

# Functional Assessment Checklist for Students (FACTS-Student)

Student: \_\_\_\_\_ Grade \_\_\_\_\_  
 Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_

**STRENGTHS:** Identify your strengths and interests in each category below:

*Academic strengths* - \_\_\_\_\_

*Social/Recreational* - \_\_\_\_\_

*Other* - \_\_\_\_\_

**ROUTINES ANALYSIS:** Where, When & with Whom do you have the most challenges with your Behavior

Time	Class/Activity & Staff Involved	Likelihood of Getting in Trouble						If 1 or 2, what helps you to be successful in this class?	If 5 or 6, what behaviors get you in trouble?
		Low 1	2	3	4	5	High 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		

## Functional Assessment Checklist for Students – Part 2

**PRIORITIZED ROUTINE:** Students 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
<b>Prioritized Routine</b>	
**If 3 or more routines are rated a 5 or 6, refer case to behavior specialist for a Complex FBA**	

**BEHAVIOR(s):** What are things you do in <identify routine above> that get you in trouble?

**Describe Behavior(s) in an observable way:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What happens before the behavior?** Identify the strongest predictors that lead to <insert prioritized behavior>, be as specific as you can in describing the predictors. Then identify or suggest things that would help prevent you from engaging in the behavior.

During <Routine>, what happens before you do the behavior?	During <Routine>, what might help prevent you from engaging in the behaviors that can get you trouble?
<u>Initial Student Description:</u>	<u>Initial Student Description:</u>
<b>EXAMPLES</b>	<b>EXAMPLES</b>
<input type="checkbox"/> Work is hard for me: Specifically: _____	<input type="checkbox"/> Make work/class easier by: <input type="checkbox"/> Teacher helps me by: <input type="checkbox"/> Peers help me by:
<input type="checkbox"/> Work is boring, too long, or too easy Specifically: _____	<input type="checkbox"/> Make work more interesting by: <input type="checkbox"/> Shorten assignment by: <input type="checkbox"/> Allow me to skip or cross off problems if I demonstrate I can do problems like that correctly
<input type="checkbox"/> Teacher bothers me, picks on me, or tells me what to do Specifically: _____	<input type="checkbox"/> Teacher leaves me alone <input type="checkbox"/> Change in voice tone or wording <input type="checkbox"/> Teacher provides a visual signal rather than talking to me How could teacher check in with you:
<input type="checkbox"/> Peers bother me or sit near me Specifically: _____	<input type="checkbox"/> Move my seat away from peers that bother me <input type="checkbox"/> I ask teacher to move when I'm being bothered by peers <input type="checkbox"/> Teacher tells peers to leave me alone <input type="checkbox"/> I calmly but firmly tell peers to leave me alone & move away
<input type="checkbox"/> When I'm not clear on what to do or there is nothing to do Specifically: _____	<input type="checkbox"/> Teacher gives me clearer directions by: <input type="checkbox"/> I respectfully ask teacher for clearer directions if I don't get it <input type="checkbox"/> I ask a peer for clarification
<input type="checkbox"/> I need help and no one is helping me	<input type="checkbox"/> I can request help from the teacher or peers

Specifically: _____	<input type="checkbox"/> Teacher can help me by: <input type="checkbox"/> Peers can help me by:
<input type="checkbox"/> I am doing something that I like and I need to stop doing it Specifically: _____	<input type="checkbox"/> I appropriately request to keep doing it and provide a reason <input type="checkbox"/> Let me keep doing what I am doing for a little while longer <input type="checkbox"/> Let me do my work while still being able to do what I like <input type="checkbox"/> Let me go back to doing what I want after completing work or during break
<input type="checkbox"/> When I have to work alone	<input type="checkbox"/> Ask to work with a peer <input type="checkbox"/> Ask for support from the teacher <input type="checkbox"/> More partner or group activities
<input type="checkbox"/> Other, describe	<input type="checkbox"/>
<b><u>ADDITIONAL NOTES OR SUGGESTIONS:</u></b>	

## Functional Assessment Checklist for Students – Part 2

**Routine:** Identify the prioritized routines from the previous page of the FACTS.

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

**CONSEQUENCE(s):** Identify *Why* you engage in the problem behavior, what do you get from it, the outcome you want using the first column below; be as specific as you can in describing Why you engage in the problem behavior. Then identify or suggest things that would help you so you wouldn't have to engage in problem behavior.

