Department of Education

FBA/ BIP Forms

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Department of Education

Referral Forms

Department of Education

Request for Behavior Support Form

A SHARED PATH TO SUCCESS

Staff Member requesting Behavior Support: _____ **Class/Subject :** _____

Student Name: _____ **Date:** _____

IEP: YES NO (Circle) **OSIS #** _____ **Date of Birth:** _____ **Grade:** _____

Problem Behaviors (give details of what the student says and does): _____

_____

_____

What is your behavioral goal/expectation for this student? _____

_____

What interventions are currently in place and/or have been attempted to address student's problem behavior?

Environmental and Instructional Strategies			
□ Scaffold assignments to the student's ability How?_____	□ Change seating assignments When?_____	□ Change schedule of activities When?_____	□ Other?
□ Arrange tutoring to improve the student's academic skills When?_____	□ Make accommodations What?_____	□ Provide extra assistance What?_____	
Behavioral Instruction and Strategies			
□ Reminders about expected behavior when problem behavior is likely	□ Clarified rules and expected behavior for the whole class	□ Practiced the expected behaviors in class	□ Other?
□ Reward program for expected behavior	□ Private discussion with student	□ Self-management program Please describe_____	
□ Systematic feedback about behavior Format?_____	□ Individual written contract with the student	□ Contract with student/ with parents	

What types of consequences have been tried to reduce the problem behavior?

□ Loss of privileges What?_____	□ Note or phone call to the student's parents How often?_____	□ Office referral Dates:_____	□ Other?
□ Referral to guidance counselor How often?_____	□ Detention Dates:_____	□ Reprimand	
□ Meeting with the student's parents Dates:_____	□ Individual meeting with the student Dates:_____	□ Suspension Type: Number of Days:	

Department of Education

Request for Behavior Support Form

1. When is the problem behavior(s) *most* and *least* likely to occur? (Antecedents)

□ On particular days of the week (e.g., Monday) or times of day (e.g., right after recess)?
Most likely:
Least likely:

□ During or after interactions with certain people (e.g., interactions with certain students, adults)?
Most likely:
Least likely:

□ During or after certain instructional groupings (e.g., during large, small, cooperative group projects)?
Most likely:
Least likely:

□ During certain types of activity or tasks (e.g., during perceived difficult or boring work)?
Most likely:
Least likely:

□ In connection with particular features of the physical environment (e.g., noisy, crowded)?
Most likely:
Least likely:

□ In connection with changes to schedule (e.g., when there are unexpected changes or when a preferred activity is canceled)?

□ Medical or physical factors (e.g., medication, hunger or lack of sleep)?

□ Other influences?

2. What do you think the student(s) may gain from the problem behaviors?

□ Attention? What kind of attention? From whom?

□ Avoid an apparently difficult, boring or non-preferred activity?

□ Avoid teacher interaction?

3. Student's current academic level?

Reading:
□ On grade level:
□ Above grade level:
□ Below grade level:

Math:
□ On grade level:
□ Above grade level:
□ Below grade level:

Summary of Behavior

Setting Events & Triggers	Behavior of Concern	Maintaining Consequences

Date of Behavior Support Team Meeting: ____/____/____

Behavior Support Team decision:

□ Suggested interventions to try: _____

_____

□ Referral for additional school based-evaluation (e.g., guidance, speech, hearing, PT/OT, academic)

_____

□ Referral to Community Based Organization _____

□ Formation of a behavior support team to conduct a functional behavior assessment
Team members: _____

_____

Date for follow-up: ____/____/____

Department of Education

Considerations of a Student's Need for Positive Behavior Supports, FBA, or a BIP
CSE/CPSE Initial and Review Meetings

To be completed by the CPSE/CSE

Student: **Date of Birth:**

NYCID:

PART 1: DETERMINATION OF NEED FOR AN FBA

Date of CPSE/CSE meeting:

1. Does this student display behavior that impedes his or her learning or that of others?
   Yes ☐ No ☐

   If yes, describe:

2. Have school-wide supports or classroom interventions been consistently implemented and failed to address the student's behavior adequately?
   Yes ☐ No ☐

   If yes, describe.

3. Does the student's behavior place the student or others at risk of physical or emotional harm or injury?
   Yes ☐ No ☐

   If yes, describe:

4. Is the CPSE/CSE considering more restrictive programs or placements as a result of the student's behavior?
   Yes ☐ No ☐

5. Has this student been suspended or subject to a disciplinary removal for more than 10 days in the current school year for behavior that was determined to be a manifestation of the student's disability?
   Yes ☐ No ☐

If the response to *any* of the questions 1-4 above is "yes", the CPSE/CSE must discuss and determine whether a functional behavioral assessment (FBA) should be conducted. If the answer to question 5 is "yes", an FBA <u>must</u> be conducted.

6. Has an FBA for such behavior ever been conducted?

   Yes ☐ No ☐ If "yes", does the FBA need to be updated? Yes ☐ No ☐

   If an FBA has never been conducted for this student, does the CPSE/CSE recommend that an FBA be conducted?
   Yes ☐ No ☐

   If no, explain why:

Part 1 completed by:

Signature: _____

Date:

PART 2: BEHAVIOR INTERVENTION PLAN

Date of meeting:

If an FBA is conducted or updated, the CPSE/CSE must review and discuss the results of the FBA and determine whether the student needs a behavioral intervention plan (BIP) and/or other interventions/supports, including positive behavioral interventions and supports recommended in the student's individualized education program (IEP).

If the student was suspended or subject to a disciplinary removal in the current school year and the behavior was determined to be a manifestation of the student's disability, a BIP must be developed and implemented or an existing BIP must be updated.

7. Does the student need a BIP?
   Yes ☐ No ☐

   If yes, please describe the specific behavior(s) that will be addressed in the BIP.

   If no, explain why:

8. Will the student's IEP or BIP include the use of a "timeout room"*?
   Yes ☐ No ☐

   If "yes", what is the maximum amount of time the student should spend in the time out room (per incident)? Please note that this time limit must be documented in the student's IEP.

*** Use of a timeout room may only be done in accordance with Regulations of the Commissioner of Education (8 NYCRR 200.22(c)). Schools must submit their policies and procedures to DSWDELL for approval before they may use a timeout room. Use of a timeout room is not a teacher removal and should not be confused with removal of a student to a SAVE room.**

9. If the student has an existing BIP, does the plan need to be revised based upon review of progress monitoring data to address behavior that resulted in the disciplinary action in question or for any other reason?

   Yes ☐ No ☐

Part 2 completed by:

Signature: _____

Date:

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Indirect Data Collection Forms

Categorizing and Prioritizing Problem Behavior

Indicate the behavior(s) that impede his or her learning or the learning of others.

	Categories:					
	Aggression	**Inappropriate Talk**	**Noncompliance**	**Off-Task**	**Self-Injurious**	**Other**
Behaviors	Hitting Biting Spitting Pushing Scratching Kicking Shoving Pulling hair Inappropriate touching Vandalism Threatening others Hitting objects against desk, wall, floor Tantruming Fighting Bullying Destroying school objects such as paper, pencil, books, assignments Other:	Talking out Talking back to staff Negative comments Using profanity Name calling Yelling Making inappropriate sounds Verbal threats Inappropriate symbolism (i.e., gang related) Humming or singing Off-subject comments Harassing statements Sexual innuendoes Other: _____	Failing to comply with staff requests or instructions Refusing to follow school rules, specifically: _____ _____ Failing to begin task when requested Refusing to talk Verbal refusals Arriving tardy to class Truancy (class or day) Hiding in the school bldg./classroom Leaving class Leaving building Other: _____	Out-of-seat Gesturing to peers Touching others Talking to peers Appearing to be doing nothing Working on unrelated materials Looking around room Putting head down in class/sleeping Using objects to gain peer attention Not attending to directions Unprepared for class Self-stimulating behaviors, specifically: _____ _____ Other: _____	Head banging Using objects to cut or puncture self Pinching self Consuming inedible substances Vomiting Pulling own hair Sucking/biting/scratching body parts Possession/use of drugs/alcohol/inhalants/ tobacco Other: _____	Unresponsive Withdrawn Socially isolated Hygiene issues Communica-tion problems Other: _____

Prioritize the Categories or Behaviors indicated above which most interfere with the student's learning.
It is recommended that no more than three target behaviors be addressed in a BIP.

