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

p I	Student/ Grade:	<u>James</u>	Date:	<u>Nov</u>
	<u>25</u>			
	Interviewer:	<u>Kent</u>	Respondent(s):	<u>Darlene</u>
p 2				
-	Student Profile: Pl	ease identify at least three streng	gths or contributions the stu	dent brings to school.
	James is	11 years old, active, socially er	ngaging and sings	
	beautifully			
p 3				
p 3	Problem Behavior	(s): Identify problem behavio	rs	
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ep 3	Problem Behavior	· · · · · · · · · · · · · · · · · · ·	<b>rs</b> Disruptive	Theft
ep 3		(s): Identify problem behavior  Fight/physical Aggression  X Inappropriate Language		Theft Vandalism
ep 3	Tardy	Fight/physical Aggression	Disruptive	<del></del>
ep 3	Tardy Unresponsive	Fight/physical Aggression X Inappropriate Language	Disruptive _X Insubordination	Vandalism
ep 3	Tardy Unresponsive	Fight/physical Aggression X Inappropriate Language X Verbal Harassment Verbally Inappropriate	Disruptive Insubordination Work not done	Vandalism

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

Schedule	Activity	Likelihood of Problem Behavior				ior	Specific Problem Behavior	
(Times)								
	Before School	Low				Н	ligh	
		1	2	3	4 <b>X</b>	5	6	
	Math							
		1 <b>X</b>	2	3	4	5	6	
	Transition							
		1	2	3	4 X	5	6	
	Language Arts							
		1 <b>X</b>	2	3	4	5	6	
	Recess							
		1	2	3	4	5 <b>X</b>	6	
	Reading							
		1 <b>X</b>	2	3	4	5	6	
	Lunch							
		1	2	3 X	4	5	6	
	Science							
		1 <b>X</b>	2	3	4	5	6	
	Transition							
		1	2	3	4	5 <b>X</b>	6	
	Block Studies							
		1	2	3	4	5	6	
	Art							
		1	2	3 <b>X</b>	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 2   Routine/Activities/Context: Which routine(only one) from the FACTS-Part A is assessed?	Step 1	Student/ Grade: <u>James</u>						
Routine/Activities/Context: Which routine(only one) from the FACTS-Part A is assessed?   Routine/Activities/Context		Interviewer: Kent		Responde	ent(s):			
Routine/Activities/Context   Problem Behavior(s)	Stan 2	<u>Darlene</u>						
Routine/Activities/Context	Step 2	Routine/Activities/Context: Which routine(only one) from the FACTS-Part A is assessed?						
Step 3   Provide more detail about the problem behavior(s):			ne(only one)					
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.					( )			
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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		How often does the problem behavior(s) of	occur?	_				
The problem is brief when it occurs, but will escalate into other levels of confrontation					a day			
What is the intensity/level of danger of the problem behavior(s)?   Overall intensity is low.					other levels of confrontation			
What are the events that predict when the problem behavior(s) will occur? (Predictors)					other levels of confrontation			
Related Issues (setting events)		Overall intensity is low.						
Related Issues (setting events)								
Step 6     Summary that will be used to build a plan of behavior support.	Step 4		the problem	behavior(s) will o	ccur? (Predictors)			
drug use		Related Issues (setting events)		Environmental	Features			
drug use		illness Other:		reprimand/co	orrection structured activity			
X_conflict at home		drug use		physical demands unstructured time				
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: A peer attention preferred activity peer negatives money/things  Step 6  SUMMARY OF BEHAVIOR Identify the summary that will be used to build a plan of behavior support.  Setting Events & Predictors Conflict at home + Unstructured time Teasing Taunting  Step 7  How confident are you that the Summary of Behavior is accurate?  Not very confident 1 2 3 4 XXS 6  Step 8  What current efforts have been used to control the problem behavior? Strategies for preventing problem behavior schedule change Other: None_X office referral		- N' 1		socially isolated tasks too boring				
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Things that are Obtained								
Things that are Obtained	Step 5							
Step 6   Things Avoided or Escaped From			to mamtam	the problem behavior(s)?				
adult attention		I migs that are obtained		Things Avoided or Escaped From				
X peer attention		adult attention Other:						
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adult attention      SUMMARY OF BEHAVIOR				physical effort				
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   Teasing   Taunting   Peer Attention    Not very confident   Very Confident   1   2   3   4   XX5   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   sechedule change   Other: None X   reprimand   Other: None X   reprimand   Other: None X   reprimand   Other: None X   reprimand   Office referral		money/things						
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Strategies for preventing problem behavior   Strategies for responding to problem behavior	Q: 0		<u> </u>	T	71/13 U			
schedule change Other:None_Xreprimand Other:None_Xseating change office referral	Step 8							
seating change office referral								
			X					