Practical Functional Behavioral Assessment Training Manual for School-Based Personnel

Practical FBA

PARTICIPANT'S GUIDEBOOK

Modified for Presentation at the

32th Annual Northwest PBIS Conference

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Functional Behavioral Assessment and Positive Behavior Support

Functional Behavioral Assessment has been recommended as an effective proactive technology that should be used at the first signs of misbehavior[1]. FBA has been established as a systematic, evidence-based process for assessing the relationship between a behavior and the context in which that behavior occurs[2]. A primary goal of FBA is to guide the development of effective positive interventions based on the function of the behavior (e.g., tangible, escape, attention, automatic)[3]. Interventions based on an FBA result in significant change in student behavior.[4] Thus, an FBA is "critical to the design and successful implementation of positive behavioral interventions"[5].

School professionals trained to conduct Practical FBAs may strengthen a school's capacity to utilize research-based FBA technology in a pro-active manner.

FBA has been described as a preventative practice within schools across the three levels of the prevention model for School wide Positive Behavior Support (SWPBS)[6]. At the primary (or universal) prevention level, FBA can be utilized as a collaborative school-wide practice to predict common problems and to develop interventions at the school level. At the secondary (or targeted group) prevention level, FBA involves simple and realistic team-driven assessment and intervention strategies aimed at students with mild to moderate behavior problems. Finally at the tertiary (or intensive) prevention level, FBA is considered a complex, time-consuming, and rigorous process focused on students with more chronic, intensive behavior problems for whom primary and secondary level interventions were unsuccessful. Students that exhibit serious problem behaviors in school (about 5% of school population) require an extensive FBA process led by an individual well-versed in behavioral principles (e.g., school psychologist, behavior specialist).

The logic behind the Practical FBA training resides with the idea that students that exhibit consistent minor problem behaviors (10-15% of the school population) benefit from basic and less intrusive FBA procedures that may be conducted by a school professional (e.g., counselor, administrator). Practical FBA presents and applies the FBA technology for use by school personnel in a proactive manner.

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[1] Scott et al., 2003; Sugai et al., 2000.

[2] Blair, Umbreit, & Bos; 1999; Carr et al., 1999; Lee, Sugai, & Horner, 1999.

[3] Horner, 1994

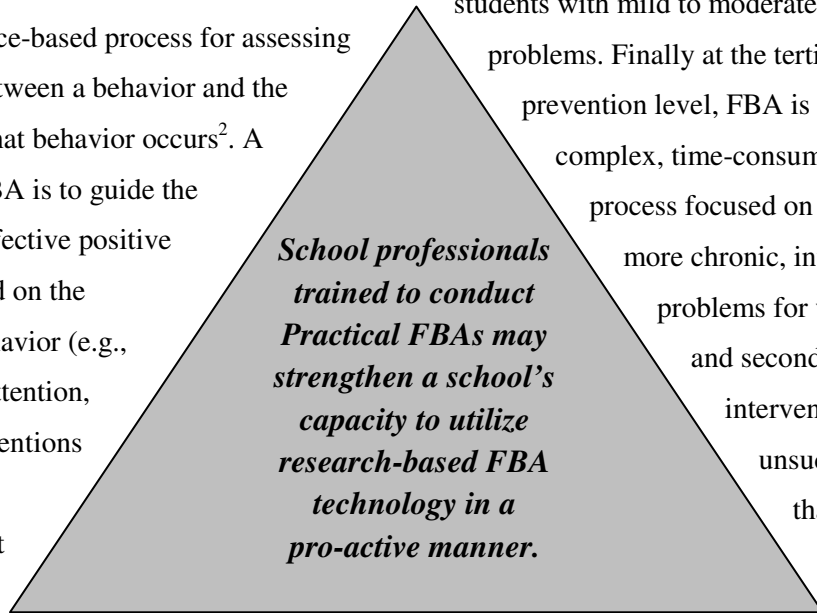[4] Carr et al.., 1999; Ingram, Lewis-Palmer, & Sugai, 2005

[5] Watson & Steege, 2003, p.20

[6] Scott & Caron, 2005

Purpose of the Participant's Guide

This participant's guide presents specific procedures for school-based personnel to conduct practical functional behavioral assessments (FBA). Practical FBA training methods presented in this workbook are designed to train school-based personnel with flexible roles in a school (i.e. personnel not directly responsible for providing regular instruction for students).