1. _____ 2. _____ 3. _____

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FBA Parent/Guardian Interview

A SHARED PATH TO SUCCESS
SPECIAL EDUCATION REFORM
NYC PUBLIC SCHOOLS

Student: _____ Age: _____ Date: _____

School: _____ Grade: _____

Parent/Guardian: _____

Interviewer: _____ Title: _____

Problem Behavior (See FACTS-Part A):

_____

1. *"Describe your son/daughter. What is he/she like at home?"*

2. *"What are your son's/daughter's strengths and positive qualities?"*

- ☐ Friendly
- ☐ Liked by peers
- ☐ Liked by adults
- ☐ Has friends
- ☐ Sociable
- ☐ Other: Give details
- ☐ Honest
- ☐ Caring
- ☐ Kind to adults
- ☐ Kind to other students
- ☐ Easygoing
- ☐ Good Sense of Humor
- ☐ Hard worker
- ☐ Good communication skills
- ☐ Leadership skills
- ☐ Pays attention to details
- ☐ Responsible
- ☐ Has a positive attitude

3. *"What are your son/daughter's hobbies or interests?"*

4. *"What type of situations does your son/daughter seem to have difficulty with at home?"*

   "When does this usually happen?"

   "How do you usually respond when this happens?"

   "Does the problem get better or worse?"

5. *"The problem behavior at school is _____. Is this a problem at home or in the community also?"* (If the parent/guardian says *"YES,"* ask the following questions:)

   "What usually happens right before the_____ [problem behavior]*?"*

   "How do you [or other family members] usually respond when this happens?"

   "Does the problem get better or worse?"

   "When did the problem first appear?"

   "Was there anything that changed in your son/daughter's life when you first noticed this behavior?"

   "Is there anything going on in the home or community that may influence this behavior?"

   *"Why do you think this_____[*problem behavior*] keeps happening?"*

6. *"Do you think that any of the following could contribute to the behavior problem?"*

	Yes	No	Sometimes
Medication?	☐	☐	☐
Sleep problems?	☐	☐	☐
Diet/appetite?	☐	☐	☐
Medical/physical (e.g., allergies, ear/sinus infections, seizures, headaches, gastro-intestinal problems)?	☐	☐	☐
Recent family events?	☐	☐	☐
Significant events in the past?	☐	☐	☐
Please explain:			

7. *"What positive or preventative strategies have you used with your son/daughter and how effective were they?"*

8. *"What consequences have you used with your son/daughter and how effective were they?"*

9. *"What other insight about your son/daughter can you offer that might assist us in developing appropriate, effective interventions in school? [For example: Situations when he/she was successful, etc.)"*

10. Additional Comments:

Department of Education

FBA Parent/Guardian Interview

A SHARED PATH TO SUCCESS

Student: _Anthony S._____ Age:_13_____ Date: _____

School: ___M.S. XXX_____ Grade:_7th_____

Parent/Guardian: Ms. S, Anthony's mother_____

Interviewer: __Mr. P_____ Title: _School Social Worker_____

Problem Behavior (See FACTS-Part A): _Anthony gets out of his seat during classroom instruction and walks around the room._____

1. *"Describe your son/daughter. What is he/she like at home?"*

Anthony is a great kid. He is very smart, funny, and caring towards his family. He helps me with is younger siblings and although he doesn't like it, he helps with chores around the house. Since the start of middle school, Anthony has been a little more difficult at home, but I would say it is normal teenage stuff.

2. *"What are your son's/daughter's strengths and positive qualities?"*

☑Friendly
☑Liked by peers
☑Liked by adults
☑Has friends
☑Sociable
☐ Other: Give details

☑Honest
☐ Caring
☐ Kind to adults
☐ Kind to other students
☐ Easygoing
☑Sense of Humor

☐ Hard worker
☐ Good communication skills
☑ Leadership skills
☐ Pays attention to details
☐ Responsible
☐ Has a positive attitude

3. *"What are your son/daughter's hobbies, interests, and preferences?"*

Anthony loves to read play with his friends and go on the computer. Right now he is reading Science Fiction books.

4. *"What type of situations does your son/daughter seem to have difficulty with at home?"*

Anthony has a difficult time when I try to correct his homework. He has difficulty accepting constructive criticism and doesn't like when people underestimate his abilities. He has been in special education for a number of years and since he started middle school I think his placement in the small class really bothers him. He gets very defensive when people question his ability or skills. Anthony also does not like to complete work that he views as boring or repetitious. When he was younger his teacher would allow him to complete half of the homework problems in math, as long as he understood the work. That really seemed to help him with completing homework. At home we often fight because he does not want to complete the work and explains that it is the same assignment from class.

When does this usually happen?"

Anthony will get upset at me or his dad when he is doing homework and we try to correct his work. We also have arguments with him when he doesn't want to complete his assigned work. He tries to work with him, break down the assignments, and explain that he has to complete what is assigned. When Anthony is upset he will often throw his books on the floor, storm off to his room, and will punch a pillow.

"How do you usually respond when this happens?"
Anthony's dad and I try to sit down with him each night to make a homework plan and give him a specific time frame for each assignment. When usually have sit at the kitchen table to complete his work while I am cooking dinner We have a system that if he needs help he can just ask me, otherwise I let him complete his work and let him know how much time is left before dinner. If Anthony gets upset, his dad and I try not to yell back and tell him to take a break and go to his room or for a walk in the hallway.

"Does the problem get better or worse?"
Usually he is able to calm down after going to his room or for a walk. Lately it has been very difficult for him to get back to work after taking a break.

5. *"The problem behavior at school is when Anthony gets out of his seat and walks around the room. Is this a problem at home or in the community also?"* **(If the parent/guardian says "*YES,*" ask the following questions:)**

Anthony has similar difficulties at home, particularly when he completing homework. He has a lot of difficulty accepting constructive criticism and I know what he doesn't like when teachers call on him and draw attention to him in the classroom. At home he will throw his book on the floor or storm off to his room when he is frustrated with his homework and the amount or type of work he has to complete.

*"What usually happens right before the*_____ [problem behavior*]?"*
If me or his dad point out an error he made on the homework he gets upset. He also has trouble sitting for more than 40 minutes and will express frustration when homework takes a long time. Right before he throws his books he will usually yell and tell him to back off.

"How do you [or other family members] usually respond when this happens?
Usually I try to avoid this all together by setting up a homework plan with him. Since we have been doing this for awhile he is now able to make a list and tell me how much time he needs. At times when he is really upset I will tell him to go for a walk in the hall or go to his room.

"Does the problem get better or worse?"
Usually when he takes a break his behavior gets better and he is able to calm down.

"When did the problem first appear?"
This has been a problem for Anthony since first grade! In school he has had really difficult time since he started middle school.

