

How to Complete the FACTS

FACTS Part A:

Step #1: Start with the Student's Strengths

- When conducting a FACTS interview, always start with the student's strengths.
- Begin with a focus on the student's positive skills and attributes

Step #2: Where, when, with whom, problem behaviors are most likely

- Time: List all of the times that define changes in the student's daily schedule. Include subject changes in classes, transitions, lunch, before school, and adapt for complex schedule features (e.g. odd/even days) if appropriate.
- Activity & Staff: Identify the activity or routine (e.g. small group instruction, math, independent art, transition) during each time identified and the staff involved
- Likelihood of Problem Behavior: Rate the likelihood of problem behavior during each time/activity/routine on the 1 to 6 scale provided.
- Problem Behavior: Indicate the specific problem behavior(s) that occur during each time with a rating of 4, 5, or 6.
- Current Intervention: Indicate any interventions currently in place for the problem behavior during that time.

Step #3: List the Routines in Priority of Behavior Support & Select the Single Most Prioritized Routine to Focus on for FACTS Part B.

- Identify those routines with the highest ratings (4, 5, or 6)
- Select 1 or 2 routines for further analysis and prioritize which routine to begin the assessment with
- Write the name of the highest priority routine and the most common problem behavior(s) during the routine in Routine #1
- Do the same for Routine #2
- In some cases, it may be possible to combine multiple routines, but only when the structure and demands within the routine are very similar.
- If you determine that there are more than 2 distinct routines identified, refer the case to a behavior specialist.
- Select the single most prioritized routine to focus on for FACTS-Part B

Step #4: Identify Problem Behaviors for the Identified Routine

- Check the behaviors that occur in the target routine and then rank order the top 3 most concerning problem behaviors in the routine

Step #5: Ask about the Frequency, Duration

Step #6: Ask if the behavior is an Immediate Danger to Self/Others

FACTS Part B:

Step #1: Identify the Target Routine

- List the prioritized target routine and problem behavior as selected from the List the Routines in Priority for Behavior Support from FACTS Part A.

Step #2: Ask About the Antecedent(s)

- When asking about antecedents remember to do the following:
 - Remind the respondent that you are only talking about the target routine
 - Have the person initially check all antecedents in the list that apply
 - Then, have the person rank order the 2 strongest predictors from those selected.
- After identifying the strongest predictor(s), ask the follow-up question(s) coinciding with the letter of the item(s) rank ordered #1 and #2.
- The provided follow-up questions should not be considered a complete list. It is your job to ask the additional follow-up questions necessary to obtain the clearest understanding of the antecedents triggering the problem behavior.

Step #3: Before Moving on with the Interview, Ask Yourself the Following About the Antecedent Response:

- Are there further follow-up questions I should ask to get a clearer understanding of what triggers the problem behavior?
- Is the antecedent clear enough that I can identify specific environmental changes that should prevent the problem behavior?

Step #4: Ask about the Consequences

- When asking about consequences remember to do the following:
 - Remind the teacher that you are only talking about the target routine
 - Have the person initially check all consequence in the list that apply
 - Then, have the person rank order the 2 strongest consequences from those selected.
- After identifying the strongest consequence(s), ask the follow-up question(s) coinciding with the letter of the item(s) rank ordered #1 and #2.
- The provided follow-up questions should not be considered a complete list. It is your job to ask the additional follow-up questions necessary to obtain the clearest understanding of the consequences maintaining the problem behavior.

Step #5: Before Moving on with the Interview, Ask Yourself the Following About the Consequence Response:

- Are there further follow-up questions I should ask to get a clearer understanding of what consequences are maintaining the problem behavior?
- Are the consequences and function of behavior clear enough that I can understand how the problem behavior is paying off for the student?
- When considering the antecedent and consequence together, do they make sense?

Step #6: Ask about the Setting Events

- When asking about setting events remember to do the following:
 - Remind the teacher that you are only talking about the target routine

- Have the teacher initially check all setting events in the list that apply
- Then, have the person rank order the 3 strongest setting events from those selected

Step #7: Summarize the Interview Using the Summary of Behavior

- Take a few moments to review the interview responses and form the Summary of Behavior
- The Summary of Behavior combines all of the information gathered in the FACTS Part B.
- To complete each of the boxes in the Summary of Behavior, take the information from the corresponding boxes from above in the FACTS Part B form.
- Write the highest ranked item from the Antecedent category and provide additional details provided through the follow-up questions
- Write in the description of problem behavior identified in the Identifying Routine box at the top of the page
- Write the highest ranked item from Consequences category and provide additional details provided through the follow-up question
- Write the highest ranked item from the Setting Events category from above and provide additional details from the follow-up questions

Step #8: After Completing the Summary of Behavior, Read the Summary Back to the Teacher According to the Following Format

- “During <insert target routine>, <insert student name> is likely to <insert problem behavior(s)> when s/he is <insert details of antecedent conditions that trigger behavior>, and you believe that s/he does this to <insert details of consequence/function>.”
- Ask the teacher, “Do you agree with this Summary of Behavior or is there anything you would like to add or change?”

Step #9: Ask the teacher to rate the extent they believe the summary of behavior is accurate on the provided 6 point scale.

How to Complete the ABC Observation

Before the Observation:

1. Schedule observation during routine (time/place) identified as most problematic from the FACTS.
2. Complete the shaded portion based on the FACTS summary.
3. Record the date/setting/time of observation

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.

After the 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)?