The Practical FBA training methods are specifically designed for use with students that exhibit consistent problems that are **not dangerous and have not been adequately addressed through previous assessment and intervention**.

When used early for students identified at-risk for serious behavioral problems, Practical FBA methods may prevent the escalation of student behaviors that, if left untreated, may require more intrusive methods.

For example, Practical FBA methods would be appropriate for a student who is calling other students names during academic instruction on a daily basis. However, the Practical FBA methods would not be sufficient for use with a student who strikes others or engages in self-injurious behaviors during a number of routines throughout the school day.

For students that exhibit complex or dangerous behavioral problems school personnel should <u>contact a behavior specialist in your school or district</u> who is trained to conduct FBA's for students with more challenging behaviors.

Practical FBA Methods may be used with students who:	Practical FBA Methods are **<u>NOT</u>** sufficient for use with students who:
Exhibit high frequency behaviors that are NOT dangerous (e.g., talking out, running, not following directions, not completing work) Have received interventions that did not improve behavior. Exhibit behaviors that occur in 1 to 2 school routines (e.g., specific classrooms/activities, lunch, recess)	Exhibit dangerous behaviors (e.g., hitting, throwing objects, property destruction) Exhibits behaviors in 3 or more school routines.

Intended Use of the Participant's Guide

The activities within this workbook are designed to be used by school-based professionals (e.g., counselors, administrators) as they are guided through the Practical FBA Training procedures provided by an individual well-versed in functional behavioral assessment and behavioral analytic principles (e.g., school psychologists, behavior specialists).

This participant's guide is __*NOT*__ meant to be used as a self-instructional handbook. This guide is designed to match with key points from the presentation activities of the Practical FBA Training. The tools and procedures in the appendices of this workbook can be used after the training to guide trained school-based professionals.

Format of the Participant's Guide

Each of the 4 training sessions will include the following elements:

Objectives: Content and skills participants will learn during the session.

Review: Review content from the previous session.

Activities: Practice opportunities to better understand content and develop skills.

Checks for Understanding & Comments/Questions
After new content has been taught and practiced, activities to check for understanding or identify points that need to be discussed and practiced further. (Please submit to the trainer at end of each session)

Key Points from each session.
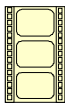
Presentation Slides: Slides presented in each session can be inserted behind this page.

Practical FBA

Focus of this training series

Practical FBA vs Comprehensive FBA

	Practical FBA	Comprehensive FBA
For:	Students with mild to moderate problem behaviors (behaviors that are NOT dangerous or occurring in many settings)	Students with moderate to severe behavioral problems; may be dangerous and/or occurring in many settings
What:	Relatively simple and efficient process to guide behavior support planning	Time-intensive process that also involves archival records review, family-centered planning, and collaboration with agencies outside of school
Conducted by whom:	School-based personnel (e.g., teachers, counselors, administrators)	Professionals trained to conduct functional assessments with students with severe problem behaviors (e.g., school psychologists, behavior specialists)

Practical FBA process

D.A.S.H.

