

# **Functional Behavioral Assessment & Function-Based Intervention**

## **Activities Packet**

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## Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Student: Shane Grade 8<sup>th</sup> Date: Today, 20--  
 Staff Interviewed: Mr. Torborg Interviewer: \_\_\_\_\_

**Student Strengths:** Identify at least three strengths or contributions the student brings to school.

*Academic strengths* - Reading skills are adequate, very good in keyboarding & like computers  
*Social/Recreational* - Good at sports, athletic, knowledgeable of music, well liked by peers, popular  
*Other* - Good sense of humor, usually respectful

**ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.**

Time	Activity & Staff Involved	Likelihood of Problem Behavior	Specific Problem Behavior	Current Intervention
8:30-8:40	HomeRm Mrs. K	Low 1 <u>2</u> 3 4 5 6 High	Late to class	Send to office
8:40-9:40	Math Mr. T	1 2 3 4 5 <u>6</u>	Refuses to work, does not follow directive, disruptive	
9:40-10:40	Language Arts Mrs. K	1 2 <u>3</u> 4 5 6	Doesn't participate, work not done, talks to peers	
10:40-10:55	Keyboarding Ms. P	<u>1</u> 2 3 4 5 6	No problem	
10:55-11:40	Computer- Ms. P Science - Mr. T	<u>1C</u> 2 3 4 <u>S5</u> 6	S -Refuses to work, does not follow directive, disruptive	S - Send to office
11:40-12:00	Lunch - Mr. J	<u>1</u> 2 3 4 5 6	None	
12:00-12:20	Recess - Mr. J	1 <u>2</u> 3 4 5 6	Argument w/ peer once, verbal harassment	
12:20-1:20	US History - Mr. H	1 2 3 <u>4</u> 5 6	Doesn't participate, work not done, talks to peers	
1:20-2:20	P.E. - Mr. V	1 <u>2</u> 3 4 5 6	None	
		1 2 3 4 5 6		

**List the Routines in order of Priority for Behavior 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 behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

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

**BEHAVIOR(s):** Rank order the top priority problem behaviors occurring in the targeted routine above:

<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"/> Self-injury	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other _____

Describe prioritized problem behavior(s) in observable terms: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What is the frequency of the Problem Behavior in the targeted routine (# x's /day or hour)?	
What is the duration of the Problem Behavior in the targeted routine (in seconds or min)?	
Does the Behavior Escalate?	Y N If Yes, complete the Behavior Escalation worksheet

### **Activity 1: Top Priority, Frequency, Duration, & Escalation**

With a partner role-play using the FACTS Part-A form on the previous page & the script below.

- A. List the Routines in Order of Priority
- B. Then, have the interviewee rank the top priority of the problem behaviors occurring in the targeted routine.
- C. Ask them to provide you with an estimate of how frequent the behavior occurs in the targeted routine.
- D. Ask the duration (how long) of the problem behavior in the targeted routine.

#### ***Script for Mr. T, Shane's Teacher***

##### ***INTERVIEWER - Prompt from FACTS: Behaviors: Rank order the top priority***

***INTERVIEWEE*** - "Based on this list here I would say the behaviors I see Shane do are: Tardy, Unresponsive, Inappropriate Language, Verbal Harrassment, Disruptive, Insubordination and Work not Done. I would say that Priority #1 is Unresponsive, #2 is Insubordination and #3 is Work Not Done."

##### ***INTERVIEWER - Prompt from FACTS: Observable Definition***

***INTERVIEWEE*** - "When Shane is unresponsive and insubordinate he is usually doodling and putting his head down, refusing to look at the board or me when I'm talking to him. He ignores my directives and instruction, refuses to follow directions and talks back to me saying things like "leave me alone", "quit bugging me" or yelling "I don't know", and walking out of class"

##### ***INTERVIEWER - Prompt from FACTS: Frequency & Duration***

***INTERVIEWEE*** - "The frequency of Shane's problem behavior is at least 4 out of 5 days. When the behaviors start they can last anywhere from 10 s to 10 min."

