**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, and 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, grade, date, staff who was interviewed, the interviewer's name, and the target behavior being assessed along with a description of it.

### Step #2: Routines Analysis

- 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.

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

- 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.

- Indicate the current interventions for the target problem behavior in Column #4.

### Step #3: Select Routines for Further Assessment

Examine each time/activity listed as 5 or 6 in the Table from Step #2. 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) treat them as a "prioritized routine". Select between 1 and 3 routines for further analysis. Write the name of the routine, and the target problem behavior. For each routine identified in Step #3 complete a FACTS-Part B

# How to Complete Part B

## Step #4: 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 #5: Identify the Target Routine

List the targeted routine and a description of the target 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 #6: Identify Events (Antecedents) that Predict Occurrence of the Target Problem Behavior

Within each routine, identify the events that reliably predict the problem behavior. These will be found in column 1 (Environmental Features) in Step #6. Begin by asking, "in this routine (e.g., when asked to work on math in a group), what happens most often just before the problem behavior?" Then complete the follow-up questions in Column 2 in Step #6 based on the outcome of Column 1 in Step #6.

## Step #7: 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 #8: 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 #9: Build a Summary Statement

The summary statement indicates the setting events, immediate triggers, target problem behavior, maintaining consequences, and hypothesized function. The summary statement is the foundation for building an effective behavior support plan. Build the summary statement from the information in the FACTS. 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 target problem behavior occurs, (b) how long you have known the focus person, (c) how consistent the problem behavior is, and (d) if multiple functions are identified.