Purpose

The Functional Assessment Checklist for Teachers and Staff (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 completed by people who know the student best (e.g. teachers, family members, clinicians). 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 (FBA). The goal of the routines analysis is to isolate routines during which problem behavior 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. FBA is a systematic data collection process to develop a Summary of Behavior identifying: (a) the function of the student behavior and (b) a detailed understanding of the specific environmental variables that trigger the problem behavior (antecedents) and maintain the problem behavior (consequences). It is essential that our Summary of Behavior is sufficiently detailed so that we can develop specific interventions based on the information that we collect in the FBA.

Behavior support planning occurs best using a team process. It is recommended that a school develop an individual behavior support planning team that meets frequently to identify, design, implement, and monitor behavior supports for students that exhibit behavioral problems. Recommended participants involved on an individual student's behavior support planning team include (a) a team member with expertise in behavior (frequently the school psychologist, special education teacher, or behavioral specialist), (b) school administrator, (c) those staff members (general education, special education, assistants, etc.) who regularly work with the student, (d) parent, guardian, or family member, and (e)student (if appropriate).

Completing FACTS (Part A)

Step #1: Student Strengths

When conducting a FACTS interview, always start with the student strengths. Begin with a focus on positive skills and attributes of the student.

Step #2: Routine Analysis

During the FACTS interview, determine where, when, and with whom problem behaviors are most likely
- Time: List the times that define changes in the student's daily schedule. Include subject changes, changes in classes, transitions, lunch, before school, and adapt for complex schedule features (e.g. odd/even days).
- Activity & Staff: Identify the activity or routine (e.g. small group instruction, math, transition) during each time identified and the staff involved.
- Likelihood of Problem Behavior: Rate the likelihood of problem behavior during each time/activity/routine on the 1 to 6 scale provided.

- <u>Problem Behavior:</u> Indicate the specific problem behavior(s) that occur during each time with a rating of 4, 5, or 6.
- <u>Current Intervention:</u> Indicate any interventions currently in place for the problem behavior during that time.

Step #3: Prioritize Routines

1. First, identify those routines with the highest ratings (5 or 6 in the Routines Analysis)
2. Select between 1 to 2 routines for further analysis and prioritize which routine to begin the assessment with. Write the name of the highest priority routine and the most common problem behavior(s) during that routine in Routine #1.
3. Do the same for Routine #2.
4. Select the single most prioritized routine to focus on, which will be used in FACTS-Part B, Step #1.

Since the function of problem behavior often varies across different environments and settings, it is essential that we always focus on behavior within the context of a routine. In some cases, it may be possible to combine multiple routines, but <u>only when the structure and demands within the routine are very similar.</u>

Step #4: Identify Problem Behaviors for Prioritized Routines

Now, focus on the single routine you have prioritized. Check those behaviors that occur in the target routine and then rank order the top 3 most concerning problem behaviors in the routine. Provide a brief description of exactly what the behavior <u>looks like</u> when the student engages in these behaviors. This definition should be so clear that you could clearly identify when the behavior does and does not occur.

Step #5: Determine Frequency and Duration of Problem Behavior

Ask the interviewee to estimate the how often and/or how long the problem behavior occurs within the target routine. In addition, ask for supporting data or evidence.

Step #6: Determine Severity of Problem Behavior

Ask the interviewee if the student engages in behaviors that pose a danger to themselves or others. Dangerous behaviors may include (but are not limited to): hitting, fighting, biting, punching, throwing dangerous objects, etc.

*If the student displays unsafe behaviors (i.e. behaviors that may injure self or others) a crisis plan should be developed. This plan should be aligned with district and state policy and support the school or district safety plan.

Completing FACTS (Part B)

Step #1: Identify the Target Routine

List the prioritized target routine and problem behavior as selected from FACTS-Part A (Step #3). The FACTS-Part B will only focus on this single routine. If multiple routines are identified, use a separate FACTS-Part B form for each routine.

