

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

Student: Shane Grade 8th Date: Nov. 12th 200-
 Staff Interviewed: Mr. Torborg Interviewer: Chris B

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 <input checked="" type="radio"/> 2 3 4 5 6 | Late to class | Send to office |
| 8:40-9:40 | Math Mr. T | 1 2 3 4 5 <input checked="" type="radio"/> 6 | Refuses to work , does not follow directive, disruptive | |
| 9:40-10:40 | Language Arts Mrs. K | 1 2 <input checked="" type="radio"/> 3 4 5 6 | Doesn't participate, work not done, talks to peers | |
| 10:40-10:55 | Keyboarding Ms. P | <input checked="" type="radio"/> 1 2 3 4 5 6 | No problem | |
| 10:55-11:40 | Computer-Ms. P Science - Mr. T | <input checked="" type="radio"/> 1 2 3 4 <input checked="" type="radio"/> 5 6 | S -Refuses to work , does not follow directive, disruptive | S – Send to office |
| 11:40-12:00 | Lunch – Mr. J | <input checked="" type="radio"/> 1 2 3 4 5 6 | None | |
| 12:00-12:20 | Recess – Mr. J | 1 <input checked="" type="radio"/> 2 3 4 5 6 | Argument w/ peer once, verbal harassment | |
| 12:20-1:20 | US History – Mr. H | 1 2 3 <input checked="" type="radio"/> 4 5 6 | Doesn't participate, work not done, talks to peers | |
| 1:20-2:20 | P.E. – Mr. V | 1 <input checked="" type="radio"/> 2 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 | Math – given math work or directive - Mr. T | Refuses to work , does not follow directive, doodling, disruptive, yells at teacher |
| Routine # 2 | Science – given science work or directive, especially labs - Mr. T | Refuses to work , does not follow directive, disruptive, yells at teacher |
| Routine # 3 | U.S. History, large group instruction – Mr. H | Doesn't participate, work not done, talking to peers |

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

| | | | |
|--|--|---|--------------------------------------|
| <input checked="" type="checkbox"/> Tardy | <input type="checkbox"/> Fight/physical Aggression | <input checked="" type="checkbox"/> Disruptive | <input type="checkbox"/> Theft |
| <input checked="" type="checkbox"/> Unresponsive | <input checked="" type="checkbox"/> Inappropriate Language | <input checked="" 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: _____
Doodling and head down, not looking at board, ignoring teacher directives and instruction, talking back to the teacher, refusing to follow teacher directives, talking back to teacher, "leave me alone", yelling "I don't know", walking out of class.

| | |
|--|--|
| What is the frequency of the Problem Behavior in the targeted routine (# x's /day or hour)? | 4/5 days |
| What is the duration of the Problem Behavior in the targeted routine (in seconds or min)? | 10 s – 10mn. |
| Does the Behavior Escalate? | <input checked="" type="radio"/> Y <input type="radio"/> 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 |
|---|---|
| Math – given math work or directive - Mr. T | Refuses to work , doodling, does not follow directive, disruptive, yells at teacher |

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 – Get as Specific as possible |
|--|---|
| 1 <u>X</u> a. task too hard 3 <u>X</u> g. large group instruction ___ b. task too easy ___ h. small group work ___ c. bored w/ task ___ i. unstructured time ___ d. task too long ___ j. transitions ___ e. physical demand ___ k. isolated/limited attn 2 <u>X</u> f. correction/reprimand <u>X</u> l. with peers ___ m. Other, describe _____ | If a,b,c,d or e - describe task/demand in detail <u>any basic math word problem if asked to do it individually, or on the board – homework is never completed</u> If f - describe <u>purpose</u> of correction, voice tone, volume etc. <u>I ask him to do work or tell him he needs to quit drawing</u> If g, h, I, j or k - describe setting/activity/content in detail _____ If l – what peers? _____ |

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 – Get as Specific as possible |
|---|--|
| ___ a. get adult attention ___ b. get peer attention 4 <u>X</u> c. get preferred activity ___ d. get object/things/money ___ e. get other, describe _____ | If a or b -- Whose attention is obtained? _____ How is the attention provided? _____ |
| ___ f. avoid hard tasks/failure <u>X</u> g. avoid undesired task/activity ___ h. avoid physical effort | If c or d -- What specific items or activities are obtained? _____ |
| ___ i. avoid peer negatives 2 <u>X</u> j. avoid adult attention 3 <u>X</u> k. avoid reprimands ___ l. avoid/escape other, describe _____ | If f, g or h – Describe specific task/ activity avoided? _____ <u>Math - any basic math word problem</u> Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area (be precise)? <u>Student may not know multiplication or division facts and relies on fingers for addition/subtraction, seems to struggle w/ reading</u> Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? <u>Y</u> N |
| | If i, j or k -- Who is avoided? _____ teacher Why avoiding this person? Looking dumb in front of peers |

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 2 <u>X</u> failure in previous class ___ lack of sleep ___ change in routine 1 <u>X</u> 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 |
|--|---|--|
| Difficult math tasks, any word problems and most math operations problems -- particularly problematic if asked to go to front of the board SETTING EVENTS Homework not done | Refuses to work , doodling, does not follow directive, disruptive, yells at teacher | 1. Avoid math task – word problems; not fluent with basic math facts, struggles w/ reading Doodling, work refusal, Sent to office |
| How likely is it that this Summary of Behavior accurately explains the identified behavior occurring? | | |
| Not real sure 1 | 2 | 3 |
| 4 | 5 | 6 100% Sure/No Doubt |

Behavior Escalation Worksheet

Student Shane Date November 15th, 200-

School Multnomah Middle School

Worksheet Completed By Chris B & Mr. Torborg

Students who commonly escalate behavior often exhibit a predictable series of behaviors that can signal more severe behaviors. Complete the escalation continuum below for the target student, identifying behaviors according to intensity level and the extent that the behaviors are likely to precede more intense behaviors for the identified student.

Example of an Escalation Continuum for a hypothetical student

Lower Intensity/
More predictable
Higher Intensity/
Less predictable

Whining, talking out
Tapping on desk
Tantrumming
noncompliance
Tearing up papers
Verbally threatening
Physical
Aggression

Escalating Student Behavior

