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

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

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

Time	Routine/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		

PRIORITIZED ROUTINE: Select a routine with a rating of 5 or 6. Only combine routines when there is significant similarity in (1) activities (conditions) and (2) problem behavior(s). Complete the remainder of this page and FACTS-Part B for the prioritized routine identified below.

	Routines/Activities/Context	Problem Behavior(s)
Prioritized Routine		
If 3 or more routines are rated a 5 or 6, refer case to behavior specialist for a Complex FBA		

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

STUDENT STRENGTHS: Identify at least three strengths or contributions the student brings to school.

Academic strengths - _____
Social/Recreational - _____
Other - _____

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 a Complex FBA**

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

Specify the Target Routine: Use the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context & Staff Name	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 (*Rank order strongest 2*)		Follow Up Questions – *Get as Specific as possible*
___**a.** task too hard	___**g.** large group instruction	**If a,b,c,d or e** - describe task/demand in detail _____ _____
___**b.** task too easy		
___**c.** bored w/ task	___**h.** small group work	**If f** - describe <u>purpose</u> of correction, voice tone, volume etc. _____
___**d.** task too long	___**i.** independent work	
___**e.** physical demand	___**j.** unstructured time	**If g, h, I, j or k** - describe setting/activity/content in detail
___**f.** correction/reprimand	___**k.** transitions	_____
___Other _____	___**l.** with peers	**If l** – what peers? _____
Describe _____	___**m.** isolated/no attention	**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. Then ask follow-up questions to detail consequences ranked #1 & 2.**

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

SETTING EVENT(s): *Rank* Order any events that <u>happen outside of the immediate routine</u> (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 __failure in previous class
__ lack of sleep   __change in routine   __ homework not done __ not sure   __ Other_____

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
Routine:		
Trigger:		
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