



AMERICAN  
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## **Appendix A**

### **Resources on Classroom Management**

## A1. Resources

<http://www.nea.org/tips/manage/behavior.html> The National Association of Education's (NEA) website that focuses on classroom management. It is part of the Works4Me tips library. It is a compilation of teacher submitted tips on noise control, staying on task, safety issues, transforming behavior, discipline referrals and tracking behavior. section of the website.

Another section of the NEA website has a long list of archived strategies and offers practical advice that pertains to many situations. See: <http://www.nea.org/classmanagement/archive.html>

<http://www.teachingideas.co.uk/more/management/contents.htm> “An information, news and resources blog for primary teachers in the UK.” Brief postings on classroom management suggestions from primary level teachers. Since the ideas were generated by teachers, they are practical and may easily be adopted in classrooms.

<http://www.myceconline.org/phpBB2/> The Council for Exceptional Children maintains discussion forums on various topics. The Behavior and Discipline forum is the most popular and includes more 200 topics related to classroom management with more than 1000 posts. There is also a new teacher exchange.

[http://www.education-world.com/a\\_curr/archives/classmanagement.shtml](http://www.education-world.com/a_curr/archives/classmanagement.shtml) A long list of articles on classroom discipline is archived. The articles range from examinations of what to do mid-year to revisit classroom rules to academic choice and dealing with bullies.

<http://scholar.google.com/> A search engine for scholarly works on the web provides a gateway to refereed articles on any given topic. As many of the articles are available as full-text, it offers

quick access to valuable information. One may type in, “self-monitoring classroom behavior” “classroom management” “classroom discipline” self-regulation classroom” and find lists of related articles.

The PBIS website provides excellent resources for gaining an overview of the model and suggestions for implementation. Three of their PowerPoint presentations are highly recommended.

[www.pbis.org/files/George/co0206c.ppt](http://www.pbis.org/files/George/co0206c.ppt) (Classroom Management: Systems and Practices)

[www.pbis.org/files/George/co0206a.ppt](http://www.pbis.org/files/George/co0206a.ppt) (School-Wide Positive Behavior Support: Getting Started)

[www.pbis.org/files/Horner/apbs0306bxspec.ppt](http://www.pbis.org/files/Horner/apbs0306bxspec.ppt) (Establishing the Organizational Capacity to Deliver Function-based Support)

Jim Wright’s [www.interventioncentral.com](http://www.interventioncentral.com) provides a useful list of reinforcers. See <http://www.jimwrightonline.com/php/jackpot/jackpot.php> for his online reinforcer generator survey. There is no charge for using it. The online reinforcer generator survey provides a list of reinforcers and allows to you select age appropriate items as well as insert reinforcers that you think might be of interest to the child. You may customize the form so the child’s name appears and direction.

<http://teachers.net/wong/> A monthly newsletter written by Harry and Rosemary Wong on various aspects of classroom management. The topics focus on what a teacher should do prior to the start of the school year, objectives for the first days of school, greeting students, and motivating

students. Much of the content is based on Wong's 2004 book, *The first days of school: How to be an effective teacher*.

<http://www.interventioncentral.com/> “free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth”

Topics range from how to reduce problems by increasing the effectiveness of academic instruction to the good behavior game and behavioral contracts.

<http://education.indiana.edu/~safeschl/> The Indiana University Safe and Responsive Schools Project is a model demonstration and technical assistance project, funded by the U.S. Department of Education, dedicated to enabling schools and school districts to develop a broader perspective on school safety and violence prevention, stressing comprehensive planning, prevention, and parent/community involvement.

Appendix B

B1. Institute for Child Study Functional Assessment Interview Form

B2. Functional Assessment Checklist for Teachers and Staff<sup>1</sup>

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<sup>1</sup> Retrieved April 10, 2006 from <http://www.pbis.org/files/Horner/apbs0306facts.doc>

**B1. Institute for Child Study  
Functional Assessment Interview**

1. Describe the targeted behavior (s). Choose a level of specificity that reflects teacher concern (e.g., hitting, kicking, spitting all viewed as aggression)

Behavior (observable, measurable, specific):

Frequency:

Duration:

Intensity:

[Rank order importance of behaviors on worksheet]

2. In what activity or subject area are behaviors most likely to occur?

At what time of day (e.g. before school, morning, afternoon) are behaviors more likely to occur?