##### ***INTERVIEWER - Prompt from FACTS: Escalation***

***INTERVIEWEE*** - "Behavior does escalate"

**Activity 2: FACTS Part A**  
**Review FACTS Part A**

1. Read through the FACTS Part A on the next page.
2. Discuss with a partner the information from FACTS Part A & any initial thoughts, trends or hypotheses noticed.

**Activity 3 & 4: FACTS Part B**  
**Identifying Antecedents, Consequences & Setting Events**

3. With a partner, present the question from FACTS Part B to your partner as directed:
  - a. Antecedent
  - b. Consequence
  - c. Setting Event
4. Listen to the Video FACTS interview & complete the corresponding portion of the FACTS Part B (p. 5) according to the teacher's responses
5. Identify any additional follow-up questions you would have

**Activity 5: FACTS Part B**  
**Summary of Behavior**

6. Use the information from the FACTS Part B from the interview to complete the Summary of Behavior at the bottom of the page
7. With a partner, read your summary of behavior to your partner.
8. Next, ask your partner the question about the confidence rating and score it on your form.

## Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Student: AT Grade 3<sup>rd</sup> Date: April 9-13, 2009  
 Staff Interviewed: Mrs. P (GenEd) & Mrs. C (SpEd) Interviewer: Chris B

**Student Strengths:** Identify at least three strengths or contributions the student brings to school.

Academic strengths - Learns things quickly, working 1:1 w/ adults, stronger in math & loves writing

Social/Recreational - Leader, makes friends easily, very popular

Other – she’s honest about choices, wants to do better and be successful

**ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.**

Time	Activity & Staff Involved	Likelihood of Problem Behavior	Specific Problem Behavior	Current Intervention for the Problem Behavior
8:45-9:00	Breakfast/Check-In Mrs. Blue	Low 1 2 <input checked="" type="checkbox"/> 4 5 6 High	Laughing, Loud, Riling up other kids	
9:00-9:30	Morning Work Mrs. Pink	1 2 3 <input checked="" type="checkbox"/> 5 6	Loud entrance, Work refusal, out of seat	Sit at table by self, give partner
9:30-10:10	Spelling/Writing Mrs. Pink	1 <input checked="" type="checkbox"/> 3 4 5 6		
10:10-11:15	SPED-Reading & Writing Mrs. Cyan	1 2 3 <input checked="" type="checkbox"/> 5 6	Work refusal & distracting	
11:15-11:45	Reading (Gen Ed) Mrs. Pink	1 2 3 4 5 <input checked="" type="checkbox"/> 6	Work refusal, out of seat, distracting, crawl on floor, throw things	Sit close to teacher
11:45-12:15	Title I Reading Mrs. Lavendar	1 <input checked="" type="checkbox"/> 3 4 5 6		
12:15-12:30	Reading (Gen Ed) Mrs. Pink	1 2 3 4 5 <input checked="" type="checkbox"/> 6	Make known she’s back, work refusal	
12:30-1:15	Recess/Lunch Mrs. Rose	1 2 3 4 <input checked="" type="checkbox"/> 6	Not listening, wants more attn, horseplay	
1:15-1:45	Specials (PE/Mus/Lib)	1 <input checked="" type="checkbox"/> 2 3 <input checked="" type="checkbox"/> 5 6	Lib – off task, disruptive, rolls eyes	Stand next to her
1:45-2:15	SpEd Math Mrs. Cyan	1 2 3 <input checked="" type="checkbox"/> 5 6		
2:15-3:15	Math Mrs. Pink	1 <input checked="" type="checkbox"/> 3 4 5 6		

**List the Routines in order of Priority for Behavior 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 behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

Routine #	Routines/Activities/Context	Problem Behavior(s)
Routine # 1	Reading – Gen Ed setting	Distracting others, throwing things, chasing, crawling on floor
Routine # 2	Recess	Not following directions, horsing around w/ other students

**ROUTINE: Reading (Gen Ed Setting) – Mrs. Pink**

**BEHAVIOR(s): Rank order the top priority problem behaviors occurring in the targeted routine above:**

<input checked="" type="checkbox"/> Tardy	<input checked="" type="checkbox"/> Fight/physical Aggression	<input checked="" type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input checked="" type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Self-injury	<input checked="" type="checkbox"/> Verbal Harassment	<input checked="" type="checkbox"/> Work not done	<input type="checkbox"/> Other _____

