**Advanced Tiers Functional Assessment Checklist for Teachers and Staff (FACTS)**

**Student Name : Date:**

**Classroom/Homeroom Teacher: Grade:**

**IEP: Yes\_\_ No\_\_ 504: Yes\_\_\_ No\_\_\_**

\* For Tier 2 consideration:

* complete sections 1-6

\*For Tier 3 consideration:

* complete sections 1-6,
* conduct interviews of teachers, staff, and student
* complete sections 7-9
* conduct observations to clarify, adjust, or confirm summary statement

**SECTION 1:  Tier 1 Universals -**This step is important in the data collection process because it is imperative to make sure that students who may need additional support have had sufficient access to the Tier 1 Universals.

* The student received instruction on Schoolwide and Classroom Expectations, Rules and Procedures.
* The student received research-based academic instruction in the area of concern.
* The student received recognition recently for following Schoolwide and Classroom Expectations, Rules and Procedures.
* The team reviewed the student’s file to determine if the student has received tiered support previously

\*\*If not, review implementation of effective academic instruction and classroom practices with the classroom teacher.

**SECTION 2: DESCRIPTION OF STRENGTHS & CONCERNS**A student support plan focuses on acquisition and/or performance deficits but it should also be strengths-based to support student success.

**Describe the student’s strengths and concerns. (Academic, Social/Behavioral):**

| **Academic** | | **Social/Behavior** | |
| --- | --- | --- | --- |
| Strengths | Concerns | Strengths | Concerns  *(describe behavior in observable terms)* |
|  |  |  |  |

**SECTION 3: RECORD REVIEW**

Gather andsummarize relevant information about the student to identify patterns of behavior.

|  |  |
| --- | --- |
| **Criteria Measure** | **Summary of Findings**  ***(include relevant dates when applicable)*** |
| **Office Discipline Referrals (ODR)**  *(Office managed, include number, behavior, administrative decision)* |  |
| **Classroom Minors**  *(Impacting instruction and student learning, classroom managed)* |  |
| **Attendance (Absences / Tardies)** |  |
| **Visits to**   * **Nurse** * **Counselor** * **Other** |  |
| **Literacy** |  |
| **Written Language** |  |
| **Math** |  |
| **Other** |  |

**Student Name Date**

Description of Academic and Social/ Behavior Concerns from Section 2:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SECTION 4: CONTEXT ANALYSIS OF SOCIAL/BEHAVIORAL PERFORMANCE**

***\* Someone on the Advanced Tiers Team interviews each of the student’s classroom teachers and completes the form below.***

|  |  |  |  |
| --- | --- | --- | --- |
| **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   **Additional Considerations**   1. Task too hard 2. Task too easy 3. Task too long 4. Physical Demand 5. Correction/reprimand | 3) Likelihood of Problem:  Low High  **1**-(less than one time **per month)**  **2**-(1 time **per week**)  **3**-(2-3 times **per week**)  **4-(**1 time **per day**)  **5**-(3-4 times **per day**)  **6**-(at least one time **each hour**) | 4) What is the response(s) to the problem behavior?  *(Write the #/#’s of the response(s) that most often apply & is most likely maintaining the problem behavior.)*   1. Adult(s) responds through redirection, reteaching behavior, or providing choice and student conference. 2. Peer(s) respond (look at, laugh or talk to student). 3. Obtain specific activity. 4. Obtain specific object. 5. Gain specific sensory input. 6. Adult(s) withhold/remove interaction. 7. Peer (s) withhold/remove interaction 8. Specific activity removed. 9. Specific object removed. 10. Specific sensory input removed. |
|  |  | 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)

|  |
| --- |
| **SECTION 5: SETTING EVENT(s):**  Check 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. Prioritize the setting events you can impact. |
| hunger lack of sleep illness missed medication conflict at home  conflict at school homework not finished change in routine failure in previous class  \_\_\_ other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**SECTION 6: SUMMARY STATEMENT**

**TEAMS COMPLETE THIS SECTION**

|  |  |  |  |
| --- | --- | --- | --- |
| **During: (context)** | **When: (antecedent)** | **Student will: (behavior)** | **Because: (consequence)**  **Therefore, the function is to obtain / avoid**  **(circle one).** |