"Was there anything that changed in your son/daughter's life when you first noticed this behavior?"
I think it has been really hard for him ever since he started middle school. He is now separated from most of his friends and really doesn't like being in the small class. Anthony thinks that his teachers think that he is dumb because he is in this small class.

"Is there anything going on in the home or community that may influence this behavior?"
No.

*"Why do you think this*_____*[*problem behavior*] keeps happening?"*
I think Anthony is not being challenged enough in his current classes.

6. *"Do you think that any of the following could contribute to the behavior problem?"*

	Yes	No	Sometimes
Medication?	☐	☑	☐
Sleep problems?	☐	☑	☐
Diet/appetite?	☐	☑	☐
Medical/physical (e.g., allergies, ear/sinus infections, seizures, headaches, gastro-intestinal problems)?	☐	☑	☐
Recent family events?	☐	☑	☐
Significant events in the past?	☐	☑	☐

Please explain:
None of the above things applies but Anthony does have trouble sitting still and completing work for more than 40 minutes at time. At home I give him time limits to complete homework that are 40 minutes or less. He has always had difficulty staying in his seat in school.

7. *"What positive or preventative strategies have you used with your son/daughter and how effective were they?"*

Allowing Anthony to work independently and ask for help verses asking him how he's doing or pointing out his errors. It has also been very effective to make a homework plan with Anthony each night and give him a specific time limit to complete his work.

8. *"What consequences have you used with your son/daughter and how effective were they?"*

If Anthony completes his work within the agreed upon timeframe he is able to play 30 minutes of video games before bed. If we get into an argument or he throws his books he loses a privilege.

9. *"What other insight about your son/daughter can you offer that might assist us in developing appropriate, effective interventions in school? [For example: Situations when he/she was successful, etc.)"*

Anthony is a great helper and often helps with me his younger siblings. I think his behavior may improve in school if he is given jobs in the classroom. I also think that he should be considered for a different placement like the regular class. Anthony will get upset when teachers or people at school yell at him; if you talk to him privately he is much more responsive.

10. Additional Comments:

Department of Education

Functional Assessment Checklist for Students (FACTS for Students)

A SHARED PATH TO SUCCESS

Functional Assessment Checklist for Students (FACTS Part A)

Step 1 Student: _____ Date of Birth: _____ School/Class _____ Grade: _____
Interviewer _____ Date: _____

"I am going to ask you some questions about your thoughts, feelings and actions. Your answers will help us to develop a plan so that you will be more successful in school. This information will be shared with staff working with you."

Step 2 **Interests or Preferences:** *"Tell me some things that you like to do, that you are interested in, or that you are good at..."*

In Class/at School - _____

Out of School - _____

Other - _____

Step 3 *"Your* [teachers/AP/Principal, etc.] *have expressed concern about your behavior, in particular:*

Priority Problem Behavior(s):

(Note: Please refer to *FACTS for Teachers-Part A* for priority problem behavior(s). If more than one priority behavior, fill out a separate form for each.)

Record the student response here:

Step 4 **Identifying Classes/Activities: Have the schedule filled out before interviewing student.** *"Now I'm going to ask you about your daily school schedule. I want you to tell me the time(s) of day you are likely to_____ [priority problem behavior]."*

Schedule (Times)	Class/Activity & Staff Involved	Likelihood of Behavior of Concern (None 0 … High 6)	What happens when you do this behavior?
		0 1 2 3 4 5 6	
		0 1 2 3 4 5 6	
		0 1 2 3 4 5 6	
		0 1 2 3 4 5 6	
		0 1 2 3 4 5 6	
		0 1 2 3 4 5 6	
		0 1 2 3 4 5 6	
		0 1 2 3 4 5 6	

ep 5 **List the settings with a "5" or "6" where the priority problem behavior occurs [according to the student]. Add more rows if necessary.**

	Class/Activities
Setting # 1	
Setting # 2	

Functional Assessment Checklist for Students (FACTS Part B)

tep 6 **PROBLEM BEHAVIOR in specific class/activity:** Which class/activity (only one per form) is being discussed?

Priority Problem Behavior	Class/Activity
(Copy from FACTS-Part A)	

tep 7 **Provide more details about the problem behavior:**

"I want you to tell me more about_____ [priority problem behavior]."

"What do you say and do when you_____ [state the specific problem behavior from here on]?"

"How often do you do this?_____ (i.e., every day, only on Mondays, certain classes, etc.)?"

"What thoughts do you have before the [problem behavior] occurs, that is, what do you say to yourself?_____"

"How long does [problem behavior] go on?_____"

"How intense is the [problem behavior]—tell me a number from 1 to 5, where 1 is very mild and 5 is severe? (circle one) 1 2 3 4 5

ep 8 **ANTECEDENTS: TRIGGERS AND SETTING EVENTS**

"I'm going to ask you some questions about what is going on when you [refer to specific problem behavior from now on]."

"During [class/activity where problem happens most], *what happens most often just before you do [specific problem behavior]?"*

Use the chart below to check off the student's answer(s). Ask follow-up questions to get more details. Rank order the top three Triggers (Predictors)

Triggers (According to student)	As applicable—Follow-up Questions	Give Specifics
___ when I'm not sure what to do or there is nothing to do	*Tell me more about that. What things are you not sure about...When do you have "nothing to do?"*	
___ my classmates are bothering me ___ I sit by a certain classmate	*Tell me more about this. Which classmate(s)? What do they do?*	
___ when I work alone	*What work do you do alone that leads to problems?*	
___ teacher tells me what to do or not to do	*Tell me more about that. What don't you like about what the teacher tells you?*	
___ teacher give me work that's too hard ___ work is too boring or too long ___ work is too easy	*Describe what is too hard/ easy / long / boring? What assignments or activities?*	
___ When I need to talk to the teacher or need help	*Tell me more about that. When do you need to talk to the teacher or need help?*	

ep 9 **SETTING EVENTS: Are there events that happen outside of the immediate environment (at home or earlier in the day) that make the problem behavior more likely or worse?**

*"Is there something that sometimes happens to you during the day, or the night before, that makes it more likely you will have problems at school? For example, [*select from chart below*], do you think you are more likely to get in trouble at school that day?"*

SETTING EVENTS (Rank order)		
___ Correction/failure earlier in day	___ Homework/assignment not completed	___ Hunger
___ Peer conflict	___ Conflict at home	___ Lack of sleep
___ Change in routine	___ Medication (missed or taken)	___ Other:_____
Give details:		

p 10 **CONSEQUENCES: What happens immediately after the [specific problem behavior]?**

"I am going to ask you some questions about what happens after you _____[restate specific problem behavior]."

1. *"What does the teacher do? _____What do the other students do? _____."*
2. *"Do you get sent out of the room? Yes / N Do you get to stop doing assignments?_____."*

Check the consequences that apply (Rank order 2 at most) and then ask specific questions.

What happened after (Consequence)	**As Applicable—Follow-up Questions**	**Add Specifics**
___ get adult attention or to talk to me ___ get peer attention/ get peers to look / talk / laugh at me	*"Immediately after the [problem behavior] what do the adults and other students say and do? Who says or does this?"*	
___ get preferred activity ___ get things	*"What specific items or activities are obtained?"*	
___ avoid work that's too hard ___ avoid activities I don't like ___ avoid boring or easy work	*"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*	
___ avoid peers I don't like ___ avoid adults I don't want to talk to ___ avoid adults telling me what to do	*"Who is avoided?"* *"What happened with this person that you want to avoid him/her?"*	
Other:		

Department of Education

Functional Assessment Checklist for Students (FACTS for Students)

A SHARED PATH TO SUCCESS

SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and specific details from corresponding categories above.

