

The Functional Assessment Checklist for Teachers and Staff (FACTS)

Follow-Up Questions

Instructions for Use: These questions can be used as follow-up questions or clarifying questions when conducting the FACTS Staff Interview. If additional information is needed or questions are not clear to the staff member answering questions, these follow-up questions can be used to help gather additional information or provide further clarity.

Part A

Step 3: Problem Behaviors

Instructions: Mark the problem behavior(s) you are seeing. Circle the one of greatest concern.

Follow-Up Questions:

- What is the single-most concerning problem behavior?

Note: If you are having difficulty deciding between two or more behaviors, select the behavior that could potentially cause injury to self or others, or that may impact other students more significantly.

Instructions: Describe the problem behavior.

Follow-Up Questions:

- What does it look like?
- What does it sound like?
- Give me examples of the problem behavior.

Step 4: Routine Analysis

Follow-Up Questions:

- If the teacher says, "it happens all day," consider asking them to write down their daily schedule and then ask them to rate the likelihood that the problem behavior will happen during that activity.
- If the teacher says all day, every day, consider asking, if you had an outside observer coming to your classroom to watch this student, what time would you recommend them coming?

Step 5: Target Routine for Behavior Support

Follow-Up Questions:

If the teacher is having a hard time identifying the routines to focus on, consider asking:

- Which routines that you rated a 4, 5, or 6 for likelihood create the most disruption to learning?

Step 7: Problem Behavior Details

Instructions: Describe the problem behavior(s). What does it look like? Provide examples.

Follow-Up Questions:

- When does your heart rate go up?
- What are the warning signs that make you feel that way?

Instructions: How often does the problem behavior(s) occur (once per week or day, hourly)?

Follow-Up Questions:

If they say all day, consider asking:

- Are you most concerned about how many times it happens or how long it happens for?
- How many times during the routine you identified does it happen?
- Are there certain days it always happens? Does it not happen on other days?

Instructions: How long does the problem behavior(s) last when it does occur (minutes, hours)?

Follow-Up Questions:

- Does it start and stop quickly, or does it happen infrequently for a long time? If a long time, on average, how long do you think it lasts?

Instructions: How intense is the problem behavior(s)? Does the behavior cause injury to self? Injury to others?

Follow-Up Questions:

- On a scale of 1 to 10, if 10 is injury to self or others and 1 is passively ignoring instructions, where does this problem behavior fall?

Step 8a: Antecedents

Instructions: In this activity, what happens most often just before the problem behavior?

Follow-Up Questions:

- In what situations is the problem behavior most likely to occur?
- What seems to trigger or set off the problem behavior?
- Does the problem behavior occur when you change routines or interrupt activities? If so, describe what happens.
- Does the problem behavior occur when it appears that the student won't get his/her way? If so, describe the things the student often attempts to control.
- Is there a time of day the problem behavior always occurs? Is there a time of day the problem behavior never occurs?
- Is the student asked to do something? Participating in a non-preferred activity? Interacting with a certain adult or student? Told 'no'?

Instructions: If you put this trigger in place 10 times, how often would it result in problem behavior?

Follow-Up Questions:

- For example, if you just told me in the question above that the student is told "no" most of the time before problem behavior occurs, then if I said "no" 10 different times, of those 10 times, how many would result in the problem behavior?
- If you put this trigger into place 10 times, would it result in problem behavior sometimes, most of the time, or always?

Instructions: Does the problem behavior ever happen when the trigger is absent? Or when the opposite of the trigger occurs?

Follow-Up Questions:

- For example, if saying "no" is the trigger, would problem behavior still happen if I told the student "yes"? Would problem behavior happen if I just allowed the student everything he/she wanted?
- If you absolutely can't deal with that problem behavior at that moment, what would you do to avoid it?

Part B

Step 8b: Antecedents

Definitions for Antecedents:

- **Tasks:** Teacher gives a task, an assignment has been given, or teacher asks the student a question.
- **Unstructured Time:** Student has not been given an activity to engage in. Examples include: free play, recess, lunch time, etc.
- **Reprimands:** Teacher corrects the student's incorrect response or behavior.
- **Structured, nonacademic activities:** Clear teacher expectations are given and an activity is evident. Examples of structured, nonacademic activities include extracurricular activities, class chores, etc.
- **Transitions:** Current activity is changed, or class is moving to a different location.
- **Isolated:** Student is separated from peers and adults (e.g., sitting at desk without adults or students nearby).

Instructions: If tasks (e.g., group work, independent work, small group instruction)...

Follow-Up Questions:

- Is the task too hard? Too easy?
- Does the task take too long?
- Does the student not like working with his/her peers? By themselves?

Instructions: If unstructured time...

Follow-Up Questions:

- Is it during transitions from one activity to another?
- Does it occur during free-time?
- Does it occur when the student has completed schoolwork and the class is still completing the activity?
- Does it happen in the hallway during class transitions?

Instructions: If reprimand...

Follow-Up Questions:

- If you tell the student to stop doing something, what happens?

Instructions: If structured, nonacademic activities...

Follow-Up Questions:

- Does it happen at recess?
- Does it happen in the cafeteria?

Instructions: If transitions...

Follow-Up Questions:

- Does problem behavior happen when transitioning away from an activity or setting the student really likes to an activity/setting the student doesn't like?
- Does the transition(s) the student has difficulty with take a long time?
- Are the transition expectations clear to the students?

Instructions: If isolated...

Follow-Up Questions:

- Are there any other students or teachers involved (this will let you know it is not happening in isolation)?
- Is it in a certain location?
- Are there specific noises, smells present when the behavior occurs?

Step 9: Setting Events

Instructions: Is there something that, when present, makes it more likely that the trigger identified above sets off the behavior?

Follow-Up Questions:

- If the teacher focuses solely on home as a setting event, ask if there are specific things in the home, not just home that can be a setting event (e.g., lack of sleep the night before).

Instructions: If yes, is this event present sometimes and absent others?

Follow-Up Questions:

Instructions: Does the behavior occur only when the event is present?

Follow-Up Questions:

Step 10: Consequences

Instructions: In the activity identified, when the trigger occurs and problem behaviors happen, what occurs next? What do you do? What do other students do? What activities happen or stop happening?

Follow-Up Questions:

- How do you and others react or respond to the problem behavior?
- What do you and others do to calm the student down once he/she is engaged in the problem behavior?
- What do you and others do to distract the student from engaging in the problem behavior?
- Is there anything you could do to get the problem behavior to stop immediately?

Instructions: If adult or peer attention is obtained or avoided

Follow-Up Questions:

Instructions: If an activity or request occurs or is removed

Follow-Up Questions:

- Does the student find a way to put off doing the activity? How long, on average?

Instructions: If tangible items are obtained or removed

Follow-Up Questions:

Instructions: If sensory stimulation possibly occurs or is removed

Follow-Up Questions:

- What is the student supposed to be doing instead?