

For Students: Functional Assessment Checklist (FACTS) – Part A

Student: _____ Grade: _____ Date: _____

Interviewer: _____

Strengths: Identify some things that you like to do, that you are interested in, or that you are good at.

In class/at school - _____

Out of school - _____

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		
		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): What are some things you do in <identify routine above> that get you in trouble? Rank:

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

Describe what the problem behavior looks like: _____

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 Students: 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
___ a. when I'm not sure what to do or there is nothing to do ___ b. my classmates are bugging me ___ c. I sit by a certain classmate ___ d. when I work alone ___ e. teacher tells me what to do or not do ___ f. teacher gives me work that's too hard ___ g. work is too boring or too long ___ h. when work is too easy ___ i. when I need to talk to teacher or need help ___ j. other, describe _____ _____ _____	If b or c - What classmates? _____ _____ If d - What work do you do alone that leads to problem? _____ If e - What don't you like about how the teacher tells you? _____ If f,g,h – Describe what is too hard/easy/long/boring? What assignments or activities? _____ _____ If i – Why do you need to talk to the teacher? - _____ _____ _____

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
___ a. get adult attention/to talk to me ___ b. get peer attention/get peers to look /talk/laugh at me ___ c. get preferred activity/something I like to do ___ d. get money/things ___ e. get other, describe _____ ___ f. avoid work that's too hard ___ g. avoid activities I don't like ___ h. avoid boring or easy work ___ i. avoid peers I don't like ___ j. avoid adults I don't want to talk to ___ k. avoid adults telling me what to do ___ l. avoid other, describe _____ _____ _____	If a or b - Whose attention is obtained and how is it provided? _____ _____ If c or d - What specific items or activities are obtained? _____ If f, g or h - What specific items or activities are obtained? Be precise and explain: _____ _____ If i, j, or k - Describe specific task/activity/sensation avoided? _____ _____ 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.

___ Hunger ___ Conflict at Home ___ Conflict at School ___ Missed Medication ___ Illness ___ Lack of Sleep ___ Failure in Previous Class ___ Change in Routine ___ Homework not done ___ Not Sure
 ___ Other _____