Step 11

Setting Events	→	Trigger	→	Behavior	→	Consequence

"Now I am going to ask you to help me summarize all of the things you have told me."

1. *"We have been talking about a behavior of concern, [name the same specific problematic behavior]."*
2. *"Earlier we talked about [triggers] what happens before you_____ [Name the behavior]. Would you agree that _____ often happens before you [specific problematic behavior]"*
3. *"We also talked about what happens right after the behavior [consequences.] Would you agree that _____ ___ often happens after you _____ [specific problem behavior]?"*
4. *"We also discussed how some days are worse than other days, usually when (setting event)_____ happens, correct?" (if applicable)*

Step 12 *"Finally, let's look at some ways that we can commend you for making better choices. What are the types of things that you like? We also want to stay away from things you don't like, so I'll ask you about those, also."*

Reinforcers	Not Reinforcers
"What are some ways that we can celebrate positive changes in your behavior? Which would you prefer?" [Choose from below]	*"It is also important to know what you would NOT like, so that we don't make it more difficult for you. Give us some examples of things you DON'T like."*
Social ___ *Extra free time with a friend* ___ *Lunch with a favorite staff member* ___ *Positive phone call home* ___ *Other*	*Social*
Activities: ___ *Play educational games on the computer for a designated time* ___ *Assist a coach for a sport* ___ *Make morning announcements* ___ *Other*	*Activities*
Academic: ___ *Assisting the teacher* ___ *Making projects* ___ *Going to library* ___ *Other*	*Academic*
Tangible: ___ *"No Homework" pass* ___ *Earning a reward for the class* ___ *Special certificate to highlight accomplishment* ___ *Earning points toward something special* ___ *Other*	*Tangible*
Sensory: (may be helpful with students with ASD) ___ *Visual, motor, sounds, touch, taste, smell*	*Sensory*
Other:	*Other*

The Functional Assessment Checklist for Students

The Functional Assessment Checklist for Students (FACTS for Students) is a brief, semi-structured interview to inform a Functional Behavior Assessment. The student interview should be administered by someone with expertise in interviewing and in understanding function-based support. *The Functional Assessment Checklist for Students* should be administered ***after*** the student's teacher(s) has been interviewed using the *FACTS for Staff* and ***after*** the student's schedule is obtained. After completing the staff and student interviews, the student is observed in the classes/settings where the behavior is exhibited. The results of the interviews and the observations are then used to build a hypothesis statement. The *FACTS for Students* can be completed in a short period of time (15-20 min). Please note that efficiency and effectiveness in completing the forms increases with practice.

The interview consists of two parts: Part A is the analysis of the setting (s) where the behavior occurs most, and Part B is the functional behavior assessment. The goal of the setting analysis is to isolate activities and classes during which the problem behavior reliably does and does not occur. If this information was gathered elsewhere (e.g., the *FACTS for Staff [part A]*, a request for *Behavior Support Form*, previous student interviews), you can skip this part of the interview. You may, however, want to ask the student to rate the likelihood of problem behavior in each setting as this will help you confirm where the most problematic situations occur.

How to Complete Part A

Step #1: Complete Demographic Information:
Record the student's name and the date the interview was completed. Record the name of the person who administered the interview.

Step #2: Complete Student Profile
Ask the student to identify personal strengths, interests and preferences. This can include activities the student is especially good at or enjoys and also special qualities (e.g., a sport, attitude toward family). 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 #3: Identify Problem Behavior(s)
Tell the student about the behavior that staff is concerned about. Please refer to *FACTS for Teachers-Part A* for priority problem behavior(s). If more than one priority behavior, fill out a separate form for each.

Step #4: Identifying Classes/Activities
Note: Have this section filled out prior to the interview from information gathered from a teacher or school personnel.

a) List the times that define the student's daily schedule.

b) For each time listed indicate the class/activity typically engaged in during that time (e.g. subjects, lunch, transition, etc.).

c) Ask the student if he/she has problems in each of the classes/activities. Circle a number from "0" (never) to "6" (all the time) to correspond with the frequency of the behavior within the setting.

Step #5: Select Classes/Activities for Further Assessment
List the classes/activities with a "5" or "6" (according to the student) for further assessment. Add additional rows if needed.

How to Complete Part B

Step #6: Identify the Target Class/Activity
List the targeted classes/activities and problem behavior from the bottom of the FACTS-Part A. Complete this part of the interview for only one class/activity at a time, unless the classes/activities are similar (e.g., unstructured time in cafeteria or recess.) Use multiple Part B forms if more than one behavior and/or multiple classes/activities are identified.

Step #7: Provide Specifics about the Problem Behavior(s)
Provide more detail about the features of the problem behavior(s). Focus specifically on the unique and distinguishing features, and the way the behavior(s) is disruptive or dangerous.

Step #8: Identify Events that Predict Occurrence of the Problem Behavior(s)
Within each class/activity, identify the events that reliably predict the problem behavior. Begin by asking, *"During* [class/activity where problem happens most], *what happens most often just before you do [specific problem behavior]?"* The student's answers will probably be included in the "Triggers" table below. Check off the ones that apply and ask follow-up questions to get more details. Rank order the top three triggers.

Step #9: 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 behavior more or less likely. For example, getting in a fight in the morning may make it more likely that the 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, *"Is there something that sometimes happens to you during the day, or the night before, that makes it more likely you will have problems at school? For example, [go through the "Setting Events" table items]...* Rank order the items the student selects.

Step #10: 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 he wants, or that he may escape/avoid something he finds 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 does your teacher do?" "What do other students do?" "Does anything stop or start happening?"

b) The student's answers will probably be listed in the "Consequence" table. Check off the ones that the student describes and ask follow-up questions to get more details. Include additional information in the "Other" box.

Step #11: Build a Summary Statement
The summary statement indicates the setting events, immediate triggers, problem behaviors, and maintaining consequences. The summary statement is the foundation for building an effective behavior intervention plan. Build the summary statement from the information in the FACTS.

Step #12: Identify Reinforcers
Identify potential reinforcers and non-reinforcers. Ask the student questions to determine ways to celebrate positive changes in his/ her behavior. Incorporate these reinforcers into the Behavior Intervention Plan. Also ask what the student would NOT find reinforcing so that staff can take this into consideration when developing a plan.

Functional Assessment Checklist for Students (FACTS for Students)

9 **SETTING EVENTS: Are there events that happen outside of the immediate environment (at home or earlier in the day) that make the problem behavior more likely or worse?**

*"Is there something that sometimes happens to you during the day, or the night before, that makes it more likely you will have problems at school? For example, [*select from chart below*], do you think you are more likely to get in trouble at school that day?"*

SETTING EVENTS (Rank order)		
_X_ Correction/failure earlier in day	___ Homework/assignment not completed	___ Hunger
___ Peer conflict	___ Conflict at home	___ Lack of sleep
___ Change in routine	___ Medication (missed or taken)	_X_ Other:_____
Give details:		

10 **CONSEQUENCES: What happens immediately after the [specific problem behavior]?**

"I am going to ask you some questions about what happens after you _____[restate specific problem behavior]."

1. ***What does the teacher do?*** *She usually yells more and then yells at me to leave her class.* ***What do the other students do?*** *They usually yell at me to leave too.*
2. ***Do you get sent out of the room? Yes / No. Do you get to stop doing assignments?*** *When I leave the room I don't have to finish the boring work and I usually just go to the AP's office. He lets me sit on his couch and read. He also has a lot of the sci-fi books that I like, so I usually read those.*

Check the consequences that apply (Rank order 2 at most) and then ask specific questions.

