**Tier 2 Adapted FACTS – Part A**

Instructions for Completing

There are five sections to the Tier 2 Adapted FACTS Part A. The instructions for each section are listed below, along with an example for a student named Jill. The complete Tier 2 Adapted FACTS Part A for Jill is at the end of the 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.

**EXAMPLE**

**Section 1: Classroom Intervention**

Did the student receive instruction on Schoolwide and Classroom Expectations, Rules and Procedures? Yes – Weekly SW-PBS lessons with whole class

Did the student receive recognition recently for following Schoolwide and Classroom Expectations, Rules and Procedures? Yes – Received Purple Panther tickets

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

**SECTION 2: DESCRIPTION OF STRENGTHS AND PROBLEM BEHAVIOR**

1. Describe academic and social/behavioral strengths of the student
2. Record the general description of the problem behavior (obtained from the identification process such as ODR’s and minors) in the first box.
3. Record observable student actions (obtained from record review and teacher interviews) in the second box; these actions provide a specific description of the problem behavior in such a manner than an unfamiliar observer would recognize the behavior when it occurs. This observable description of the problem behavior will be the description used for the remainder of the process.

**EXAMPLE**

**Section 2: Description of Strengths and Problem Behavior**

Describe student’s strengths (academic, social/behavioral):

*Jill comes to class prepared and follows rules and directions in classes that are more activity based, such as art, p.e., music, and science.*

Problem Behavior (Obtained from identification process):

*Noncompliance, Defiance*

What does it look like

(Observable)

1. Taps/makes noises whole class can hear
2. Blacks out tests and other papers with marker

**SECTION 3: RECORD REVIEW**

1. Record the name of each piece of information to be collected on each student in the first column. This should be standard for each student.
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)

*Note: When reviewing existing data for all students identified for Tier 2 supports, it is critical to review academic data and determine if additional academic supports are needed. If students are identified as at- risk by the Tier 2 Team and have academic concerns, these concerns should be addressed through academic supports in addition to any behavioral interventions provided. For example, if a student is engaging in low- level acting out behaviors in the classroom to escape a difficult academic task, simply placing him/her in a behavioral intervention will not solve the underlying academic deficit problem. In addition to the behavioral intervention, additional academic supports must be provided.*

**EXAMPLE**

**Section 3: Record Review**

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

|  |  |  |
| --- | --- | --- |
| Information Needed | Date | Summarize Findings |
| Office Referrals (ODR) | January 7 | 4 Office discipline referrals from August 15 to Dec. 20. Referred for making noises that disrupt learning for all students in the class and blacking out test papers. |
| Classroom Minors | January 7 | 7 Classroom-managed behaviors: blacks out papers with marker rather than engaging in the task |
| Absences | January 7 | 1 excused for illness |
| Tardies | January 7 | 1 excused – car wouldn’t start |
| G.P.A./GradesReading AssessmentWritten Language AssessmentMath Assessment | January 9 | A’s in Art, Music, P.E.; B in Science, C’s inReading, Social Studies; D in Math |
| January 9 | Dec. 1 Star Test – 21st %tile |
| January 9 | Dec. 3 Writing Sample – 12th %tile |
| January 9 | Nov. 25 Star Test – 6th %tile |
| Health Information(if applicable) | January 8 | Nurse reported adequate hearing, vision, and health |
| IEP Information (if applicable) |  | Not applicable |
| Other:i.e. nurse, counselor visits, ISS or OSS | January 8 | Stops by every morning on way to class. Frequently asks if can help in any way. |

**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. This information will help identify the general context of problem behavior.
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. A sample question to ask: *“What type of activities typically occur during this subject/time?”* This provides more detail about the context of the problem behavior.
	1. Large Group Activity
	2. Small Group Activity
	3. Independent Activity
	4. Transitions
	5. Unstructured Activity
3. Interview the student’s teachers to identify the problem behavior displayed during each time period/activity and the likelihood the problem behavior will occur. A sample question to ask: *“What is the likelihood of the behavior occurring during this activity?”* When asking teachers this question, make sure they are rating the observable description of the problem behavior from Section 2. This information helps to identify times/activities most likely and least likely to be associated with the problem behavior. Record this information in Column 3.