What happens after you do the behavior? Why do you do the behaviors?	What might help prevent you from engaging in the problem behavior?
<u>Initial Student Description:</u>	<u>Initial Student Description:</u>
<b>EXAMPLES</b>	<b>EXAMPLES</b>
<input type="checkbox"/> Get out of doing an assignment or activity I don't want to do <input type="checkbox"/> Specifically _____ ○ Too difficult ○ Too boring ○ Too easy	<input type="checkbox"/> Let me take a short break from working on the assignment <input type="checkbox"/> Let me ask for a different assignment <input type="checkbox"/> Ask for help from the teacher <input type="checkbox"/> Let me work with my friends in class as long as I am not bothering the class
<input type="checkbox"/> Get to talk to my friends/ they laugh at me Specifically: _____	<input type="checkbox"/> Ask to work with a peer <input type="checkbox"/> After completing work I could hang out with a peer doing something fun <input type="checkbox"/> More partner or group activities
<input type="checkbox"/> Avoid the teacher so they leave me alone Specifically: _____	<input type="checkbox"/> Ask for Peer help instead of teacher <input type="checkbox"/> Ask for break <input type="checkbox"/> Ask another adult How could teacher check in with you:
<input type="checkbox"/> Avoid peers so they leave me alone Specifically: _____	<input type="checkbox"/> Let me move away from peers who are bothering me. <input type="checkbox"/>
<input type="checkbox"/> Get teacher to talk to me – get help or to explain something better to me Specifically: _____	<input type="checkbox"/> Request teacher to help me by: <input type="checkbox"/> Peers can help me by:
<input type="checkbox"/> Get to do something that I like Specifically: _____	<input type="checkbox"/> Let me do my work while still being able to do what I like <input type="checkbox"/> Let me know go back to doing activity after I complete work or during break
<input type="checkbox"/> Get things (objects or activities) I want Specifically: _____	<input type="checkbox"/> Ask if I can see or use object <input type="checkbox"/> Identify another way to get the object appropriately
<b><u>ADDITIONAL NOTES OR SUGGESTIONS:</u></b>	

## Functional Assessment Checklist for Students – Part 2

**SETTING EVENT(s)** are events that happen outside of the immediate routine we've been discussing (at home or earlier in school day) that can put you in a bad mood or make you agitated and make you more likely to have a bad day or engage in problem behavior.

Identify & Describe things that commonly (every week or 2) that put you in a bad mood & can make you more likely to engage in problem behavior.	What can be done to help you when these things happen?
<u>Initial Student Description:</u>  <input type="checkbox"/> Hunger, <i>specifically:</i> _____ <input type="checkbox"/> Problem at home, <i>specifically:</i> _____ <input type="checkbox"/> Problem at school, <i>specifically:</i> _____ <input type="checkbox"/> Missed medication, <i>specifically:</i> _____ <input type="checkbox"/> Sick, <i>specifically:</i> _____ <input type="checkbox"/> Failed in my previous class, <i>specifically:</i> _____ <input type="checkbox"/> Tired, <i>specifically:</i> _____ <input type="checkbox"/> Change in schedule, <i>specifically:</i> _____ <input type="checkbox"/> Homework not done, <i>specifically:</i> _____ <input type="checkbox"/> Other, <i>specifically:</i> _____	

### 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
<b>SETTING EVENTS</b>		

What are your goals for <Routine>?... What do you think would work for you and the teacher?
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?
<div style="display: flex; justify-content: space-between;"> <span>Not real sure</span> <span>100% Sure/No Doubt</span> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <span>1</span> <span>2</span> <span>3</span> <span>4</span> <span>5</span> <span>6</span> </div>