

EFFICIENT FUNCTIONAL BEHAVIOR ASSESSMENT

THE FUNCTIONAL ASSESSMENT CHECKLIST FOR TEACHERS AND STAFF

The Efficient Functional Behavior Assessment: FACTS is a brief, semi-structured interview for use in building behavior support plans. The interview should be administered by someone with expertise in function-based support and in interviewing. The FACTS should be administered people (teachers, family, clinicians) who know the student best. For efficient FBA, after completing the FACTS interview a brief, confirmatory observation is completed. The results of the FACTS and the observation are used to build a hypothesis statement. The FACTS can be completed in a short period of time (15-20 min). Efficiency and effectiveness in completing the forms increases with practice.

The interview consists of two parts; Part A is the routines analysis and part B is the functional behavior assessment. The goal of the routines analysis is to isolate routines during which problem behavior reliably does and does not occur. If this information was gathered elsewhere (e.g., a request for assistance form, previous interview), you can skip this part of the interview.

HOW TO COMPLETE PART A

STEP #1: COMPLETE DEMOGRAPHIC INFORMATION

Record the student's name, who was interviewed, and the date the interview was completed. Record as well the name of the person who administered the interview.

STEP #2: COMPLETE STUDENT PROFILE

Ask the person you are interviewing to identify strengths or special attributes the student brings to school. This can include activities the student is especially good at or enjoys and also special qualities (e.g., a great smile). This step is important to (a) help focus on strengths as well as challenges and (b) identify activities that may potentially be used as part of the intervention.

STEP #3: IDENTIFY PROBLEM BEHAVIORS

Obtain a global idea of what the problem behavior is. If there are multiple problem behaviors, of concern, circle the ones of greatest concern.

STEP #4: ROUTINES ANALYSIS

- a) List the times 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.
- b) For each time listed indicate the activity typically engaged in during that time (e.g. small group instruction, math, independent art, transition).

- c) Use the 1 to 6 scale to indicate (in general) which times/activities are most and least likely to be associated with problem behaviors. A "1" indicates low likelihood of problems, and a "6" indicates high likelihood of problem behaviors
- d) Indicate which problem behavior is most likely in any time/activity that is given a rating of 4, 5 or 6.

STEP #5: SELECT ROUTINES FOR FURTHER ASSESSMENT

Examine each time/activity listed as 4, 5 or 6 in the Table from Step #4. If activities are similar (e.g. activities that are unstructured, activities that involve high academic demands, activities with teacher reprimands, activities with many peers and relatively few adults) and have similar problem behaviors treat them as "routines for future analysis".

Select between 1 and 3 routines for further analysis. Write the name of the routine, and the most common problem behavior(s). Within each routine identify the problem behavior(s) that are most likely or most problematic.

For each routine identify in Step #5 complete a FACTS-Part B

HOW TO COMPLETE PART B

STEP #6: IDENTIFY THE TARGET ROUTINE

List the targeted routine and problem behavior from the bottom of the FACTS-Part A. Complete this part of the interview for only one routine at a time. Use multiple Part B forms if multiple routines are identified.

STEP #7: PROVIDE SPECIFICS ABOUT THE PROBLEM BEHAVIOR(S)

Provide more detail about the features of the problem behavior(s). Focus specifically on the unique and distinguishing features, and the way the behavior(s) is disruptive or dangerous.

STEP #8: IDENTIFY EVENTS THAT PREDICT OCCURRENCE OF THE PROBLEM BEHAVIOR(S)

- a) Within each routine, identify the events that reliably predict the problem behavior. Begin by asking at least the three guiding questions listed in the interview. The first question to be asked is, "in this routine (e.g., when asked to work on math in a group), what happens most often just before the problem behavior?" Ask the two follow-up questions for the event or events identified in this first question. For example, if the teacher says that disruptive behavior usually begins when one of the group members tells the target student he is doing something wrong, ask, "If a student said this to the target student 10 times, how often would disruption result?" Also ask, "Does disruption ever happen during group work when no-one corrects him?" The goal of your questions is to increase your confidence that you have isolated the specific antecedent. If, for example the teacher tells you that disruption does happen fairly often when other students do not correct him, this tells you that the specific antecedent is not being told he is doing something wrong—you need to search further.
- b) Once you have identified the specific antecedent, place a check mark in the relevant box and then move to the table below. Ask the indicated follow-up questions to isolate precisely what the triggering event consists of. For example, what do the other students say, is it one specific student?

STEP #9: ARE SETTING EVENTS RELEVANT?