Consider developing a scale that teachers can reference when determining the likelihood of the problem behavior; this will help to ensure consistency of how staff provide this rating. The following is an example scale:

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

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

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

5. Interview the student’s teachers to identify the most frequent adult/peer response to the problem behavior if the likelihood rating is a 4, 5, or 6. A sample question to ask: *“What is the most common response to the problem behavior?”* This helps to identify the consequence occurring most often after the problem behavior and assists in determining the function of 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

**EXAMPLE**

|  |  |
| --- | --- |
| **Section 4: Context Analysis of Social/Behavioral Performance\****Completed by each of the student’s classroom teachers* |  |
|  | Context | Problem Behavior | Consequence |  |
| 1) Schedule: *(Time and 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 and 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
 | k n |
| 8:10 Morning work | 3 | 1 2 3 4 5 6 | 1 – Teacher redirects |  |
| 8:30 Spelling | 3 | 1 2 3 4 5 6 | 1 – Assistance provided |  |
| 9:00 Reading | 1 – Whole class | 1 2 3 4 5 6 |  |  |
|  | 2 – Small group | 1 2 3 4 5 6 | 1 – Teacher redirects |  |
|  | 3 - Tests | 1 2 3 4 5 6 | 1 – Teacher redirects |  |
| 10:00 Art | 3 | 1 2 3 4 5 6 |  |  |
| 10:00 P.E. | 1 | 1 2 3 4 5 6 |  |  |
| 10:00 Music | 1 | 1 2 3 4 5 6 |  |  |
| 11:00 Science | 1 | 1 2 3 4 5 6 |  |  |
| 11:55 Lunch | 1 | 1 2 3 4 5 6 |  |  |
| 12:25 Recess | 2 | 1 2 3 4 5 6 |  |  |
| 12:45 Math | 1 – Whole Group | 1 2 3 4 5 6 |  |  |
|  | 3 – Ind. Practice | 1 2 3 4 5 6 | 1 – Assistance provided |  |
|  | 3 - Homework | 1 2 3 4 5 6 | 1 – Teacher redirects |  |
| 1:45 Social Studies | 1 | 1 2 3 4 5 6 |  |  |
| 2:30 Homework time | 3 | 1 2 3 4 5 6 | 1 – Assistance provided |  |
| 2:50 Pack for home | 3 | 1 2 3 4 5 6 |  |  |
|  |  |

**SECTION 5: BEHAVIOR PATHWAY**

Using the information gathered from the description of the problem behavior and the context analysis, the team will look for trends in order to complete the behavior pathway.

1. Complete “Student will” by inserting the observable problem behavior identified in Section 2.
2. Look for patterns in the schedule (Column 1 and Column 3) - when does the problem behavior most frequently occur? Look for “likelihoods” of 4, 5, and 6. Put that information in the “During” box.
3. Look for patterns in the activities (Column 2) for the schedule times in the first box. During what activities does the problem behavior most often occur? Place that information in the “When” box.
4. Look for patterns in the consequences that occur after the problem behavior (Column 4). Put that information in the “Because” box.
5. Determine if the student is seeking to obtain or avoid and circle one. Now write in the blank what the student is seeking to obtain or avoid.

**EXAMPLE**

**Section 5: Summary Statement/Behavior Pathway**

This section will be completed at the team meeting:

|  |  |  |  |
| --- | --- | --- | --- |
| **During:** Morning work, reading, spelling, math and homework time | **When:** Given independent work/ activities | **Student will:** Tap/ make noises whole class can hear, black out tests and other papers with marker | **Because:** The teacher will redirect or provide extra assistance**Therefore the function is to obtain/ avoid (circle one):** adult attention  |

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