**Intervention Selection Chart**

Check the Intervention(s) that will be used to support this student’s success for a Tier 2 consideration.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Function A black background with a black square  Description automatically generated with medium confidence** | **Check In**  **Check Out**  **(CICO)** | **Social Skills** | **Self-Monitoring** | [***Intensifying*** **the 8 Effective Teaching and Learning Practices**](https://pbismissouri.org/tier-1-effective-classroom-practices/)  [**(ETLPs)**](https://pbismissouri.org/tier-1-effective-classroom-practices/) | **“Academic Supports”** |
| **Get Adult Attention** | X | X | X | X |  |
| **Get Peer Attention** |  | X | X | X |  |
| **Escape/Avoid Social Interaction** |  | X | X | X |  |
| **Escape/Avoid**  **Task or Activity** |  | X | X | X | X |

**Progress Monitoring:**

Regardless of which intervention is selected and implemented, it is important to plan methods for ***collecting data*** about student performance :

* before the intervention begins (i.e., baseline phase),
* while the intervention is in place (intervention or treatment phase), and
* after the intervention is removed (follow-up or maintenance phase)

Each time student data is reviewed, an interpretation of response to intervention and a decision for next steps will be made. See your ***Intervention Data Decision Rules***

**Begin implementation of the selected Tier 2 intervention.**

**Tier 3 CONTINUES HERE**:

(the process is now individualized with additional systems and support with an action team)

If Tier 2 intervention is implemented with fidelity, consistency and equity, but did not result in an improvement in student social / emotional / behavior (*or academic in escape-maintained behavior*) outcomes, OR if the team was not confident in their summary statement, a more in-depth process begins.

**SECTION 7A: CONDUCT INTERVIEWS w/ STUDENT & FAMILY, and if Non-RESPONSE TO TIER 2 INTERVENTION RE-INTERVIEW TEACHERS & STAFF**

link staff, student and family interviews here

* If a student was non-responsive to a Tier 2 intervention interview staff
* Interview the student
* Interview the family

**SECTION 7B: DESCRIPTION OF THE ANTECEDENT**

**Using interview information**, 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  b. Small Group Activity  c. Independent Activity  d. Transition  e. Unstructured Activity  **Additional Considerations**  f. Task too hard  g. Task too easy  h. Task too long  i. Physical Demand  j. Correction/reprimand | If **a, b, c, d or e:**   * Describe setting / activity / context in detail. * What learning supports are available? * What type of reinforcement is available?       If **f, g, h,** or **i**   * Describe task / demand in detail. * Can the student independently perform the task?       If **j :**   * Describe purpose of correction. * Describe the voice tone and volume of the correction. |

**SECTION 7C: DESCRIPTION OF THE CONSEQUENCE**

**Using interview information,** rank order the consequences that appear most likely to maintain the problem behavior in the context identified from interviews completed in section 7A. Ask follow-up questions for consequences ranked #1 & 2.

|  |  |
| --- | --- |
| **Consequences (Rank top 2)** | **Follow-Up Questions – *Be as Specific as possible*** |
| 1. Adult(s) responds through redirection, reteaching behavior, or providing choice and student conference. 2. Peer(s) respond (look at, laugh or talk to student). 3. Obtain specific activity. 4. Obtain specific object. 5. Gain specific sensory input. 6. Adult(s) withhold/Remove interaction. 7. Peer (s) withhold/remove interaction. 8. Specific activity removed. 9. Specific object removed. 10. Specific sensory input removed. | If **1** or **2:**   * Which adults or peers respond? * How did the adults or peers respond?     If **3, 4, or 5 :**   * What specific item, activity or sensory input did the child obtain?   If **6** or **7:**   * From which adults or peers was the child removed?     If **8, 9, or 10** :   * 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 8A: UPDATED SUMMARY**

Complete the Summary Statement below using top ranked responses and follow-up interview responses from corresponding categories.

**TEAMS COMPLETE THIS SECTION**

|  |  |  |  |
| --- | --- | --- | --- |
| **During: (context)**  **Most likely to occur when (setting)** | **When: (antecedent)** | **Student will: (behavior)** | **Because: (consequence)**  **Therefore, the function is to**  **obtain / avoid**  **(circle one)** |

**\*If you initially created a summary statement for Tier 2,**

**Is the summary statement the same as before, or has it changed, been refined?**

**SECTION 9 CONDUCT OBSERVATION to CONFIRM FUNCTION HYPOTHESIS**

**Directions: Observe based on summary statement (clear identification time of day, where is behavior occurring/not occurring, context of activity, is it attention seeking or task difficulty) Who is available to conduct these?**

**Does our summary statement match our A-B-C observations?**

* **Yes**
* **No**

**If not, return to context analysis and ask more detailed questions (refer to the antecedents /setting events ex. specific day of the week, time of the day, etc.) and re-observe.**