

**Overview:**

You are a faculty member at Bramble Middle School trying to support Shane, an 8<sup>th</sup> grader. You have come together for a Support Team Meeting to complete the Functional Assessment Checklist for Teachers and Staff with Mr. Shrute. It is therefore in your best interest to answer the questions that Mr. Shrute asks so that you can help determine the function of Shane’s behavior so that, as a team you can identify the function of Shane’s concerning behavior and develop a Behavior Support Plan for him.

**Instructions:**

1. Follow the script you are given, you are welcome to add some emotion or additional comments that corroborate your character’s description or enhances the script.
2. At times, there will be places marked with a stop sign where you will record answers to FACTS questions and participants can ask clarifying questioned. When questioned by another participant please answer the questions to the best of your ability, if your character explanation or script answers do not provide information that could help with a follow-up question, do not make up information it will make it harder for the group to identify the function of the behavior and create a hypothesis statement at the end of the activity.
3. There are two rounds. At the ends of each round the presenter will help you sum up everything that you have learned.
4. The FACTS handout – the participant playing Mr. Hudson should act as the Recorder during this activity. During the dialogue the group should discuss what information to record in each step of FACTS Part A.
5. Your hypothesis about why Shane is engaging in problem behavior must be held until the end of the second round of the activity.
6. THIS IS A GAME – it is not meant to be real life! If things in the script do not seem “real world”, that’s okay, it isn’t. This is a way for your group to practice the FACTS Interview before you do it with a group of teachers discussing a real student who needs support and intervention.

**Roles:**

Mr. Shrute (Interviewer)  
Mr. Hudson (Math)  
Mrs. Flenderson (Science)

### **Mr. Shrute (Participant Background)**

**Mr. Shrute:** You are the team member who acts as the Tier III Team Lead. It will be your job to lead Part A and Part B of the FACTS. You are the School Psychologist and have known Shane for 3 years. Shane began having issues with his behavior last year and it seems that in 8<sup>th</sup> grade things are getting worse. Shane's teachers are beginning to get frustrated with Shane's behavior and haven't been following through on some of the interventions you have discussed with them to support Shane, but you are excited that they have all come together to begin a Functional Behavior Assessment since his behavior has continued to intensify and he is now failing two classes.

### **Dialogue for FACTS Part B Steps 6-11**

**Mr. Shrute:** Okay, so now that we have two routines identified, math and science. Let's choose one class to focus on to answer more questions.

**Mr. Hudson:** I would like us to focus on Math if possible, if he misses another assignment he will be failing math class. Is that okay with everyone.

**Mrs. Flenderson:** He is still passing science, let me look, yes he has a 81% average, so I am fine with waiting to focus on Science, maybe intervention in Math class will help Shane in my class, too.

**Mr. Shrute:** Sounds good, if everyone is okay with that decision we will start focuses on Shane's behavior in math class.

**All:** Nod in agreement **(STOP and complete FACTS)**

**Mr. Shrute:** Mr. Hudson, can you describe the problem behavior? What does it look like in Math class? Please provide examples.

**Mr. Hudson:** Sure, in math, when Shane becomes defiant, he typically puts his head down, refuses to look at the board, ignores teacher directives and instructions, talks back to me and flat out refuses to follow directions. He has recently begun yelling "leave me alone" or "I don't know" when he becomes very frustrated. If it really escalates he will walk out of the classroom.

**Mr. Shrute:** How often does the problem behavior occur, one time per week, daily, hourly?

**Mr. Hudson:** We have an episode like this almost daily. But, I would say, consistently 4 out of 5 days of the week.

**Mr. Shrute:** How long does the problem behavior last when it does occur?

**Mr. Hudson:** Typically, it begins it only lasts about 10 seconds and if he is in a good mood I can get him back on track, but when it gets bad, it can last up to 10 minutes and will include walking out of class.

**Mr. Shrute:** So, it can include walking out of class, got it. So then, how intense would you say the problem behavior is when it occurs? Does the behavior cause injury to self? Injury to others?

**Mr. Hudson:** When Shane becomes really upset and defiant, other students have a hard time focusing on their own work and learning in the classroom is disrupted. However, Shane's behavior doesn't cause injury to himself or others.  
**(STOP and complete FACTS)**

**Mr. Shrute:** Now, I am going to ask you a few questions about what happens right before Shane becomes defiant. During math, what happens most often just before the problem behavior? And if you put these triggers into play, how often will they result in Shane becoming defiant?

**Mr. Hudson:** That is an easy one to answer! When I ask Shane to complete word problem independently or on the board, when I ask him to stop drawing and when we start by reviewing homework.

**Mr. Shrute:** Okay, so we know that independent work, redirection and reviewing homework can be triggers for Shane's defiant behavior. If you put these triggers into place, how often will Shane become defiant? Does he ever become defiant when these triggers are not in place?

**Mr. Hudson:** I would say 9 out of 10 times that these triggers occur in the classroom. And no, Shane is only defiant after one of those three things happen.

**Mr. Shrute:** Okay, so, from what you are telling me it sounds like the antecedent's to Shane's behavior is "tasks" and "reprimand". Do you agree?