What happened after (Consequence)	**As Applicable—Follow-up Questions**	**Add Specifics**
___ get adult attention or to talk to me ___ get peer attention/ get peers to look / talk / laugh at me	*"Immediately after the [problem behavior] what do the adults and other students say and do? Who says or does this?"*	
_X_ get preferred activity ___ get things	*"What specific items or activities are obtained?"*	*Reading in AP's office*
_X_ avoid work that's too hard _X_ avoid activities I don't like ___ avoid boring or easy work	*"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*	*Avoid Science and Social Studies that student views as boring and easy*
___ avoid peers I don't like ___ avoid adults I don't want to talk to ___ avoid adults telling me what to do	*"Who is avoided?"* *"What happened with this person that you want to avoid him/her?"*	
Other:		

Functional Assessment Checklist for Students (FACTS for Students)

SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and specific details from corresponding categories above.

Step 11

Setting Events	Trigger	Behavior	Consequence
Correction/failure earlier in day	*Asked to sit down or complete work*	*Getting out of seat and walking around classroom*	*Leaves classroom to read in AP's office. Avoids doing the work and obtains preferred activity*

"Now I am going to ask you to help me summarize all of the things you have told me."

1. *"We have been talking about a behavior of concern, [name the same specific problematic behavior]."*
2. *"Earlier we talked about [triggers] what happens before you_____ [Name the behavior]. Would you agree that _____ often happens before you [specific problematic behavior]"*
3. *"We also talked about what happens right after the behavior [consequences.] Would you agree that _____ ___ often happens after you _____ [specific problem behavior]?"*
4. *"We also discussed how some days are worse than other days, usually when (setting event)_____ happens, correct?" (if applicable)*

Step 12

"Finally, let's look at some ways that we can commend you for making better choices. What are the types of things that you like? We also want to stay away from things you don't like, so I'll ask you about those, also."

Reinforcers	Not Reinforcers
"What are some ways that we can celebrate positive changes in your behavior? Which would you prefer?" [Choose from below]	*"It is also important to know what you would NOT like, so that we don't make it more difficult for you. Give us some examples of things you DON'T like."*
Social *_X_ Extra free time with a friend* *_X_ Lunch with a favorite staff member* *_X_ Positive phone call home* *___ Other*	*Social* *I like all of those things as long as it's not announced in front of everyone of over the loud speaker.*
Activities: *___ Play educational games on the computer for a designated time* *_X_ Assist a coach for a sport* *___ Make morning announcements* *___ Other*	*Activities:* *I don't want to make the announcements.*
Academic: *_X_ Assisting the teacher* *___ Making projects* *_X_ Going to library* *___ Other*	*Academic* *I don't want extra work or to have to present to the class.*
Tangible: *_X_ "No Homework" pass* *___ Earning a reward for the class* *___ Special certificate to highlight accomplishment* *_X_ Earning points toward something special* *___ Other*	*Tangible* *I don't want to earn for the class or have everyone make a big deal about it. I would really like to be able to use PhotoShop on the computers in the classroom. Right now it's only on two computers in the lab.*
Sensory: (may be helpful with students with ASD) *___ Visual, motor, sounds, touch, taste, smell*	*Sensory*
Other:	*Other*

Department of Education

Functional Assessment Checklist for Students (FACTS for Students)

A SHARED PATH TO SUCCESS

Functional Assessment Checklist for Students (FACTS-Part A)

Step 1 Student: __Anthony S._____Date of Birth: xx/xx/2000_____ School/Class _12:1:1_____Grade: 7__
Interviewer: __ Mr. P _____ Date: _____

"I am going to ask you some questions about your thoughts, feelings and actions. Your answers will help us to develop a plan so that you will be more successful in school. This information will be shared with staff working with you."

Step 2 **Interests or Preferences:** *"Tell me some things that you like to do, that you are interested in, or that you are good at..."*
In Class/at School - I like to read and go to gym class.
Out of School: I like to spend time with my friends, play video games, watch YouTube Videos, and read.
Other: I think I am good with computers. I like to make graphics on PhotoShop.

"Your [teachers/AP/Principal, etc.] *have expressed concern about your behavior, in particular:*

Step 3 Priority Problem Behavior(s): *"...getting out of your seat."*

(Note: Please refer to *FACTS for Teachers-Part A* for priority problem behavior(s). If more than one priority behavior, fill out a separate form for each.)

Record the student response here: *I don't like some of the classes that I am in because the work is boring. I figure there is no point in me sitting there because I already know how to do the work, even though everyone thinks I can't do it. So a lot of times I get in trouble because I get up when my teacher wants me to do some stupid easy assignment.*

Step 4 **Identifying Classes/Activities: Have the schedule filled out before interviewing student.** *"Now I'm going to ask you about your daily school schedule. I want you to tell me the time(s) of day you are likely to_____ [priority problem behavior]."*

Schedule (Times)	Class/Activity & Staff Involved	Likelihood of Behavior of Concern (None 0 1 2 3 4 5 6 High)	What happens when you do this behavior?
	Homeroom	0 1 2 3 4 5 6	
	Math	0 1 2 3 4 5 6	
	ELA	0 1 2 3 4 5 6	
	P.E.	0 1 2 3 4 5 6	
	Lunch	0 1 2 3 4 5 6	
	Social Studies	0 1 2 3 4 5 6	*I get yelled at & then I leave.*
	Health	0 1 2 3 4 5 6	
	Science	0 1 2 3 4 5 6	*I get yelled at & then I leave.*
	Advisory	0 1 2 3 4 5 6	

Step 5 **List the settings with a "5" or "6" where the priority problem behavior occurs [according to the student]. Add more rows if necessary.**

	Class/Activities
Setting # 1	*Science*
Setting # 2	*Social Studies*

Functional Assessment Checklist for Students (FACTS Part B)

Step 6 **PROBLEM BEHAVIOR in specific class/activity:** Which class/activity (only one per form) is being discussed?

Priority Problem Behavior	Class/Activity
Getting out of seat (Copy from FACTS-Part A)	Science and Social Studies classes. (Both classes were discussed at the same time, but any differences in the responses were noted.)

Step 7 **Provide more details about the problem behavior(s):**

"I want you to tell me more about getting out of seat *[priority problem behavior]."*

What do you say and do *when get out of your seat* ***in*** *Science and Social Studies* ***class? [state the specific problem behavior from here on]?***

I usually get up and walk around when the assignment is something I have done before or is just more of the same work from the day before.

How often do you do this? (i.e., every day, only on Mondays, certain classes, etc.)?

Every day

What thoughts do you have before you get out of your seat, that is, what do you say to yourself? *I think that the work is so easy and I rather be in a different class. Then I usually get up to find something else to do. I hate "special ed"—I want to go to the regular classes like everyone else.*

How long do you usually walk around the room? *Usually until my teachers make me leave or I'm so mad that people are yelling at me that I leave on my own.*

How intense is the [problem behavior]—tell me a number from 1 to 5, where 1 is very mild and 5 is severe? (circle one) 1 2 (3) 4 5

Step 8 **ANTECEDENTS: TRIGGERS AND SETTING EVENTS**

"I'm going to ask you some questions about what is going on when you [refer to specific problem behavior from now on]."

