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

Step 1   Student/ Grade: _____**James**_____   Date: _____**Nov 25**_____

Interviewer: _____**Kent**_____   Respondent(s): _____**Darlene**_____

Step 2

Student Profile: Please identify at least three strengths or contributions the student brings to school.
_____**James is 11 years old, active, socially engaging and sings beautifully**_____

Step 3

Problem Behavior(s): Identify problem behaviors

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___ Withdrawn	**X** Verbal Harassment	___ Work not done	___ Other _____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

Describe problem behavior: _____

Step 4

Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.

Schedule (Times)	Activity	Likelihood of Problem Behavior	Specific Problem Behavior
	Before School	Low High 1 2 3 4**X** 5 6	
	Math	1**X** 2 3 4 5 6	
	Transition	1 2 3 4 **X** 5 6	
	Language Arts	1**X** 2 3 4 5 6	
	Recess	1 2 3 4 5**X** 6	
	Reading	1**X** 2 3 4 5 6	
	Lunch	1 2 3 **X** 4 5 6	
	Science	1**X** 2 3 4 5 6	
	Transition	1 2 3 4 5**X** 6	
	Block Studies	1 2 3 4 5 6	
	Art	1 2 3**X** 4 5 6	

Step 5

Select 1-3 Routines for further assessment: Select routines based on (a) similarity of activities (conditions) with ratings of 4, 5 or 6 and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each routine identified.

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

Step 1

Student/ Grade: _____**James**_____ Date: _____**Nov 25**_____
Interviewer: _____**Kent**_____ Respondent(s):
_____**Darlene**_____

Step 2

Routine/Activities/Context: Which routine(only one) from the FACTS-Part A is assessed?

Routine/Activities/Context	Problem Behavior(s)
Unstructured time with peers	**Name calling, teasing, taunting**

Step 3

Provide more detail about the problem behavior(s):

What does the problem behavior(s) look like?
> **James calls other children "stupid" or "queer" or other inappropriate terms**

How often does the problem behavior(s) occur?
> **James does name-calling every day… often 5-10 times in a day**

How long does the problem behavior(s) last when it does occur?
> **The problem is brief when it occurs, but will escalate into other levels of confrontation**

What is the intensity/level of danger of the problem behavior(s)?
> **Overall intensity is low.**

Step 4

What are the events that predict when the problem behavior(s) will occur? (Predictors)

Related Issues (setting events)		Environmental Features	
___ illness	Other:_____	___ reprimand/correction	___ structured activity
___ drug use	_____	___ physical demands	___ unstructured time
___ negative social	_____	___ socially isolated	___ tasks too boring
X conflict at home	_____	**X** with peers	___ activity too long
___ academic failure	_____	___ Other	___ tasks too difficult
		Peers not paying attention to him	

Step 5

What consequences appear most likely to maintain the problem behavior(s)?

Things that are Obtained		Things Avoided or Escaped From	
___ adult attention	Other: _____	___ hard tasks	Other: _____
X peer attention	_____	___ reprimands	_____
___ preferred activity	_____	___ peer negatives	_____
___ money/things	_____	___ physical effort	_____
		___ adult attention	_____

Step 6

SUMMARY OF BEHAVIOR
Identify the summary that will be used to build a plan of behavior support.

Setting Events & Predictors	Problem Behavior(s)	Maintaining Consequence(s)
Conflict at home + Unstructured time	**Name calling** **Teasing** **Taunting**	**Peer Attention**

Step 7

How confident are you that the Summary of Behavior is accurate?

Not very confident					Very Confident
1	2	3	4	**XX**5	6

Step 8

What current efforts have been used to control the problem behavior?

Strategies for preventing problem behavior		Strategies for responding to problem behavior	
___schedule change	Other:____None_X_	___ reprimand	Other:_____None_X_
___ seating change	_____	___ office referral	_____
___ curriculum change	_____	___ detention	_____