*Mr. Hudson nods (STOP and complete FACTS)*

**Mr. Shrute:** Can you describe the math word problems that are challenging for him? Or math tasks that are challenging for Shane?

**Mr. Hudson:** Sure, typically Shane avoids math word problems which are challenging for him that he has to do independently or in front of other people. Usually those word problems are multi-step or independent assignments with more than 5 problems, and independent tasks taking more than 5 minutes.

**Mr. Shrute:** Thank you! That is very helpful! For the reprimand row, I wrote down, "teacher delivers redirection or reprimand asking him to do work or telling him to stop drawing." Is that correct?

**Mr. Hudson:** Spot on! (STOP and complete FACTS)

**Mr. Shrute:** Okay, now let's move on to "Step 9: Setting Events". I want to know if there are any routines or things that happen before math class even starts that make it more likely to trigger Shane's defiant behavior?

**Mr. Hudson:** Definitely, when Shane does not complete his homework or if he is late to school.

**Mr. Shrute:** So, do these two things happen frequently, are they present sometimes and absent others?

**Mr. Hudson:** Not having homework complete is a setting event which always triggers problem behavior with Shane. Being late to school or class may not always trigger problem behaviors.

**Mr. Shrute:** Okay, so does the defiant behavior only occur when the event is present? Is it just when Shane is late or forgets his homework that he becomes defiant when giving math work?

**Mr. Hudson:** No, it also occurs when given a task or a reprimand. (STOP and complete FACTS)

**Mr. Shrute:** Thanks for that information. So now we are moving on to Step 10. Only two more steps to go! In this step, we are going to discuss consequences. When Shane is defiant, what do you and the other students do?

**Mr. Hudson:** Typically, I ignore Shane or I walk over to him and cross off some of the math problems on his worksheet so that it doesn't seem to overwhelming. If he becomes really defiant, I may ask him to take a "cool down" break in the hallway. Other students have gotten really good at ignoring him and continuing their own work.

**Mr. Shrute:** It sounds like student work continues, but does anything stop happening?

**Mr. Hudson:** Yes, Shane does not get any work done, he gets out of the work assigned.

**Mr. Shrute:** So, what I am hearing is that Shane avoids hard tasks because his math assignment is removed or the number of problems are decreased for the duration of the activity. Shane typically sits at his desk and draws or goes into the hallway to calm down instead of doing his math work. Does that sound right to you, Mr. Hudson?

**Mr. Hudson:** That's exactly what happens! **(STOP and complete FACTS)**

**Mr. Shrute:** We have made it to "Step 11: Summary of Behavior". Now we are going to put together all the parts of this interview and then review it. Give me two minutes.

(Mr. Shrute pretends to look over interview and compile the summary statement)

**Mr. Shrute:** I took your answers from Steps 6-10 and I have made them into a summary statement. I am going to read it back to you and I want you to tell me how accurate this summary statement explains Shane's defiance.

**Mr. Hudson:** Okay, read it back!

**Mr. Shrute:** During math class, Shane is likely to be defiant when he is asked to answer challenging math problem, and we believe that he does this to avoid difficult math tasks. It is more likely to occur when he has not completed the previous day's math homework or is tardy to school or class.

Now that you have heard that summary statement, on a scale of 1-6, how accurate do you think that statement is.

**Mr. Hudson:** From my point of view and experience, I am pretty confident that's what's happening. I would rate my confidence 5 out of 6.

**Mr. Shrute:** Thank you so much. This is really helpful information for us to begin to plan for intervention. I will be contacting you in the next day to plan for data collection and ABC observation. Do you have any questions?

**Mr. Hudson:** Nope, thank you so much, this was really helpful! **(STOP and complete FACTS)**

### **Mr. Hudson (Participant Background )**

**Mr. Hudson** You have been teaching math for 10 years, 8<sup>th</sup> grade math is one of your favorite grades to teach. One of the things that you pride yourself in is making really creative activities including math word problems to teach concepts in 8<sup>th</sup> grade math. You consider your teaching style firm but supportive. Shane has consistently been a problem in your 3<sup>rd</sup> period class since the start of the year. His behavior has been frustrating not only because he is not completing the work and is now failing the class, his disruption and defiance are prohibiting you from making your creative activities that you normally would. Many of your activities require kids to regularly complete their homework and work through multi-step word problems. Two things Shane has not consistently done this year.

### **Dialogue for FACTS Part B Steps 6-11**

**Mr. Shrute:** Okay, so now that we have two routines identified, math and science. Let's choose one class to focus on to answer more questions.

**Mr. Hudson:** I would like us to focus on Math if possible, if he misses another assignment he will be failing math class. Is that okay with everyone.

**Mrs. Flenderson:** He is still passing science, let me look, yes he has a 81% average, so I am fine with waiting to focus on Science, maybe intervention in Math class will help Shane in my class, too.

**Mr. Shrute:** Sounds good, if everyone is okay with that decision we will start focuses on Shane's behavior in math class.