Today's Training

Define behavior in observable & measurable terms

Session #2

Ask about behavior by interviewing staff & student

-specify routines where & when behaviors occur

-summarize where, when, & why behaviors occur

See the behavior   Session #3

-observe the behavior during routines specified

-observe to verify summary from interviews

Hypothesize: a final summary of where, when & why behaviors occur   Session #4

Part 3: Observing & Summarizing Behavior

By the end of this training session you will be able to:

1. Utilize information obtained from FACTS interviews to plan for observations.

2. Observe students within routines identified by the FACTS.

3. Observe to test the Summary of Behavior obtained from FACTS interviews.

4. Practice using ABC Recording Form.

ABC Observation

Observe the student during routines identified by FACTs summary statement

Purpose:

1. Confirm the accuracy of the teacher interview summary of behavior

2. Identify antecedents and consequences/outcomes that the teacher may have overlooked

3. Verify the function of the student's behavior

4. Develop the most accurate Summary Statement for intervention development

Frequently Asked Questions (FAQ's) About ABC Observations

Q: What if the behavior doesn't occur while I'm there?

A: Schedule another time to observe during the identified routine.

– If there is still no behavior occurring, may want to interview staff again to obtain more information

Q: Where do I sit when I enter the room?

A: Enter the room quietly, not interacting with students

– Sit near enough to the student to see & hear, but not so close that it is obvious you are watching him or her.

Q: What if the student or students ask why I am there?

A: You can tell them you are there to watch their class.

Q: How many times should I observe the student in the routine?

A: Observe until you are convinced (about 5 to10 occurrences of behavior OR 3 to 1 ratio of occurrences verifying FACTS summary).

-You may have to go in on more than one day or period….but make sure you are going during identified routine.

Q: How long should I observe for?

A: This should be based on the FACTS interview results

- About 15-20 minutes per routine is acceptable.

- You want to observe until you are convinced (e.g. record at least 5 problem behaviors to establish a pattern)

ABC Recording Form (Appendix C)

- Designed to be individualized for the student you will be observing based on FACTS results

- Complete all of the information at top of the form before the observation.

Before the Observation:

1. Complete the <u>shaded portion</u> based on the <u>FACTS summary</u>.

2. Schedule observation <u>during routine</u> (time/place) identified as most problematic from <u>the FACTS</u>.

3. Record the date/setting/time of observation

ABC Recording Form

Observer: _____   Student: _____

Setting (e.g., class #, gym, playground): _____   Date: _____

Insert information from FACTS Summary

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
1		☐Large group instruction ☐Small group work ☐Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes:
2		☐Large group instruction ☐Small group work ☐Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes:

STOP

Activity 1

1. **Using the completed FACTS form for TRACY (pg. 45) complete the shaded top portion of the ABC Recording Form (pg. 46) for TRACY & answer the following questions:**

   a. **When/Where will you observe her?**

   b. **What behaviors will you be looking at?**

   c. **What Antecedents (triggers) will you be looking for?**

   d. **What Consequences/outcomes will you be looking for?**

For Activity 1, Part-B for TRACY:

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B

Identify the Target Routine: Select <u>ONE</u> of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable
During break time, lunch time, & dismissal—when out of class near peers	*Calls names, teases, and threatens peers*

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>
___ **a.** task too hard ___ **g.** large group instruction ___ **b.** task too easy ___ **h.** small group work ___ **c.** bored w/ task ___ **i.** independent work ___ **d.** task too long **2X** **j.** unstructured time ___ **e.** physical demand ___ **k.** transitions ___ **f.** correction/reprimand **1X** **l.** with peers ___ Other _____ ___ **m.** isolated/ no attn describe_____	**If a,b,c,d or e** - describe task/demand in detail _____ _____ **If f** - describe <u>purpose</u> of correction, voice tone, volume etc. _____ **If g, h, I, j or k -** describe setting/activity/content in detail _lunch/recess_____ _____ **If l** – what peers? _*Johnny, Karen—popular (doesn't tease); teases other "weaker" less popular peers* **If m** – 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>

2X **a**. get adult attention
1X **b.** get peer attention
___ **c.** get preferred activity
___ **d.** get object/things/money
___ **e.** get other, describe _____
   _____
   _____
	If a or b -- Whose attention is obtained? *Johnny & Karen—"popular peers"*
	How is the attention provided? _____*They laugh at her* __
	
	If c or d -- What specific items or activities are obtained? _____
	_____

___ **f.** avoid hard tasks/failure ___ **g.** avoid undesired task/activity ___ **h.** avoid physical effort	**If f, g or h** – 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
___ **i.** avoid peer negatives ___ **j.** avoid adult attention ___ **k.** avoid reprimands ___ **l.** avoid/escape other, describe _____	**If i, j or k** -- Who is avoided? _____ Why avoiding this person?