Step #2: Determine Antecedent(s) to Problem Behavior

When asking about antecedents remember to do the following:
   a. Remind the respondent that you are only talking about the target routine
   b. Have the person initially check all antecedents in the list that apply
   c. Then, have the person rank order the 2 strongest predictors from those selected

Follow-up Questions
After identifying the strongest predictor(s) ask the follow-up question(s) coinciding with the letter of the item(s) rank ordered #1 and #2.

Before moving on with the interview, ask yourself the following about the antecedent response:
1. Are there further follow-up questions I should ask to get a clearer understanding of what triggers the problem behavior?
2. Is the antecedent clear enough that I can identify specific environmental changes that should prevent the problem behavior?

The provided follow-up questions should not be considered a complete list. It is the job of the interviewer to ask the additional follow-up questions necessary to obtain the clearest understanding of the antecedents triggering the problem behavior. You as the interviewer should have a clear enough understanding of the antecedents to be able to make changes to, or eliminate, the triggers and make the student need for the problem behavior irrelevant.

Step #3: Determine Consequences of Problem Behavior

When asking about the consequences remember to do the following:
a. Remind the respondent that you are only talking about the target routine
b. Have the person initially check all consequences in the list that apply
c. Then, have the person rank order the 2 strongest consequences form those selected

Follow-up Questions
After identifying the strongest consequence(s) ask the follow-up question(s) coinciding with the letter of the item(s) rank ordered #1 and #2.

Before moving on ask yourself the following questions about the consequence response:
1. Are there further follow-up questions I should ask to get a clearer understanding of what consequences are maintaining the problem behavior?
2. Are the consequences and function of behavior clear enough that I can understand how the problem behavior is paying off for the student?
3. When considering the antecedent and consequences together, do they make sense?

The provided follow-up questions should not be considered a complete list. It is the job of the interviewer to ask the additional follow-up questions necessary to obtain the clearest understanding of the consequences maintaining the problem behavior. You as the interviewer should feel that you understand how the problem behavior is functional in paying off for the student in getting a desired outcome.

Step #4: Determine Setting Events

When asking about setting events remember to do the following:
a. Remind the respondent that you are only talking about the target routine
b. Have the person initially check all setting events in the list that apply
c. Then, have the person rank order the 3 strongest setting events form those selected

Remember that setting events do not usually occur in the immediate routine or environment. Since setting events often happen at home or previously in the school day, it is not uncommon for teachers to be unsure of setting events.

Follow-up Questions

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

You may want to follow-up with a student interview for more information on setting events.

Step #5: Summarize the Interview and Behavior

After completing the setting events, tell the person you are interviewing that you will need a couple of minutes to review their responses and form the Summary of Behavior.

The Summary of Behavior combines all of the information gathered in the FACTS-Part B. To complete each of the boxes in the Summary of Behavior take the information from the corresponding boxes from about in the FACTS-B form.

- Antecedents – Write the **highest ranked item** from the Antecedents category (Part B, Step #2) and provide additional details provided through the follow-up questions.
- Problem Behaviors – Write in the description of problem behavior identified in the Identifying the Target Routine box at the top of the page (Part B, Step #1)
- Consequences – Write the **highest ranked item** from the Consequences category (Part B, Step #3) and provide additional details from the follow-up questions.
- Setting Events – Write the **highest ranked item** from the Setting Events category (Part B, Step #4) from above and provide additional details from the follow-up questions.

Step #6: Verify Summary of Behavior

After completing the Summary of Behavior, read the summary back to the respondent according to the following format:
- "During <insert target routine>, <insert student name> is likely to <insert problem behaviors> when he is <insert details of antecedent conditions that trigger behaviors>, and you believe that he does this to <insert details of the consequences/function>."

Ask the person interviewed, "Do you agree with this Summary of Behavior or is there anything you would like to add or change?"

Step #7: Rate the Accuracy of the Summary of Behavior

Lastly, ask the person interviewed to rate the extent they believe the Summary of Behavior is accurate on the provided 6 point scale.

After the interview with Staff:
After the staff interview look at the Summary of Behavior and answer the following questions.
1. Are you confident enough in the Summary of Behavior to move on to observing the behavior?
2. Do you feel that you need to interview someone else to get more information before observing?