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.

	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:

___ 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**

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 – *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 purpose 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. The 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 ___ **d.** get object/things/money ___ **e.** get sensation ___ **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 a or b** -- Whose attention is obtained? How is the (positive or negative) attention provided? **If c, d, e, or f** -- What specific items, activities, or sensations are obtained? **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 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
SETTING EVENTS		

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?

Not real sure 1 2 3 4 5 6 100% Sure/No Doubt

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