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
With Peers (Popular Peers and "weaker/non-popular peers") **SETTING EVENTS** *Unknown*	*Calls names, teases, and threatens "weaker non-popular peers"*	*Popular peers laugh.* **Function:** *Gain Attention from popular peers*

ABC Recording Form

Observer: _____Your Name_____   Student: _____Tracy_____

Setting (e.g., class #, gym, playground): ____Lunch room_____ Date: _____

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
1		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes:
2		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes:
3		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes:
4		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes:

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
5		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes:
6		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes:
Summary Statement Based on Observation(s)		During:	When:	Student will:	Because: Therefore the function is to access/escape (circle one):

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?

Not real sure   100% Sure/No Doubt

1	2	3	4	5	6

During the Observation:

1. **Always start with recording the behavior first—be as specific as possible.**

2. **Write the activity/task occurring in class.**

3. **Write the Antecedent that occurs before the behavior.**

4. **Write what happened right after the behavior occurred in the CONSEQUENCE box.**

5. **During or immediately after the observation, check the boxes that correspond with the activities, antecedents, & consequences you recorded.**

Observer: ___Your Name_____

Student: __Tracy_____

Setting (e.g., class #, gym, playground): _____Lunch Room_____

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
		Eating Lunch	Specific peers present (popular & un-popular)	Calls Names & Threatens Peers	"Popular" peers laugh Function= Gains attention from popular peers	5
1	12:05	☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify: *Sitting at Lunch Table. Eating Lunch* **2**	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☒With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes: *"Un-popular" girl joins table* **3**	*Calls another student a Cow* **1**	☐Adult Attention Provided ☒Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes: *"Popular" Peers look at her* *"Un-popular" Peer looks at her*	4

Definitions of Check Boxes on the ABC Form

Activity/Task

- *Large Group Instruction- All students in the class are attending to the same person/event (e.g. teacher is lecturing, working problems out on the board)*

- *Small Group Work- Students are working in smaller groups.*

- *Independent Work: Students are working by themselves (e.g. worksheet, individual tasks)*

- *Unstructured Time: No specific instruction is given by teacher (e.g., transition)*

Antecedents

- *Given instruction: Teacher gives a task or assignment has been given.*

- *Given correction: Teacher corrects the student's incorrect response or behavior.*

- *Alone (no attention/no activities): Student is alone with no activities or attention provided.*

- *With Peers: Peers are in proximity to the student.*

- *Engaged in preferred activity: Student is doing something they enjoy.*

- *Preferred activity removed: Activity is removed.*

- *Transition/change in activity: Current activity is changed.*

Consequences

- *Adult Attention: Teacher talks to student in a neutral (e.g., states student's name), positive (e.g., praise), or negative (e.g., correction) way*

- *Peer Attention: students talk to or respond to student's behavior in some way (e.g. laugh, talk back)*

- *Correction: teacher corrects the student by stating "not" to do the behavior*

- *Got preferred activity/item: student gets something they like (e.g. toy, candy) or activity they*

like (e.g. coloring, listen to music)

- *Got sensation: student receives sensory input (e.g. tactile objects, sounds, etc.)*

- *Adult Attention Avoided: student avoids attention from teacher*

- *Peer Attention Avoided: student avoids attention from peers*

- *Task avoided: the task is removed*

- *Sensation avoided: student avoids sensory activities (e.g. loud sounds, textures, etc.)*

After the Observation: Summarize Results from ABC Observation

1. **Complete the shaded box in the bottom of the ABC recording form based on the most frequently observed ABC's.**

