavior.
   - Identify daily routines that are and are not associated with problem behavior.
   - Identify triggering antecedent events.
   - Identify maintaining consequence events.
   - Identify possible setting events.
   - Develop Summary Statement that includes antecedent, problem behavior, consequence, setting event (if applicable), and function of behavior as identified by the FBA.

3. **Establish a system for confirming Summary Statement, including:**

   - Conduct direct observations in routines that are and are not associated with problem behavior.
   - Confirm Summary Statement with data from observations.