

# For Students: Functional Assessment Checklist (FACTS) – Part A

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Interviewer: \_\_\_\_\_

**Strengths:** Identify some things that you like to do, that you are interested in, or that you are good at.

In \_\_\_\_\_ class/at \_\_\_\_\_ school -

Out \_\_\_\_\_ of \_\_\_\_\_ school -

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):** What are some things you do in <identify routine above> that get you in trouble? Rank:

- \_\_\_ Tardy \_\_\_ Fight/physical Aggression \_\_\_ Disruptive \_\_\_ Theft \_\_\_ Unresponsive \_\_\_ Self-injury
- \_\_\_ Inappropriate Language \_\_\_ Insubordination \_\_\_ Verbal Harassment \_\_\_ Work not done \_\_\_ Vandalism
- \_\_\_ Other \_\_\_\_\_

Describe what the problem behavior looks like:

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

## For Students: Functional Assessment Checklist (FACTS) – Part B

**Identify the target routine:** Select one of the prioritized routines from FACTS — Part A for assessment.

Routines/Activities/Context	Problem Behavior(s)

**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 specific as possible
___ a. when I'm not sure what to do or there is nothing to do ___ b. my classmates are bugging me ___ c. I sit by a certain classmate ___ d. when I work alone ___ e. teacher tells me what to do or not do ___ f. teacher gives me work that's too hard ___ g. work is too boring or too long ___ h. when work is too easy ___ i. when I need to talk to teacher or need help ___ j. other, describe _____ _____ _____	<b>If b or c</b> - What classmates? _____ _____ <b>If d</b> - What work do you do alone that leads to problem? _____ <b>If e</b> - What don't you like about how the teacher tells you? _____ <b>If f,g,h</b> – Describe what is too hard/easy/long/boring? What assignments or activities? _____ _____ <b>If i</b> – Why do you need to talk to the teacher? - _____ _____ _____

**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	Follow Up Questions — Get specific as possible
___ a. get adult attention/to talk to me ___ b. get peer attention/get peers to look /talk/laugh at me ___ c. get preferred activity/something I like to do ___ d. get money/things ___ e. get other, describe _____ ___ f. avoid work that's too hard ___ g. avoid activities I don't like ___ h. avoid boring or easy work ___ i. avoid peers I don't like ___ j. avoid adults I don't want to talk to ___ k. avoid adults telling me what to do ___ l. avoid other, describe _____ _____ _____	<b>If a or b</b> - Whose attention is obtained and how is it provided? _____ _____ <b>If c or d</b> - What specific items or activities are obtained? _____ <b>If f, g or h</b> - What specific items or activities are obtained? Be precise and explain: _____ _____ <b>If i, j, or k</b> - Describe specific task/activity/sensation avoided? _____ _____ Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N

**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 \_\_\_ Lack of Sleep \_\_\_ Failure in Previous Class \_\_\_ 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 in Part B.

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

Adapted by S. Loman (2009) from C. Borgmeier (2005) ;March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)