PAT EXAMPLE ANSWER KEY

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 <u>Independent activities</u> _____
___b. Small Group Activity	
_1_c. Independent Activity	
___d. Transition	If f, g, h, or i – Describe task/demand in detail <u>writing tasks</u> _____
___e. Unstructured Activity	
_2_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*
_2_a. adult(s) respond (look at or talk to student)	If a or b – Which adults or peers respond? <u>Teacher tries to get her to work</u>
___b. peer(s) respond (look at, laugh or talk to student)	
___c. get specific activity	How did the adults or peers respond? <u>teacher comes over to Pat and reminds her to get to work</u>
___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? _____
_1_h. specific activity removed	
___i. specific sensory input 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