"During [class/activity where problem happens most]*, what happens most often just before you do [specific problem behavior]?"*

Use the chart below to check off the student's answer(s). Ask follow-up questions to get more details. Rank order the top three Triggers (Predictors)

Triggers (According to student)	As applicable—Follow-up Questions	Give Specifics
___ when I'm not sure what to do or there is nothing to do	*Tell me more about that. What things are you not sure about...When do you have "nothing to do?"*	
_X_ my classmates are bothering me ___ I sit by a certain classmate	*Tell me more about this. Which classmate(s)? What do they do?*	*They yell at me just like the teacher*
___ when I work alone	*What work do you do alone that leads to problems?*	
_X_ teacher tells me what to do or not to do	*Tell me more about that. What don't you like about what the teacher tells you?*	*When my teacher tell me 10 times to sit down or start my work in front of the whole class, especially the science teacher—she's always yelling at me.*
___ teacher give me work that's too hard _X_ work is too boring or too long ___ work is too easy	*Describe what is too hard/ easy / long / boring? What assignments or activities?*	*I think that I like to walk around because the work in science and social studies is easy. The stuff we are doing now I learned in 4th grade. Plus we do the same thing for like a week. It's so boring sometimes.*
___ When I need to talk to the teacher or need help	*Tell me more about that. When do you need to talk to the teacher or need help?*	

Department of Education

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

A SHARED PATH TO SUCCESS

Directions: Step 1) FBA facilitator fills in student's identifying information and academic schedule and then distributes to staff who work with the student. Step 2) Each staff member fills out student strengths and specific problem behavior(s) observed in his/her class/activity. Step 3) FBA facilitator collates information for the entire school day. Step 4) FBA team meets to prioritize behavior(s) and determine during which classes/activities behavior(s) are most problematic. Step 5) All staff who have identified the priority problem(s) behavior that occurs in their classes, fill out FACTS--Part B.

tep 1

Student: _____ Grade _____ DOB _____ Date: _____

Staff Member: _____ Position/Class/Activity _____

ep 2

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

Academic strengths - _____

Social/Recreational - _____

Other - _____

eps 1, 3 & 5

Schedule (Class/Activity): ***Where, when and with whom*** **problem behaviors are most likely to occur.**

Time	Class/Activity & Staff Involved	Specific Problem Behaviors	Likelihood of Problem Behavior (None 0 1 2 3 4 5 6 High)	Current Intervention for the Problem Behavior
			0 1 2 3 4 5 6	
			0 1 2 3 4 5 6	
			0 1 2 3 4 5 6	
			0 1 2 3 4 5 6	
			0 1 2 3 4 5 6	
			0 1 2 3 4 5 6	
			0 1 2 3 4 5 6	
			0 1 2 3 4 5 6	
			0 1 2 3 4 5 6	

List the problem behaviors and classes or activities with behavior ratings of 5 or 6.

4

	Class/Activity	Problem Behavior(s)
Class/Activity # 1		
Class/Activity # 2		

Add additional rows as needed.

As a team, decide which problem behavior(s) listed above will be the Priority Problem Behavior(s). Give a rationale if necessary.

4

Describe the priority problem behavior(s) in observable, measurable terms:

_____

_____

Staff fill out FACTS for Staff-Part B for each priority behavior to find out further information. Then, observations should be done "across activities, settings, people, and time of day" [NYS Regulations [200.22(a) (2)] to provide a baseline of the student's priority problem behavior(s).

Adapted from S.Loman (2009); C. Borgmeier (2005); March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)

Department of Education

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

A SHARED PATH TO SUCCESS
SPECIAL EDUCATION IN THE NYC PUBLIC SCHOOLS

Step 1

Student: _____ School: _____ Grade_____ Date: _____
Respondent: _____ Title: _____
Interviewer (if applicable): _____ Title: _____

Step 2

STUDENT INTERESTS OR PREFERENCES: Identify at least THREE AREAS OF INTEREST OR PREFERENCES:
Academic: _____
Social/Recreational: _____
Other: _____

Step 3

PROBLEM BEHAVIOR(S) in specific class /activity: Which class?

Priority Problem Behavior(s)	Class/Activity
(From FACTS- Part A)	

Provide more details about the problem behavior(s):

What does the problem behavior(s) look like and sound like?

How often does the problem behavior(s) occur?

How long does the problem behavior(s) last when it does occur?

What is the intensity level of the problem behavior(s)?
(e.g., Scale of 1-5; Whom does it affect:
1. Student only 2. Nearby peers 3. Entire class 4. Adjoining classes 5. Entire school or dangerous behavior)

Step 4

ANTECEDENTS: TRIGGERS AND SETTING EVENTS
What is happening when problem behavior(s) occurs (Predictors)? Rank order top two and give more details:

Triggers	Features of the Triggers	Give specifics
___ If tasks or demand...	Describe task/demand in detail	
___ If instructional grouping is a factor (large group, small group, independent)...	Describe grouping and setting/activity/content in detail	
___ If unstructured time...	Describe the setting, activities, and who is around	
___ If correction/ reprimand...	Describe purpose of correction, by whom, voice tone, volume, etc.	
___ If structured, nonacademic activities...	Describe activity in detail	
___ If transitions...	Describe the activity that is being stopped and the one that is being started	
___ If with peers...	Which peers?	
___ If isolated/no attention...	Where? What else is happening?	
___ Other	Describe	
(Optional space to write more details)		

SETTING EVENTS: Are there events that happen outside of the immediate environment (at home or earlier in the day) that make the problem behavior more likely or worse?

SETTING EVENTS (Rank order from most to least important and then choose top two.)		
___ Correction/failure earlier in day	___ Homework/assignment not completed	___ Hunger
___ Peer conflict	___ Conflict at home	___ Lack of sleep
___ Change in routine	___ Medication (missed or taken)	___ Other:_____

Adapted from C. Anderson & C. Borgmeier (2007) and March, Horner, Lewis-Palmer, Brown , Crone, Todd, & Carr (2000)

Step 5

CONSEQUENCES

What consequences/outcomes appear most likely to maintain the problem behavior(s)?
In this class/routine/activity, when the trigger occurs and the problem behavior happens, what occurs next?
What do the adults do? What do the other students do? What activities happen or stop happening?
Rank order top 2 consequences from chart below:

Things that are Obtained	Things Avoided or Escaped From
___ adult attention *(from whom?)*_____	___ adults *(who?)* _____
___ peer attention *(from whom?)*_____	___ peers *(who?)* _____
___ task/activity *(what?)* _____	___ reprimand *(what, from whom?)*_____
___ objects *(what?)*_____	___ task/activity *(what?)* _____
___ sensory *(what?)* _____	___ sensory *(what?)* _____
___ other: _____	___ other: _____

(Optional space to write more details)

SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and specific details from corresponding categories above.

Step 6

ANTECEDENT(S) / Triggers	Problem Behavior	CONSEQUENCES/Function
SETTING EVENTS		

What current efforts have been used to reduce incidents of the problem behavior?

Step 7

Strategies for preventing problem behavior	Strategies for responding to problem behavior
___ schedule change Other: _____	___ reprimand Other: _____
___ seating change _____	___ office referral _____
___ academic adaptation _____	___ detention _____
___ clarify rules for entire class	___ guidance [Counseling]
___ reminders of expected behaviors for entire class	___ call home
___ practice expected behaviors with whole class	___ behavior contract
Give Details:	

What are ways to reinforce positive behavior that the student would like?

Step 8

Social Reinforcers	Tangible Reinforcers	Other
___ Acknowledgement from Adults	___ Preferred Items	
___ Peer Attention	___ Preferred Activities	
Give Details:		

Adapted from C. Anderson & C. Borgmeier (2007) and March, Horner, Lewis-Palmer, Brown , Crone, Todd, & Carr (2000)

The Functional Assessment Checklist for Teachers and Staff (FACTS B): Instructions

The FACTS is an interview used by school personnel for initial data gathering for functional behavioral assessment. The FACTS is completed by people (teachers, paraprofessionals, counselors/ clinicians, etc.) who know the student best. The FACTS can be completed in a short period of time, usually 5-15 minutes. Efficiency and effectiveness in completing the forms increases with practice.