**Describe prioritized problem behavior(s) in observable terms:** Late returning from ERC; In class -- lollygagging, get frequent drinks, picking out a book, ignore directions, “I don’t know how” --- verbal harassment to others “you stink”, make fun of what they wear, “fat pig” --- threaten to fight, chase kids around room, stick out foot to trip peers

What is the frequency of the Problem Behavior in the targeted routine (# x’s/day or hour)?	Every 8-10 min
What is the duration of the Problem Behavior in the targeted routine (in seconds or min)?	Until noticed
Does the Behavior Escalate?	Y <input checked="" type="checkbox"/> N
If Yes, complete the Behavior Escalation worksheet	

## Functional Assessment Checklist for TEACHERS & STAFF (FACTS-Part B)

**Identify the Target Routine:** Select ONE of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable
Reading – Gen Ed setting Mrs. Pink	Work refusal/ avoidance, Distracting others, throwing things, chasing, crawling on floor

**ANTECEDENT(s):** Rank Order the strongest triggers/predictors of problem behavior in the routine above.  
Then ask corresponding follow-up question(s) to get a detailed understanding of triggers ranked #1 & 2.

Environmental Features (Rank order strongest 3)	Follow Up Questions – <u>Get as Specific as possible</u>
<input type="checkbox"/> a. task too hard <input type="checkbox"/> g. large group instruction <input type="checkbox"/> b. task too easy <input type="checkbox"/> h. small group work <input type="checkbox"/> c. bored w/ task <input type="checkbox"/> i. independent work <input type="checkbox"/> d. task too long <input type="checkbox"/> j. unstructured time <input type="checkbox"/> e. physical demand <input type="checkbox"/> k. transitions <input type="checkbox"/> f. correction/reprimand <input type="checkbox"/> l. with peers <input type="checkbox"/> Other _____ <input type="checkbox"/> m. isolated/ no attn describe _____	<b>If a,b,c,d or e</b> - describe task/demand in detail _____ <b>If f</b> - describe purpose of correction, voice tone, volume etc. _____ <b>If g, h, I, j or k</b> - describe setting/activity/content in detail _____ <b>If l</b> – what peers? _____ <b>If m</b> – describe - _____

**CONSEQUENCE(s):** Rank Order the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. The ask follow-up questions to detail consequences ranked #1 & 2.

Consequences/Function	As applicable -- Follow Up Questions – <u>Get as Specific as possible</u>
<input type="checkbox"/> a. get adult attention <input type="checkbox"/> b. get peer attention <input type="checkbox"/> c. get preferred activity <input type="checkbox"/> d. get object/things/money <input type="checkbox"/> e. get other, describe _____  <input type="checkbox"/> f. avoid hard tasks/failure <input type="checkbox"/> g. avoid undesired task/activity <input type="checkbox"/> h. avoid physical effort  <input type="checkbox"/> i. avoid peer negatives <input type="checkbox"/> j. avoid adult attention <input type="checkbox"/> k. avoid reprimands <input type="checkbox"/> l. avoid/escape other, describe _____	<b>If a or b</b> -- Whose attention is obtained? _____ How is the attention provided? _____ <b>If c or d</b> -- What specific item or activity is obtained? _____  <b>If f, g or h</b> – Describe specific task/ activity avoided? _____ Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area (be precise)? _____ _____ Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N <b>If i, j or k</b> -- Who is avoided? _____ Why avoiding this person? _____

**SETTING EVENT(s):** Rank Order any events that happen outside of the immediate routine (at home or earlier in day) that commonly make problem behavior more likely or worse in the routine above.

hunger     conflict at home     conflict at school     missed medication     illness     failure in previous class  
 lack of sleep     change in routine     homework not done     not sure     Other \_\_\_\_\_

### SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
<b>SETTING EVENTS</b>		
<b>How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?</b>		
Not real sure		100% Sure/No Doubt
1	2	3
	4	5
		6