

For Teachers/Staff: Functional Assessment Checklist (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:

___ Tardy	___ Fight/physical Aggression	___ Disruptive	___ Theft
___ Unresponsive	___ Inappropriate Language	___ Insubordination	___ Vandalism
___ Self-Injury	___ Verbal Harassment	___ Work not done	___ 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

For Teachers/Staff: Functional Assessment Checklist (FACTS) – Part B

Identify the target routine: Select one of the prioritized routines from FACTS — Part A for assessment.

Routines/Activities/Context	Problem Behavior(s)

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 (Rank order strongest 2)	Follow Up Questions — Get specific as possible
<input type="checkbox"/> a. task too hard <input type="checkbox"/> g. large group instruction <input type="checkbox"/> b. task too easy <input type="checkbox"/> h. small group work <input type="checkbox"/> c. bored w/ task <input type="checkbox"/> i. independent work <input type="checkbox"/> d. task too long <input type="checkbox"/> j. unstructured time <input type="checkbox"/> e. physical demand <input type="checkbox"/> k. transitions <input type="checkbox"/> f. correction/reprimand <input type="checkbox"/> l. with peers <input type="checkbox"/> Other _____ <input type="checkbox"/> m. isolated/no attention Describe _____	<p>If a,b,c,d or e - Describe task/demand in detail: _____</p> <p>If f - Describe purpose of correction, voice tone, volume etc.: _____</p> <p>If g, h, I, j or k - Describe setting/activity/content in detail: _____</p> <p>If l - What peers? _____</p> <p>If m - Describe - _____</p>

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	Follow Up Questions — Get specific as possible
<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 _____	<p>If a or b - Whose attention is obtained? _____ How is the (positive or negative) attention provided? _____</p> <p>If c,d, e, or f - What specific items, activities, or sensations are obtained? _____</p> <p>If g or h - Who is avoided? _____ Why avoiding this person? _____</p> <p>If i, j, or k - Describe specific task/activity/sensation avoided? _____</p> <p>Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N</p>

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"/> Lack of Sleep <input type="checkbox"/> Failure in Previous Class <input type="checkbox"/> Change in Routine <input type="checkbox"/> Homework not done <input type="checkbox"/> Not Sure <input type="checkbox"/> Other _____
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Summary of Behavior

Fill in the 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