

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**

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input checked="" type="checkbox"/> Inappropriate Language	<input checked="" type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Withdrawn	<input checked="" type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other _____
	<input type="checkbox"/> Verbally Inappropriate	<input type="checkbox"/> 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
		Low				High		
	Before School	1	2	3	4X	5	6	
	Math	1X	2	3	4	5	6	
	Transition	1	2	3	4 X	5	6	
	Language Arts	1X	2	3	4	5	6	
	Recess	1	2	3	4	5X	6	
	Reading	1X	2	3	4	5	6	
	Lunch	1	2	3 X	4	5	6	
	Science	1X	2	3	4	5	6	
	Transition	1	2	3	4	5X	6	
	Block Studies	1	2	3	4	5	6	
	Art	1	2	3X	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
<input type="checkbox"/> illness <input type="checkbox"/> drug use <input type="checkbox"/> negative social <input checked="" type="checkbox"/> conflict at home <input type="checkbox"/> academic failure Other: _____	<input type="checkbox"/> reprimand/correction <input type="checkbox"/> physical demands <input type="checkbox"/> socially isolated <input checked="" type="checkbox"/> with peers <input type="checkbox"/> Other <input type="checkbox"/> structured activity <input type="checkbox"/> unstructured time <input type="checkbox"/> tasks too boring <input type="checkbox"/> activity too long <input type="checkbox"/> 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
<input type="checkbox"/> adult attention <input checked="" type="checkbox"/> peer attention <input type="checkbox"/> preferred activity <input type="checkbox"/> money/things Other: _____	<input type="checkbox"/> hard tasks <input type="checkbox"/> reprimands <input type="checkbox"/> peer negatives <input type="checkbox"/> physical effort <input type="checkbox"/> adult attention Other: _____

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	1	2	3	4	XX5	Very Confident	6
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Step 8

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

Strategies for preventing problem behavior	Strategies for responding to problem behavior
<input type="checkbox"/> schedule change <input type="checkbox"/> seating change <input type="checkbox"/> curriculum change Other: <u>None</u> <input checked="" type="checkbox"/>	<input type="checkbox"/> reprimand <input type="checkbox"/> office referral <input type="checkbox"/> detention Other: <u>None</u> <input checked="" type="checkbox"/>