

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

STEP #1 Student: _____ Grade _____ Date: _____
 Staff Interviewed: _____ Interviewer: _____
 Target Problem Behavior and Description of the Behavior _____

STEP #2 ROUTINE ANALYSIS: Where and When is the Target Problem Behavior Most Likely to Occur?

Time	Routine/Activity & Staff Involved	Likelihood of Target Problem Behavior						Current Interventions for the Target 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	

STEP #3 PRIORITIZED ROUTINE: Select a routine with a rating of 5 or 6. Only combine routines when there is significant similarity in (1) activities (conditions) and (2) problem behavior(s). Complete the remainder of this page and FACTS-Part B for the prioritized routine identified below.

	Routines/Activities/Context	Problem Behavior(s)
Prioritized Routine		

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STEP #4 STUDENT STRENGTHS: Identify at least three strengths or contributions the student brings to school.

Academic strengths - _____

Social/Recreational - _____

Other - _____

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STEP #5 Specify the Target Routine: Use the prioritized routines from FACTS-Part A for assessment.

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

STEP #6 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 2</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 <input type="checkbox"/> f. correction/reprimand <input type="checkbox"/> 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>If a,b,c,d or e - describe task/demand in detail _____</p> <p>_____</p> <p>If f - describe <u>purpose</u> of correction, voice tone, volume etc.</p> <p>_____</p> <p>If g, h, I, j or k - describe setting/activity/content in detail</p> <p>_____</p> <p>If l – what peers? _____</p> <p>If m – describe - _____</p>

STEP #7 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.

What happened after the behavior?	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 undesired activity/task <input type="checkbox"/> h. avoid sensation <input type="checkbox"/> i. avoid adult attention <input type="checkbox"/> j. avoid peer attention <input type="checkbox"/> k. avoid/escape other, describe _____ _____	<p>If a or b -- Whose attention is obtained? How is the (positive or negative) attention provided?</p> <hr/> <p>If c, d, e, or f -- What specific items, activities, or sensations are obtained?</p> <hr/> <p>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?</p> <p>Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N</p> <p>If i or j – Who is avoided? _____ Why avoiding this person? _____</p>

STEP #8 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 # 9 SUMMARY OF TARGET PROBLEM BEHAVIOR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem BEHAVIOR(s)	CONSEQUENCE
Routine:		
Trigger:		
SETTING EVENTS		HYPOTHESIZED FUNCTION