Where are behaviors most likely to occur?

Are there times when the behavior rarely occurs?

With whom are behaviors most likely to occur?

3. What is most likely to be occurring just before the behavior occurs?

Is there one thing that is most likely to make the behavior occur?

How much time is there between the setting event and the behavior? (e.g., does the event set off the behavior immediately, or only after some delay?)

Do you think there are certain skills this student is lacking that makes him/her more likely to engage in this behavior? (e.g., the student may have a limited repertoire in peer social interactions)

4. What happens after the behavior occurs, either in terms of teacher actions or student reactions?

Does engaging in the behavior seem to result in some “payoff”? Consistently?

5. Is there a predictable sequence of behaviors?

Do certain behaviors seem to occur together or always occur in the same situation?

6. Is it possible to identify “bad days” at the outset? How?

7. What interventions have been tried? What have been the results?



March, Horner, Lewis-Palmer, Brown , Crone, Todd & Carr (2000)

4/24/00

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

Step 1 Student/ Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
 Interviewer: \_\_\_\_\_ Respondent(s): \_\_\_\_\_

Step 2 **Routine/Activities/Context:** Which routine(only one) from the FACTS-Part A is assessed?

Routine/Activities/Context	Problem Behavior(s)

Step 3 **Provide more detail about the problem behavior(s):**

What does the problem behavior(s) look 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 danger of the problem behavior(s)?

Step 4 **What are the events that predict when the problem behavior(s) will occur? (Predictors)**

Related Issues (setting events)	Environmental Features
<input type="checkbox"/> illness                      Other: _____ <input type="checkbox"/> drug use                      _____ <input type="checkbox"/> negative social              _____ <input type="checkbox"/> conflict at home              _____ <input type="checkbox"/> academic failure              _____	<input type="checkbox"/> reprimand/correction <input type="checkbox"/> structured activity <input type="checkbox"/> physical demands <input type="checkbox"/> unstructured time <input type="checkbox"/> socially isolated <input type="checkbox"/> tasks too boring <input type="checkbox"/> with peers <input type="checkbox"/> activity too long <input type="checkbox"/> Other <input type="checkbox"/> tasks too difficult _____

Step 5 **What consequences appear most likely to maintain the problem behavior(s)?**

Things that are Obtained	Things Avoided or Escaped From
<input type="checkbox"/> adult attention              Other: _____ <input type="checkbox"/> peer attention                _____ <input type="checkbox"/> preferred activity              _____ <input type="checkbox"/> money/things                 _____	<input type="checkbox"/> hard tasks                      Other: _____ <input type="checkbox"/> reprimands                    _____ <input type="checkbox"/> peer negatives                _____ <input type="checkbox"/> physical effort                _____ <input type="checkbox"/> adult attention                _____

**SUMMARY OF BEHAVIOR**

Identify the summary that will be used to build a plan of behavior support.

Setting Events & Predictors	Problem Behavior(s)	Maintaining Consequence(s)

Step 7 **How confident are you that the Summary of Behavior is accurate?**

Not very accurate					Very Accurate
1	2	3	4	5	6

Step 8 **What current efforts have been used to control the problem behavior?**



<b>Strategies for preventing problem behavior</b>	<b>Strategies for responding to problem behavior</b>
___ schedule change    Other: _____	___ reprimand        Other: _____
___ seating change    _____	___ office referral    _____
___ curriculum change _____	___ detention         _____

March, Horner, Lewis-Palmer, Brown , Crone, Todd, & Carr (2000)

4/24/00

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

The FACTS is a two-page interview used by school personnel who are building behavior support plans. The FACTS is intended to be an efficient strategy for initial functional behavioral assessment. The FACTS is completed by people (teachers, family, clinicians) who know the student best, and used to either build behavior support plans, or guide more complete functional assessment efforts. The FACTS can be completed in a short period of time (5-15 min). Efficiency and effectiveness in completing the forms increases with practice.