How to Complete the FACTS-Part B

Step #1: Complete Demographic Information:

Indicate the name of the student, school, grade, date, name of the person providing information (respondent), and name of the person completing the form (the interviewer) if applicable.

Step #2: Complete Student Profile of Strengths

Begin with a review of the student's interests or preferences. Identify at least three areas of interest or preferences.

Step #3: List the Problem Behavior and Identify the class/activity

Copy the priority problem behavior from FACTS-Part A into the corresponding box. Then, make multiple copies of blank FACTS-Part B. Staff will fill out a FACTS-Part B form for each setting in which the problem behavior occurs.

Provide Specific details about the Problem Behavior

Provide more details about the features of the problem behavior(s): what it looks and sounds like, how often it occurs (frequency), how long (duration) and how severe (intensity).

Step #4: Identify Events that Predict Occurrence of the Problem Behavior

Within each class/activity what are the antecedents or triggers which immediately precede the behavior? What would you do to make the problem behavior happen in this class/activity?

What are setting events (conditions/events that happen outside of the immediate environment, at home or earlier in the day) that make the problem behavior more likely?

Step #5: 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.

Identify the most powerful maintaining consequence with a "*1*", and another possible consequences with a "*2*". Do not check more than two options. The focus here is to identify the consequence that has the greatest impact.

Step #6: Build a Summary Statement

The summary statement identifies the setting events, immediate predictors, problem behavior, and maintaining consequences. The summary statement is the foundation for building an effective behavior intervention plan. Build the summary statement from the information in the FACTS-A and FACTS-B (especially the information in Steps #4 [antecedents and setting events], Step #5 [consequences] from the FACTS-B). Once you have the summary statement, the next step will be to use ABC charts to directly observe and record the behavior. This will confirm the summary statement and will provide more details of what is happening when the behavior occurs.

Step #7: Define what has been done to date to prevent/control the problem behavior

In most cases, school personnel will have tried strategies to reduce the problem behavior. List the strategies that have been attempted, and organize these by efforts to prevent the problem from occurring, and those things that were delivered as consequences to control the problem behavior.

Step #8: Identify reinforcers for student

Reinforcers are anything that motivate the student and can range from tangible items to pleasurable activities or social recognition. Identify student's preferences of people, objects and activities. These may be used to reinforce the student's more appropriate responses to similar problematic situations, as replacement behaviors are identified and a plan put into place.

Department of Education

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

A SHARED PATH TO SUCCESS

Step 1

Student: _Anthony S_____ School: M.S. XXX__ Grade: 7_____ Date: xx/xx/xx
Respondent: Ms. L –_____ Title: __Special Education teacher_____
Interviewer (if applicable): _____ Title: _____

Step 2

STUDENT'S INTERESTS OR PREFERENCES: Identify at least three areas of interest or preferences:
Academic strengths: Anthony is a good reader
Social/Recreational: Anthony is a gifted athlete
Other: I have seen some of the work Anthony completes in computer class and he has a lot of potential to be a graphic artist.

Step 3

PROBLEM BEHAVIOR(S) in specific class /activity: Which class?

Class/Activity	Priority Problem Behavior(s)
Science and Social Studies: Directive to initiate class work	*The priority problem behavior is "getting out of seat."*

Provide more details about the problem behavior(s):

What does the problem behavior(s) look like and sound like?
After I give the class instructions or personally ask Anthony to do his work he gets out of his seat and walks around the room. I then ask him again and several times to sit down and do his work. Sometimes the other kids do the same. He does not respond and when I ask him for a third time he starts to yell. Then the other kids start to yell and this is when Anthony will throw/slam his books or kick the desks and sometimes get into a fight. Then he usually leaves the classroom on his own accord.
How often does the problem behavior(s) occur?
This occurs at least 3 times a week in my classes, some weeks it happens every day.
How long does the problem behavior(s) last when it does occur?
This usually lasts more than 5 minutes.
What is the intensity level of the problem behavior(s)?
(e.g., Scale of 1-5; Whom does it affect: *I would say this behavior has an intensity of 3 and it affects the whole class.*
1. Student only 2. Nearby peers 3. Entire class 4. Adjoining classes 5. Entire school or dangerous behavior)

Step 4

ANTECEDENTS: TRIGGERS AND SETTING EVENTS
What is happening when problem behavior(s) occurs (Predictors)? Rank order top two and give more details:

Triggers	Features of the Triggers	Give specifics
_1_ If tasks or demand...	Describe task/demand in detail	*If he is asked to complete work*
_2_ If instructional grouping is a factor (large group, small group, independent)...	Describe grouping and setting/activity/content in detail	*If he is asked to do something in front of the whole class, like sit down or start working.*
___ If unstructured time...	Describe the setting, activities, and who is around	
___If correction/ reprimand...	Describe purpose of correction, by whom, voice tone, volume, etc.	
___If structured, nonacademic activities...	Describe activity in detail	
___ If transitions...	Describe the activity that is being stopped and the one that is being started	
___ If with peers...	Which peers?	
___ If isolated/no attention...	Where? What else is happening?	
___ Other	Describe	
(Space to write more details)		

SETTING EVENTS: Are there events that happen outside of the immediate environment (at home or earlier in the day) that make the problem behavior(s) more likely or worse?

SETTING EVENTS (Rank order from most to least important and then choose top two.)		
_X_ Correction/failure earlier in day	___ Homework/assignment not completed	___ Hunger
___ Peer conflict	___ Conflict at home	___ Lack of sleep
___ Change in routine	___ Medication (missed or taken)	___ Other:_____

Adapted from C. Anderson & C. Borgmeier (2007) and March, Horner, Lewis-Palmer, Brown , Crone, Todd, & Carr (2000)

Step 5

CONSEQUENCES

What consequences/outcomes appear most likely to maintain the problem behavior(s)?
In this class/routine/activity, when the trigger occurs and the problem behavior(s) happens, what occurs next?
What do the adults do? What do the other students do? What activities happen or stop happening?
Rank order top 2 consequences from chart below:

Things that are Obtained	Things Avoided or Escaped From
___ adult attention *(from whom?)*_____	___ adults *(who?)* _____
___ peer attention *(from whom?)*_____	___ peers *(who?)* _____
_X_ task/activity *(what?)* __*reads in APs office*_____	___ reprimand *(what, from whom?)*_____
___ objects *(what?)*_____	_X_ task/activity *(what?)* _*avoids Science & Social Studies tasks*
___ sensory *(what?)*_____	___ sensory *(what?)* _____
___ other: _____	___ other: _____

(Optional space to write more details)

Step 6

SUMMARY OF BEHAVIOR(S)

Fill in boxes below using top ranked responses and specific details from corresponding categories above.

ANTECEDENT(S) / Triggers	PROBLEM BEHAVIOR(S)	CONSEQUENCES/FUNCTION
Asked to complete work during independent work time or reprimanded in front of class.	*Gets out-of-seat and walks around the room*	*He leaves classroom and goes to the APs office to read and avoids tasks in Science or Social Studies.*
SETTING EVENTS		
He does not like to be corrected or criticized.		

Step 7

What current efforts have been used to reduce incidents of the problem behavior(s)?

