

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

Student: _____ Grade _____ Date: _____

Staff Interviewed: _____ Interviewer: _____

STEP #1.

Student Strengths: Identify at least three strengths or contributions the student brings to school.

Academic strengths - _____

Social/Recreational - _____

Other - _____

STEP #2.

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 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		
		1	2	3	4	5	6		

STEP #3.

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		

STEP #4.**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 and measurable terms:			

STEP #5 AND #6

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

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

STEP #1

Identify the Target Routine: Select ONE of the prioritized routines from FACTS-Part A (Step 3) for assessment.

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

STEP #2

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 (<i>Rank order strongest 3</i>)	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	If a,b,c,d or e - describe task/demand in detail:
<input type="checkbox"/> f. correction/reprimand	If f - describe <u>purpose</u> of correction, voice tone, volume etc.:
<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	If g, h, i, j or k - describe setting/activity/content in detail:
<input type="checkbox"/> l. with peers <input type="checkbox"/> m. isolated/ no attention	If l – what peers? _____ If m – describe: _____

STEP #3

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

STEP #4

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 _____

STEP #5, #6, and #7**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
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

Source Documents:

Borgmeier, C. & Loman, S. (2009). Practical Functional Behavioral Assessment Training Manual for School-Based Personnel Participants Guidebook. Portland, OR: Portland State University.

March, R. E., Horner, R. H., Lewis-Palmer, T., Brown, D., Crone, D., Todd, A. W., et al. (2000). Functional Assessment Checklist: Teachers and Staff (FACTS). Eugene, OR: Educational and Community Supports.