

**For Teachers/Staff:** Functional Assessment Checklist for Teachers and Staff (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		

**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.

Routine #	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:**

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Self-injury	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> 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

Adapted by S.Loman (2009) from C. Borgmeier (2005); March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)

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

**Identify the Target Routine:** Select ONE of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	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 – <i>Get as Specific as possible</i>
<input type="checkbox"/> a. task too hard <input type="checkbox"/> b. task too easy <input type="checkbox"/> c. bored w/ task <input type="checkbox"/> d. task too long <input type="checkbox"/> e. physical demand <input type="checkbox"/> f. correction/reprimand Other _____ Describe _____	<input type="checkbox"/> g. large group instruction <input type="checkbox"/> h. small group work <input type="checkbox"/> i. independent work <input type="checkbox"/> j. unstructured time <input type="checkbox"/> k. transitions <input type="checkbox"/> l. with peers <input type="checkbox"/> m. isolated/no attention
	<p><b>If a,b,c,d or e</b> - describe task/demand in detail _____</p> <p>_____</p> <p><b>If f</b> - describe <u>purpose</u> of correction, voice tone, volume etc.</p> <p>_____</p> <p><b>If g, h, i, j or k</b> - describe setting/activity/content in detail</p> <p>_____</p> <p><b>If l</b> – what peers? _____</p> <p><b>If m</b> – 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	As applicable -- Follow Up Questions – <i>Get as Specific as possible</i>
<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><b>If a or b</b> -- Whose attention is obtained?</p> <p>How is the (positive or negative) attention provided?</p> <p>_____</p> <p><b>If c,d, e, or f</b> -- What specific items, activities, or sensations are obtained?</p> <p>_____</p> <p><b>If g or h</b> – Who is avoided? _____                      Why avoiding this person?</p> <p><b>If i, j, or k</b>- Describe specific task/activity/sensation avoided?                      Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area?</p> <p>_____</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.

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
<b>SETTING EVENTS</b>		
<b>How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?</b>		
Not real sure		100% Sure/No Doubt
1	2	3
4	5	6