Strategies for preventing problem behavior(s)	Strategies for responding to problem behavior(s)
___ schedule change Other: _____	_X__ reprimand Other: _____
___ seating change _____	_X__ office referral _____
___ academic adaptation _____	_X__ detention _____
	____ guidance [Counseling]
	_X__ call home
	_X__ behavior contract

Give Details:
I have spoken to Anthony about this and told him that he has to stay in class and complete his work. I have called his mom several times and completed discipline referral forms. We have also created a contract with the AP. He is allowed to go to the APs office to cool down when he needs to.

Step 8

What are ways to reinforce positive behavior(s) that the student would like?

Social Reinforcers	Tangible Reinforcers	Other
___ Acknowledgement from Adults	_X__ Preferred Items - books	
___ Peer Attention	_X_ Preferred Activities Computer time	

PROBLEM BEHAVIOR QUESTIONNAIRE

Student:	**Date:**
School:	**Interviewer:**
Grade: **Age:**	**Respondent:**
Problem Behavior:	

DIRECTIONS: Keeping in mind a typical episode of the problem behavior, circle the frequency at which each of the following statements are true.

			(PERCENT OF THE TIME)				
	Never	**10%**	**25%**	**50%**	**75%**	**90%**	**Always**
1. Does the problem behavior occur and persist when you make a request to perform a task?	0	1	2	3	4	5	6
2. When the problem behavior occurs do you redirect the student to get back to task or follow rules?	0	1	2	3	4	5	6
3. Is the problem behavior more likely to occur when told that he/she cannot do something that he/she wanted to do?	0	1	2	3	4	5	6
4. During a conflict with peers, if the student engages in the problem behavior, do peers leave the student alone?	0	1	2	3	4	5	6
5. When the problem behavior occurs, do peers verbally respond or laugh at the student?	0	1	2	3	4	5	6
6. Is the problem behavior more likely to occur following a conflict outside of the classroom? (e.g., bus write up)	0	1	2	3	4	5	6
7. Does the problem behavior occur to get your attention when you are working with other students?	0	1	2	3	4	5	6
8. Does the problem behavior occur in the presence of specific peers?	0	1	2	3	4	5	6

	Never	10%	25%	50%	75%	90%	Always
			(PERCENT OF THE TIME)				
9. Is the problem behavior more likely to continue to occur throughout the day following an earlier episode?	0	1	2	3	4	5	6
10. Will the student engage in the problem behavior if the student is told he/she cannot have a preferred item or activity?	0	1	2	3	4	5	6
11. Does the problem behavior occur during specific academic activities?	0	1	2	3	4	5	6
12. Does the problem behavior stop when peers stop interacting with the student?	0	1	2	3	4	5	6
13. Does the behavior occur when peers are attending to other students?	0	1	2	3	4	5	6
14. If the student engages in the problem behavior, do you provide one-to-one instruction to get the student back on-task?	0	1	2	3	4	5	6
15. Will the student stop doing the problem behavior if you stop making requests or end an academic activity?	0	1	2	3	4	5	6
16. If the student engages in the problem behavior, do peers stop interacting with the student?	0	1	2	3	4	5	6
17. Is the problem behavior more likely to occur following un-scheduled events or disruptions in classroom routines?	0	1	2	3	4	5	6
18. Is the problem behavior likely to occur if you take away a preferred item or activity?	0	1	2	3	4	5	6

PROBLEM BEHAVIOR QUESTIONNAIRE PROFILE

DIRECTIONS: Circle the score given for each question from the scale below the corresponding question number (in bold).

Attention from peers			Escape from peers			Attention from adults			Escape from adults			Gain item or activity			Setting Events		
Questions			Questions			Questions			Questions			Questions			Questions		
5	**8**	**13**	**4**	**12**	**16**	**2**	**7**	**14**	**1**	**11**	**15**	**3**	**10**	**18**	**6**	**9**	**17**
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL_____			**TOTAL**_____			**TOTAL**_____			**TOTAL**_____			**TOTAL**_____			**TOTAL**_____		

Other Comments

Setting Events Checklist

Student:_____ **Respondent:**_____

Behavior Interest:_____ **Date:** _____

Instructions: The list below includes events that could possibly increase the likelihood of problem behavior occurring. If an event contributes to the student's behavior, check the appropriate column to indicate when the event occurs in relation to when it contributes to the problem behavior. For longstanding influences, note only those that contribute to the current incident or behavior.

SETTING EVENT (by type)	**Same Day**	**Day Before**	**Within Week**	**Long Standing**
Physical				
Meal time change or meal missed				
Sleep pattern (including duration) atypical				
Medications changed or missed				
Appeared or complained of illness				
Appeared or complained of pain or discomfort				
Allergy Symptoms				
Seizure				
Chronic health condition				
Other (specify):				
Learning and self-regulation				
Specific disability (specify):				
Learning difficulties (specify):				
Low frustration tolerance/impulsive				
Short attention span				
Poor organizational or planning skills				
Anger management problems				
Atypical sensory needs				
Other (specify):				
Social-Emotional				
Anxious				
Irritable or agitated				
Depressed, sad, or blue				
Experienced disappointment (specify):				
Refused a desired object or activity				
Disciplined or reprimanded, especially if atypical				
Fought, argued, or had other negative interaction				
Difficulty with peer(s) (specify):				
Changes in living environment (specify):				
Other (specify):				

SETTING EVENT (by type)	**Same Day**	**Day Before**	**Within Week**	**Long Standing**
Environment and routines				
Routine was altered; change in activity or order				
Routine was disrupted				
Change in caregiver or teacher				
Absence of preferred caregiver or teacher				
Was 'made' to do something				
Change in school placement (specify):				
Changes in living placement (specify):				
Other (specify):				

Common Setting Events associated with Problem Behavior: Check any that contribute to the problem behavior identified above.

Environmental

- ☐ Crowded conditions
- ☐ Barren environment
- ☐ Noise level
- ☐ Heat/cold
- ☐ Time of day
- ☐ Music
- ☐ Physical layout of environment
- ☐ Group instruction
- ☐ Independent seat work
- ☐ Curriculum
- ☐ Being late for school
- ☐ Staffing patterns
- ☐ Moving to a new school/home
- ☐ Transitions

Social

- ☐ Major life changes
- ☐ Fight with peers
- ☐ Negative social interactions
- ☐ Family divorce/discord
- ☐ Certain individuals
- ☐ Losing a game
- ☐ Loss of a loved one
- ☐ Change in teacher

Physiological

- ☐ Not enough exercise
- ☐ Agitation due to emotions or physiological conditions (menses, medication change, medication side effects)
- ☐ Sleep disturbances
- ☐ Pain
- ☐ Allergies
- ☐ Infections
- ☐ Constipation
- ☐ Hunger/thirst
- ☐ Illness
- ☐ Mental illness
- ☐ Hypothyroidism
- ☐ Injury

Department of Education

A SHARED PATH TO SUCCESS

USE THIS INFORMATION TO DESIGN REINFORCEMENT FOR THE BEHAVIOR INTERVENTION PLAN

Non-Reinforcers

Student's Name: _____ Date of Birth: _____ Date: _____

List things student doesn't like in the following categories:

Tangible (things):

Sensory (useful for students with Autism Spectrum Disorder): Visual, motor, sounds, proximity to people, touch, taste, smell

Attention:

Places:

People:

Activities:

Department of Education

A SHARED PATH TO SUCCESS

Reinforcers for
FUNCTIONAL BEHAVIORAL ASSESSMENT

Student's Name: _____ Date of Birth: _____ Date: _____

List things student likes most in the following categories:

Tangible (things):

Sensory (useful for students with Autism Spectrum Disorder): Visual, motor, sounds, proximity to people, touch, taste, smell

Attention:

Places:

People:

Activities:

Department of Education

Direct Data Collection Forms