2. **Compare summary statement from ABC observation with that from the FACTS interview with staff.**

3. **Rate how likely it is that this summary accurately explains the identified behavior occurring (1-6)?**

Summary Statement	During:	When:	Student will:	Because:
				Therefore the function is to access/escape (circle one):
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?				
Not real sure				100% Sure/No Doubt
1	2	3	4	5	6

Example ABC Recording Form for Eddie

ABC Recording Form

Observer: __Your Name_____   Student: __Eddie_____

Setting (e.g., class #, gym, playground): _____   Date: 9/12/09

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
		Large group & small group instruction	Given directions, asked to turn in assignments	Arguing with teacher, teases students	Adult Attention- Teacher responds Peers Avoid
1	10:05	☐Large group instruction ☐Small group work ☐ Independent work ☒Unstructured time Specify: *Before class starts*	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☒With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☒Transition: Change in activity Other/Notes: *Student bumps him*	*Threatens student: "I'll excuse you right in the mouth..Dork"*	☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes: *Peer ignores him*
2	10:06	☒Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify: *Teacher enters class late*	☒Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes: *To turn in HW*	*Says, "What HW?"*	☒Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes: *"HW due every Monday"*
3	10:07	☒Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify: *Collecting HW*	☐Given instruction ☒Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes: *Teacher response: "HW due every Monday"*	*Yells, "Since When?"*	☒Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes: *"Since beginning of school."*
4	10:08	☒Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify: *Collecting HW*	☐Given instruction ☒Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:	*Yells, "Not since I've been here"*	☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes: *Teacher ignores*

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
5	10:08	☒Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify: *Collecting HW*	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes: *Teacher ignored his comment*	*Yells, "You calling me a liar?"*	☒Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes: *T: "I'm not calling you a liar..."*
6		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:	*Yells, "You never told me"* *Gets out of his seat.*	☒Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes: *Approaches student, says sit down*
7		☒Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☒Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☒With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes: *Get out books & work with partner*	*Says, "I'm not working with any of you idiots!"*	☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes: *Peers ignore & get to work*
8		☐Large group instruction ☒Small group work ☐ Independent work ☐Unstructured time Specify: *Others working with partners, Eddie tries to work alone*	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☒With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes: *Others working together, but he is working alone*	*Walks over to other students & looks at their work.*	☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☒Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes: *Peer covers his work*
9		☐Large group instruction ☒Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:	*Says, "What's your problem..punk?"*	☐Adult Attention Provided ☒Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes: *"Do it yourself*

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
10		☐Large group instruction ☒Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☒With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes: *Working alone* *Peer says, "Do it yourself"*	*Yells at teacher, "You think you can make me do this work?"*	☒Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes: *Teacher looks at him*
11		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:	Yells at teacher, "What are you looking at?"	☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes: ????
Summary Statement	During: Large Group or Small Group Instruction	When: Given instruction/correction from teacher	Student will: Talk out and yell at teacher.		Because: Teacher responds or looks at him Therefore the function is to (access)/escape (circle one): Adult Attention from the Teacher

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?

