

For Teachers/Staff: Functional Assessment Checklist (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		
		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 ___ Self-injury
 ___ Inappropriate Language ___ Insubordination ___ Verbal Harassment ___ Work not done ___ Vandalism
 ___ 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

For Teachers/Staff: 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. task too hard ___ g. large group instruction ___ b. task too easy ___ h. small group work ___ c. bored w/ task ___ i. independent work ___ d. task too long ___ j. unstructured time ___ e. physical demand ___ k. transitions ___ f. correction/reprimand ___ l. with peers ___ Other _____ ___ m. isolated/no attention Describe _____	If a,b,c,d or e - Describe task/demand in detail: _____ If f - Describe purpose of correction, voice tone, volume etc.: _____ If g, h, I, j or k - Describe setting/activity/content in detail: _____ If I - What peers? _____ 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	Follow Up Questions — Get 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 adult attention ___ h. avoid peer attention ___ i. avoid undesired activity/task ___ j. avoid sensation ___ 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 - Who is avoided? _____ Why avoiding this person? _____ If i, j, or k - 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 the 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		100% Sure/No Doubt
1	2	3
		4
		5
		6