**All:** Nod in agreement **(STOP and complete FACTS)**

**Mr. Shrute:** Mr. Hudson, can you describe the problem behavior? What does it look like in Math class? Please provide examples.

**Mr. Hudson:** Sure, in math, when Shane becomes defiant, he typically puts his head down, refuses to look at the board, ignores teacher directives and instructions, talks back to me and flat out refuses to follow directions. He has recently begun yelling "leave me alone" or "I don't know" when he becomes very frustrated. If it really escalates he will walk out of the classroom.

**Mr. Shrute:** How often does the problem behavior occur, one time per week, daily, hourly?

**Mr. Hudson:** We have an episode like this almost daily. But, I would say, consistently 4 out of 5 days of the week.

**Mr. Shrute:** How long does the problem behavior last when it does occur?

**Mr. Hudson:** Typically, it begins it only lasts about 10 seconds and if he is in a good mood I can get him back on track, but when it gets bad, it can last up to 10 minutes and will include walking out of class.

**Mr. Shrute:** So, it can include walking out of class, got it. So then, how intense would you say the problem behavior is when it occurs? Does the behavior cause injury to self? Injury to others?

**Mr. Hudson:** When Shane becomes really upset and defiant, other students have a hard time focusing on their own work and learning in the classroom is disrupted. However, Shane's behavior doesn't cause injury to himself or others.

**(STOP and complete FACTS)**

**Mr. Shrute:** Now, I am going to ask you a few questions about what happens right before Shane becomes defiant. During math, what happens most often just before the problem behavior? And if you put these triggers into play, how often will they result in Shane becoming defiant?

**Mr. Hudson:** That is an easy one to answer! When I ask Shane to complete word problem independently or on the board, when I ask him to stop drawing and when we start by reviewing homework.

**Mr. Shrute:** Okay, so we know that independent work, redirection and reviewing homework can be triggers for Shane's defiant behavior. If you put these triggers into place, how often will Shane become defiant? Does he ever become defiant when these triggers are not in place?

**Mr. Hudson:** I would say 9 out of 10 times that these triggers occur in the classroom. And no, Shane is only defiant after one of those three things happen.

**Mr. Shrute:** Okay, so, from what you are telling me it sounds like the antecedent's to Shane's behavior is "tasks" and "reprimand". Do you agree?

*Mr. Hudson nods (STOP and complete FACTS)*

**Mr. Shrute:** Can you describe the math word problems that are challenging for him? Or math tasks that are challenging for Shane?

**Mr. Hudson:** Sure, typically Shane avoids math word problems which are challenging for him that he has to do independently or in front of other people. Usually those word problems are multi-step or independent assignments with more than 5 problems, and independent tasks taking more than 5 minutes.

**Mr. Shrute:** Thank you! That is very helpful! For the reprimand row, I wrote down, "teacher delivers redirection or reprimand asking him to do work or telling him to stop drawing." Is that correct?

**Mr. Hudson:** Spot on! (STOP and complete FACTS)

**Mr. Shrute:** Okay, now let's move on to "Step 9: Setting Events". I want to know if there are any routines or things that happen before math class even starts that make it more likely to trigger Shane's defiant behavior?

**Mr. Hudson:** Definitely, when Shane does not complete his homework or if he is late to school.

**Mr. Shrute:** So, do these two things happen frequently, are they present sometimes and absent others?

**Mr. Hudson:** Not having homework complete is a setting event which always triggers problem behavior with Shane. Being late to school or class may not always trigger problem behaviors.

**Mr. Shrute:** Okay, so does the defiant behavior only occur when the event is present? Is it just when Shane is late or forgets his homework that he becomes defiant when giving math work?

**Mr. Hudson:** No, it also occurs when given a task or a reprimand. (STOP and complete FACTS)

**Mr. Shrute:** Thanks for that information. So now we are moving on to Step 10. Only two more steps to go! In this step, we are going to discuss consequences. When Shane is defiant, what do you and the other students do?

**Mr. Hudson:** Typically, I ignore Shane or I walk over to him and cross off some of the math problems on his worksheet so that it doesn't seem to be overwhelming. If he becomes really defiant, I may ask him to take a "cool down" break in the hallway. Other students have gotten really good at ignoring him and continuing their own work.

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**Mr. Hudson:** That's exactly what happens! **(STOP and complete FACTS)**

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**Mr. Shrute:** During math class, Shane is likely to be defiant when he is asked to answer challenging math problem, and we believe that he does this to avoid difficult math tasks. It is more likely to occur when he has not completed the previous day's math homework or is tardy to school or class.

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**Mr. Hudson:** Nope, thank you so much, this was really helpful! **(STOP and complete FACTS)**

### **Mrs. Flenderson (Participant Background)**

**Mrs. Flenderson (Science):** You have Shane for 8<sup>th</sup> grade Biology. Shane's behavior varies depending on the unit you are teaching. For example, early in the fall, you were teaching about DNA double helix and Shane was very engaged and completed all of his activities. You have transitioned to a unit focused on Physics which has a lot of math application within the curriculum. Shane is refusing to do most math based work. You are exasperated and out of ideas as to what to do next.

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