Not real sure   100% Sure/No Doubt

1   2   3   4   (5)   6

Completed Example of ABC Recording Form

Observer: ___Your Name_____   Student: __Tracy_____

Setting (e.g., class #, gym, playground): _____Lunch Room_____

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
		Eating Lunch	Specific peers present (popular & un-popular)	Calls Names & Threatens Peers	"Popular" peers laugh Function= Gains attention from popular peers
1	12:05	☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time **Specify:** *Sitting at Lunch Table . Eating Lunch* ****Tried to talk to peers by sharing food, etc. 3 times**	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☒With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity **Other/Notes:** *"Un-popular" girl joins table*	*Calls another student a Cow*	☐Adult Attention Provided ☒Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ **Other/Notes:** *"Popular" Peers look at her* *"Un-popular" Peer looks at her*
2	12:06	☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time **Specify:**	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☒With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity **Other/Notes:** *Peers eating lunch.*	*Says, "I thought cows ate grass."*	☐Adult Attention Provided ☒Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ **Other/Notes:** *"Popular" Peers laugh.*
3	12:07	☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time **Specify:**	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☒With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity **Other/Notes:**	*Says, "Don't you know it's rude to read at the table."*	☐Adult Attention Provided ☒Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ **Other/Notes:** *"Unpopular" Peer makes a face at her.*
4	12:08	☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time **Specify:**	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☒With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity **Other/Notes:**	*Throws bag at the "unpopular" girl.*	☐Adult Attention Provided ☒Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ **Other/Notes:** *"Popular" Peers laugh* *"Un-popular Peer calls her a name.*

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
5	12:09	☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☒With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes: *Un-popular Peer calls her a name.*	*Throws food at girl*	☐Adult Attention Provided ☒Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes: *Other peers laugh*
6	12:10	☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☒With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes: *Teacher tells her "enough" and asks her to go to office.*	*Says, "I'm being punished for cruelty to animals."*	☐Adult Attention Provided ☒Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes: *Peers laugh*
Summary Statement		During: *Sitting at Lunch Table*	When: *"Un-popular" girl joins table*	Student will: *Teases peers, Throws food at peers*	Because: *Other peers laugh* Therefore the function is to access/escape (circle one): *Peer Attention*

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?

Not real sure   100% Sure/No Doubt

1   2   3   4   5   6

<table>
<tr><td colspan="2">

Activity 2

1. **Using your completed FACTS form for Shane (below) answer the following questions:**
   a. **When/Where will you observe him?**
   b. **What behaviors will you be looking at?**
   c. **What Antecedents (triggers) will you be looking for?**
   d. **What Outcomes/Consequences will you be looking for?**

</td></tr>
</table>

Identify the Target Routine: Select <u>ONE</u> of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable
Math & Science	***Doodles & makes rude remarks to the teacher***

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
Asked questions by the teacher	*Doodles and makes rude remarks to the teacher.*	*Avoids adult attention*
SETTING EVENTS *Unknown*		

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?

Not real sure					100% Sure/No Doubt
1	2	3	4	(5)	6

Guidelines for Observations

- **You want to be convinced there is a pattern of student behavior.**

- **If you have observed at least 5 instances that verify the FACTS summary you can feel strongly that the FACTS summary is correct.**

  – **Or 3 to 1 ratio of verifying vs non-verifying observations**

- **Once you are convinced that your observations represent the behavioral pattern you can summarize the data.**

- **If data from observations do not match FACTS behavior summary or you are not convinced…**

  -Do another ABC observation

  -Interview other staff that interact with student during target routine

  -Interview the student

ABC Recording Form

Observer: _____Your Name_____   Student: _____Shane_____

Setting (e.g., class #, gym, playground): _____   Date: _____

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
1		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes:
2		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes:
3		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes:
4		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes:

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
5		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes:
6		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes:
Summary Statement Based on Observation(s)		During:	When:	Student will:	Because: Therefore the function is to access/escape (circle one):

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?

