

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

Student: _____ Grade _____ Date: _____
 Staff Interviewed: _____ Interviewer: _____

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

Academic strengths - _____

Social/Recreational - _____

Other - _____

ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.

Time	Activity & Staff Involved	Likelihood of Problem Behavior						Specific Problem Behavior	Current Intervention for the Problem Behavior
		Low					High		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		

List the Routines in order of Priority for Behavior Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

	Routines/Activities/Context	Problem Behavior(s)
Routine # 1		
Routine # 2		

****If problem behaviors occur in more than 2 routines, refer case to behavior specialist****

BEHAVIOR(s): Rank order the top priority problem behaviors occurring in the targeted routine above:

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Self-injury	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other _____

Describe prioritized problem behavior(s) in observable terms: _____

What is the frequency of the Problem Behavior in the targeted routine (# x's /day or hour)?	
What is the duration of the Problem Behavior in the targeted routine (in seconds or min)?	
Is Behavior Immediate Danger to self/others?	Y N If Yes, refer case to behavior specialist

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

Identify the Target Routine: Select ONE of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable

ANTECEDENT(s): Rank Order the strongest triggers/predictors of problem behavior in the routine above. Then ask corresponding follow-up question(s) to get a *detailed* understanding of triggers ranked #1 & 2.

Environmental Features (<i>Rank order strongest 3</i>)	Follow Up Questions – <i>Get as Specific as possible</i>
<input type="checkbox"/> a. task too hard <input type="checkbox"/> b. task too easy <input type="checkbox"/> c. bored w/ task <input type="checkbox"/> d. task too long <input type="checkbox"/> e. physical demand <input type="checkbox"/> f. correction/reprimand <input type="checkbox"/> Other _____ describe	<input type="checkbox"/> g. large group instruction <input type="checkbox"/> h. small group work <input type="checkbox"/> i. independent work <input type="checkbox"/> j. unstructured time <input type="checkbox"/> k. transitions <input type="checkbox"/> l. with peers <input type="checkbox"/> m. isolated/ no attn
	If a,b,c,d or e - describe task/demand in detail: _____ If f - describe <u>purpose</u> of correction, voice tone, volume etc. _____ If g, h, I, j or k - describe setting/activity/content in detail _____ If l – what peers? _____ If m – describe - _____

CONSEQUENCE(s): Rank Order the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. The ask follow-up questions to detail consequences ranked #1 & 2.

Consequences/Function	As applicable -- Follow Up Questions – <i>Get as Specific as possible</i>
<input type="checkbox"/> a. get adult attention <input type="checkbox"/> b. get peer attention <input type="checkbox"/> c. get preferred activity <input type="checkbox"/> d. get object/things/money <input type="checkbox"/> e. get sensation <input type="checkbox"/> f. get other, describe _____ <input type="checkbox"/> g. avoid adult attention <input type="checkbox"/> h. avoid peer attention <input type="checkbox"/> i. avoid undesired activity/task <input type="checkbox"/> j. avoid sensation <input type="checkbox"/> k. avoid/escape other, describe _____	If a or b -- Whose attention is obtained? How is the (positive or negative) attention provided? If c,d, e, or f -- What specific items, activities, or sensations are obtained? If g or h – Who is avoided? _____ Why avoiding this person? If i, j, or k - Describe specific task/activity/sensation avoided? Long tasks Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area? Tasks with multiple steps, application questions that requires problem solving Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N

SETTING EVENT(s): Rank Order any events that happen outside of the immediate routine (at home or earlier in day) that commonly make problem behavior more likely or worse in the routine above.

<input type="checkbox"/> hunger <input type="checkbox"/> conflict at home <input type="checkbox"/> conflict at school <input type="checkbox"/> missed medication <input type="checkbox"/> illness <input type="checkbox"/> failure in previous class <input type="checkbox"/> lack of sleep <input type="checkbox"/> change in routine <input type="checkbox"/> homework not done <input checked="" type="checkbox"/> not sure <input type="checkbox"/> Other _____
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SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
SETTING EVENTS		

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?					
Not real sure					100% Sure/No Doubt
1	2	3	4	5	6