Setting events are things that happen before a problem behavior that make it more likely that an antecedent will trigger the behavior. Sometimes they work by making a consequence more or less valuable. For example, getting in a fight in the morning may make it more likely that a student is defiant when asked to engage in academic work because being in the fight made task avoidance more rewarding. To find out if there is a setting event involved, ask at least two questions. First, does the trigger identified above only lead to the behavior sometimes and if so, can you identify an event that occurs earlier in the day that seems to make it so that that trigger "works" to make the behavior happen? Second, if the answer to that question is yes, is this event present sometimes and absent others? If the event is always present or always absent, then it is not a setting event. It has to occur only sometimes AND, when it does occur, lead to the antecedent triggering problem behavior.

STEP #10: IDENTIFY THE CONSEQUENCES THAT MAY MAINTAIN THE PROBLEM BEHAVIOR

What consequences appear to reward the problem behavior? Consider that the student may get/obtain something they want, or that they may escape/avoid something they find unpleasant.

- a) Begin by asking, when the trigger occurs and the problem behavior happens, what occurs next? Ask specific questions such as, "what do you do?" "what do other students do?" "does anything start or start happening?"
- b) Once you have identified some possible consequences ask follow-up questions to increase your confidence. You can think of this as setting up "test conditions." For example, you could describe a scenario in which the consequence couldn't occur and ask if the behavior would still happen. For example, if the teacher says that disruptive behavior is followed by her attention, ask if the problem behavior would still happen if she was not available. If it would, then it is unlikely that her attention is the important consequence.
- c) Once you have identified the relevant consequence, check the appropriate box. If there seems to be more than one relevant consequence, put the number "1" next to the consequence that you believe is most valued by the student and a "2" next to the one that is the next most important. Then, move to the "specific features of the consequence" box. Use questions in this box to guide you in identifying precisely what features of the consequence are related to problem behavior.

STEP #11: BUILD A SUMMARY STATEMENT

The summary statement indicates the setting events, immediate triggers, problem behaviors, and maintaining consequences. The summary statement is the foundation for building an effective behavior support plan. Build the summary statement from the information in the FACTS. If you are confident that the summary statement is accurate enough to design a plan, move into plan development. If you are less confident, then continue the functional assessment by conducting direct observations.

Use the 1-6 scale to define the extent to which you, the interviewer or the team are "confident" that the summary statement is accurate. Confidence may be affected by factors such as (a) how often the problem behavior occurs, (b) how long you have known the focus person, (c) how consistent the problem behaviors are, (d) if multiple functions are identified, and (e) if multiple behaviors occur together

EFFICIENT FUNCTIONAL BEHAVIOR ASSESSMENT

THE FUNCTIONAL ASSESSMENT CHECKLIST FOR TEACHERS AND STAFF: PART A

Student/Grade: _____ Date: _____

Interviewer: _____ Respondent(s): _____

1. Student Profile: Please identify at least three strengths or contributions the student brings to school.

2. Problem Behaviour(s): Identify problem behaviours

- | | | | |
|---|--|--|------------------------------------|
| <input type="checkbox"/> Tardy | <input type="checkbox"/> Fight/physical aggression | <input type="checkbox"/> Disruptive | <input type="checkbox"/> Theft |
| <input type="checkbox"/> Unresponsive | <input type="checkbox"/> Inappropriate Language | <input type="checkbox"/> Insubordination | <input type="checkbox"/> Vandalism |
| <input type="checkbox"/> Withdrawn | <input type="checkbox"/> Verbal Harassment | <input type="checkbox"/> Work not done | <input type="checkbox"/> Other |
| <input type="checkbox"/> Verbally Inappropriate | <input type="checkbox"/> Self-injury | | |

Describe problem behaviour: _____

3. Identifying Routines: Where, When and With Whom Problem Behaviours are Most Likely.

Schedule (Times)	Activity	Likelihood of Problem Behaviour	Specific Problem Behaviour
		Low High 1 2 3 4 5 6	
		Low High 1 2 3 4 5 6	
		Low High 1 2 3 4 5 6	

4. List of the Routines in order of Priority for Behaviour Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behaviour(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

	Routines/Activities/Context	Problem Behaviour(s)
Routine #1		
Routine #2		
Routine #3		

EFFICIENT FUNCTIONAL BEHAVIOUR ASSESSMENT

THE FUNCTIONAL ASSESSMENT CHECKLIST FOR TEACHERS AND STAFF: PART B

1. Routine/Activities/Context: Which routine (only one) from the FACTS-Part A is assessed?

Routine/Activities/Context	Problem Behaviour(s)

2. Provide more detail about the problem behaviour(s):

What does the problem behaviour(s) look like?