Not real sure   100% Sure/No Doubt

1   2   3   4   5   6

Example of Shane's ABC Recording Form

ABC Recording Form

Observer: ___Your Name_____   Student: _____Shane_____

Setting (e.g., class #, gym, playground): _____Math Class_____

#	Time:	Activity/Task Small group work	Antecedent Asked to participate in lesson	Behavior Work not done—doodling, talks back	Outcome/Consequence Avoid Adult Attention & Task
1		☒Large group instruction ☐Small group work ☐Independent work ☐Unstructured time Specify:	☒Given instruction ☐Given correction ☐Alone (no attention/no activities) ☐With Peers ☒Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes: *"Please take out your math book"*	*Slams book on desk and keeps doodling.*	☒Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes: *"Work that problem for me"*
2		☒Large group instruction ☐Small group work ☐Independent work ☐Unstructured time Specify:	☒Given instruction ☐Given correction ☐Alone (no attention/no activities) ☐With Peers ☒Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:	*Looks at teacher & keeps doodling.*	☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☒Adult Attention Avoided ☐Peer Attention Avoided ☒Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes: *Teacher asks someone else to work out the problem.*
3		☒Large group instruction ☐Small group work ☐Independent work ☐Unstructured time Specify:	☒Given instruction ☐Given correction ☐Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes: *Teacher asks him to do problem #2*	*Tells teacher, "I don't know what page we're on."*	☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☒Adult Attention Avoided ☐Peer Attention Avoided ☒Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes: *Sent to back of the room.*
4		☒Large group instruction ☐Small group work ☐Independent work ☐Unstructured time Specify:	☒Given instruction ☐Given correction ☐Alone (no attention/no activities) ☐With Peers ☒Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes: *Teacher asks if a problem was correct*	*Puts head down & doodles*	☒Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes: *Teacher keeps asking him to answer the question.*

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
5		☒Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☒Given instruction ☒Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☒Preferred activity removed ☐Transition: Change in activity Other/Notes: *Teacher: "We're not going to go on until you answer me."* *Grabs pencil from Shane.*	*Stands up and tells teacher he won't play stupid game.* *Walks towards exit.*	☒Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes: *Grabs student and tells him to have a seat.*
6		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:	*Keeps walking and exits the room.*	☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☒Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes:
Summary Statement based on observation	During:		When:	Student will:	Because: Therefore the function is to access/escape (circle one):

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?

Not real sure   100% Sure/No Doubt

1	2	3	4	5	6

Modified by S. Loman (2009) from R. Van Norman (2008)

Activity #4

-Complete the Summary of Behavior provided below for TRACY.

-Use the results from the FACTS (pg. 46) and the ABC observation (pg.56) to make a Final Summary Statement using the Summary of Behavior Table below.

-What was your Final Summary of her behavior?

Summary of Behavior

Setting Event	Antecedent	Behavior	Outcome/Consequence
Teacher/Staff Interview Summary			
ABC Recording Form Summary			
Final Summary of Behavior			
	When:	Student will:	Because: Therefore the function is to access/escape/avoid:

Checks for Understanding for Session 3

Please detach and turn in these pages to the trainer at the end of the training session. Please write your name on them or use some other form of identification to receive feedback on your responses.

Name or Identification: _____

Check #1

1. Using the completed FACTS interview for Raynetta, complete the summary statement for the FACTS interview for Raynetta (pg. 62-63).

2. Prepare the top portion of the ABC recording form to prepare for an ABC observation (pg. 66).

   a. Where and when will you observe Raynetta?

   b. What behaviors will you be looking for?

   c. What antecedents and outcomes?

Check #2

Using the ABC recording form you prepared for Raynetta:

1. Record her behavior from the video.

2. Complete the Summary Statement on the ABC recording form for Raynetta.

3. How would you decide whether the FACTS and ABC observation match?

4. Complete the Summary of Behavior Table to identify the Final Summary of Behavior for Raynetta.

5. What will be your next step(s)?

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

Student: **Raynetta**   Grade _4_   Date: _____

Staff Interviewed: **Ms. B.**   Interviewer: _____

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

Academic strengths - **Good skills in reading, math, social studies** _____

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
	Reading/Ms. B	Low High 1 2 3 4 5 (6)	*Talks out. Talks back to teacher given directions*	*Detention*
	Recess	(1) 2 3 4 5 6		
	Geography/Ms. B	1 2 3 4 5 (6)	*Same as above*	*Same as above*
	Math/Ms. B	1 (2) 3 4 5 6		
	Writing/Ms.B	1 (2) 3 4 5 6		
	Lunch/Recess	(1) 2 3 4 5 6		
	PE/Art: Mr. Z	(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	*Reading/Geography*	*Talks back to teacher when given directions*
Routine # 2		

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

___ Tardy	___ Fight/physical Aggression	_2_ Disruptive	___ Theft
___ Unresponsive	_3_ Inappropriate Language	_**1**_ Insubordination	___ Vandalism
___ Self-injury	___ Verbal Harassment	___ Work not done	___ Other _____

Describe prioritized problem behavior(s) in observable terms: Talks back to teacher when given instructions, will say rude comments to teacher and swear.