### **How to Complete the FACTS-Part A**

#### **Step #1: Complete Demographic Information:**

Indicate the name and grade of the student, the date the assessment data were collected, the name of the person completing the form (the interviewer), and the name(s) of the people providing information (respondents).

#### **Step #2: Complete Student Profile**

Begin each assessment with a review of the positive, and contributing characteristics the student brings to school. Identify at least three strengths or contributions the student offers.

#### **Step #3: Identify Problem Behaviors**

Identify the specific student behaviors that are barriers to effective education, disrupt the education of others, interfere with social development or compromise safety at school. Provide a brief description of exactly how the student engages in these behaviors. What makes his/her way of doing these behaviors unique? Identify the most problematic behaviors, but also identify any problem behaviors that occur regularly.

#### **Step #4: Identify Where, When and With Whom the Problem Behaviors are Most Likely**

A: List the times that define the student's daily schedule. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/even days) if appropriate.

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

C: Use the 1 to 6 scale to indicate (in general) which times/activities are most and least likely to be associated with problem behaviors. A "1" indicates low likelihood of problems, and a "6" indicates high likelihood of problem behaviors.

D: Indicate which problem behavior is most likely in any time/activity that is given a rating of 4, 5 or 6.

### **Step #5: Select Routines for Further Assessment**

Examine each time/activity listed as 4, 5 or 6 in the Table from Step #4. If activities are similar (e.g. activities that are unstructured; activities that involve high academic demands; activities with teacher reprimands; activities with peer taunting) and have similar problem behaviors treat them as “routines for future analysis”.

Select between 1 and 3 routines for further analysis. Write the name of the routine, and the most common problem behavior(s). Within each routine identify the problem behavior(s) that are most likely or most problematic.

For each routine identify in Step #5 complete a FACTS-Part B

<h3><b>How to Complete the FACTS-Part B</b></h3>
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### **Step #1: Complete Demographic Information:**

Identify the name and grade of the student, the date that the FACTS-Part B was completed, who completed the form, and who provided information for completing the form.

### **Step #2: Identify the Target Routine**

List the targeted routine and problem behavior from the bottom of the FACTS-Part A. The FACTS-Part B provides information about ONE routine. Use multiple Part B forms if multiple routines are identified.

### **Step #3: 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 #4: Identify Events that Predict Occurrence of the Problem Behavior(s)**

Within each routine what (a) setting events, and (b) immediate preceding events predict when the problem behavior(s) will occur. What would you do to make the problem behaviors happen in this routine?

### **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 other possible consequences with a “2” or “3.” Do not check more than three options. The focus here, is on the consequence that has the greatest impact.

When problems involve minor events that escalate into very difficult events, separate the consequences that maintain the minor problem behavior from the events that may maintain problem behavior later in the escalation.

### **Step #6: Build a Summary Statement**

The summary statement indicates the setting events, immediate predictors, problem behaviors, and maintaining consequences. The summary statement is the foundation for building an effective behavior support plan. Build the summary statement from the information in the FACTS-A and FACTS-B (Especially the information in Steps #3, #4, and #5 of the FACTS-B). If you are confident that the summary statement is accurate enough to design a plan move into plan development. If you are less confident, then continue the functional assessment by conducting direct observation. Procedures for completing the functional assessment, and for designing behavioral support are described in the following references.

### **Step #7: Determine “Level of Confidence”**

Use the 1-6 scale to define the extent to which you, the interviewer or the team are “confident” that the summary statement is accurate. Confidence may be affected by factors such as (a) how often the problem behavior occurs, (b) how long you have known the focus person, (c) how consistent the problem behaviors are, (d) if multiple functions are identified, and (e) if multiple behaviors occur together

### **Step #8: Define what has been done to date to prevent/control the problem behavior**

In most cases, school personnel will have tried some strategies already. List events that have been tried, and organize these by (a) those things that have been to prevent the problem from getting started, (b) those things that were delivered as consequences to control or punish the problem behavior (or reward alternative behavior).