How often does the problem behaviour(s) occur?

How long does the problem behaviour(s) last when it does occur?

What is the intensity/level of danger of the problem behaviour(s)?

3. Antecedents: Triggers and Setting Events

What are the events that predict when the problem behaviour(s) will occur? (Predictors)

Identify the trigger generally:

- In this routine, what happens most often just before problem behaviour?
- If you put this trigger in place 10 times, how often would it result in problem behaviour?
- Does problem behaviour even happen when (opposite of trigger or trigger absent)?

Triggers		
<input type="checkbox"/> Tasks	<input type="checkbox"/> Reprimands	<input type="checkbox"/> Transitions
<input type="checkbox"/> Unstructured time	<input type="checkbox"/> Structured-non-academic activities	<input type="checkbox"/> isolated, no-one around

Identify specific features of the trigger

If tasks (e.g., group work, independent work, small-group instruction, lecture)...	Describe the task in detail (e.g., duration, ease of task for student), what features of it likely are aversive to the student and why is this hypothesized?	
If unstructured time...	Describe the setting, activities and who is around.	
If reprimand...	Describe who delivers the reprimand, what is said, and what purpose of the correction is	
If structured, non-academic activities	Describe the context, who is around, what activities are going on, what behaviours are expected/	
If transitions	Describe the activity that is being terminated and the one that is being transitioned to. Identify whether any of the activities are highly preferred or non-preferred, which are structured versus non-structured.	
If isolated	Where did the behaviour occur? What features of the environment might be relevant?	

4. Are setting events relevant?

- a) Is there something that, when present makes it more likely that the trigger identified above sets off the behaviour?
- b) If yes, is this event present sometimes and absent others? Does the behaviour occur only when the event is present?

Setting Events		
<input type="checkbox"/> Correction/failure in previous class	<input type="checkbox"/> Conflict at home	<input type="checkbox"/> Hunger
<input type="checkbox"/> Peer conflict	<input type="checkbox"/> Correction from adult earlier in day	<input type="checkbox"/> Lack of sleep
<input type="checkbox"/> Change in routine	<input type="checkbox"/> Homework/assignment not completed	<input type="checkbox"/> Medication (missed or taken)

5. Consequences

What consequences appear most likely to maintain the problem behaviour(s)?

Identify the consequences generally

- a) What do you do? What do other students do? What activities happen or stop happening?
- b) Narrow it down: Take each consequences identified above:
 - i. Would the behaviour still happen if that consequence couldn't occur (e.g., if peer attention, no other students were around?; if your attention, would the behaviour still occur if you were not around? If escape, would the behaviour still occur if the task was easier?
 - ii. Of the last 10 times you saw the behaviour, how often did this consequence occur?

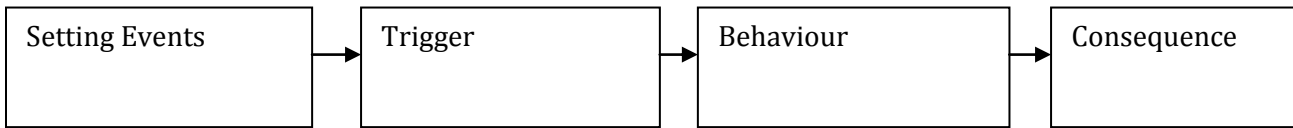
Things that are obtained	Things avoided or escaped from
<input type="checkbox"/> adult attention <input type="checkbox"/> peer attention <input type="checkbox"/> activity <input type="checkbox"/> money/things <input type="checkbox"/> other:	<input type="checkbox"/> hard tasks <input type="checkbox"/> reprimands <input type="checkbox"/> peer negatives <input type="checkbox"/> physical effort <input type="checkbox"/> adult attention <input type="checkbox"/> other:

Identify specific features of the consequences

Identify specific features of the consequence		
If adult or peer attention is obtained or avoided.	Define who delivers attention, what they say, and how long the attention typically lasts. What does the student do following this attention – is their back-and-forth that occurs? Does behavioural escalation occur?	
If an activity or request follows or is removed	Describe the specific activity including who else is present, what the activity consists of, and how long it lasts.	
If tangible items are obtained or removed	Describe the specific item(s) obtained including who else is present and how long the student has access to the item.	
If sensory stimulation possibly occurs or is removed	Describe the context, who is around, what activities are going on, what behaviours are expected?	

6. Summary of Behaviour

Identify the summary that will be used to build a plan of behaviour support.



How confident are you that the Summary of Behaviour is accurate?

Not very confident 1	2	3	4	5	Very Confident 6
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