What is the frequency of the Problem Behavior in the targeted routine (# x's /day or hour)?	**3x/day**
What is the duration of the Problem Behavior in the targeted routine (in seconds or min)?	**2 min.**
Is behavior dangerous to self/others? Y (N) **If Yes, refer to behavior specialist**	

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 & Geography Class with Ms. B	_Talks back to teacher. Swears._

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 2_)		Follow Up Questions – _Get as Specific as possible_
___**a.** task too hard	_1_**g.** large group instruction	**If a,b,c,d or e** - describe task/demand in detail _____ _____
___**b.** task too easy	___**h.** small group work	
___**c.** bored w/ task	_2_**i.** independent work	**If f** - describe purpose of correction, voice tone, volume etc. _____
___**d.** task too long	___**j.** unstructured time	
___**e.** physical demand	___**k.** transitions	**If g, h, I, j or k** - describe setting/activity/content in detail _large group is when teacher is in front of class. Independent work is when students are working on worksheets/assignments, etc._
___**f.** correction/reprimand	___**l.** with peers	
___Other	___**m.** isolated/no attention	
_____		**If l** – what peers? _____
Describe		**If m** – 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 – _Get as Specific as possible_
_2_ **a.** get adult attention _1_ **b.** get peer attention ___ **c.** get preferred activity ___ **d.** get object/things/money ___ **e.** get other, describe _____ _____	**If a or b** -- Whose attention is obtained? __ _Ms. B & classmates_ How is the attention provided? _Ms. B=Correct her, give her detention. Peers laugh at her remarks._
	If c or d -- What specific items or activities are obtained? _____
___ **f.** avoid hard tasks/failure ___ **g.** avoid undesired task/activity ___ **h.** avoid physical effort	**If f, g or h** – 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)?_____ _____
___ **i.** avoid peer negatives ___ **j.** avoid adult attention	_____Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N
___ **k.** avoid reprimands ___ **l.** avoid/escape other, describe _____	**If i, j or k** -- Who is avoided? _____

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 _X_ 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
SETTING EVENTS		
Unknown		

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?					
Not real sure				100% Sure/No Doubt	
1	2	3	4	5	6

ABC Recording Form

Observer: _____Your Name_____   Student: _____Raynetta_____

Setting (e.g., class #, gym, playground): _____   Date: _____

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
1		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes:
2		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes:
3		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes:
4		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes:

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
5		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes:
6		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ Other/Notes:
Summary Statement Based on Observation(s)		During:	When:	Student will:	Because: Therefore the function is to access/escape (circle one):

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?		
Not real sure		100% Sure/No Doubt
1 2 3 4 5 6		

Modified by S. Loman (2009) from R. Van Norman (2008)

Summary of Behavior

Setting Event	Antecedent	Behavior	Outcome/Consequence
Teacher/Staff Interview Summary			
ABC Recording Form Summary			
Final Summary of Behavior			
	When:	Student will:	Because: Therefore the function is to access/escape/avoid:

Comments/Questions about Part 3:

Key Points from Part 3

- ABC Observations are used to confirm the accuracy of the FACTS/ teacher interview
- Use the FACTS summary statement to guide when and where to conduct ABC observation
- Start by recording the behavior, then write what happened directly before (Antecedent) and after (Consequence) the behavior.
- Immediately after the observation check boxes that correspond with activities, antecedents, & consequences recorded
- Summarize results & compare with the FACTS summary statement

Tools Presented in Part 3

ABC Recording Form (Appendix C)

Summary of Behavior Table (Appendix D)