



Functional Assessment Checklist for Students (FACTS-Part A)

Student: _____ Grade _____ Date: _____

Interviewer: _____ ID number: _____

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 Behaviors of Concern are Most Likely.

Time	Activity & Staff Involved	Likelihood of Behavior of Concern						Specific Behavior of Concern	What happens when you do this 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		
		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 behavior(s) of concern.

	Routines/Activities/Context	Behavior of Concern
Routine # 1		
Routine # 2		



BEHAVIOR(s): What are some things you do in (identify routine above) that get you in trouble? Rank:

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Self-injury	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other _____

Describe what the top ranked behavior of concern looks like _____

What is the frequency of the Behavior of Concern in the targeted routine (# x's /day or hour)?	
What is the duration of the Behavior of Concern in the targeted routine (in seconds or min)?	

Adapted from C. Borgmeier (2005) from March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)



Functional Assessment Checklist for Students (FACTS-Part B)

Identify the Target Routine: Select ONE of the prioritized routines from FACTS-Part A for assessment.

Routine/Activity/Context	Behavior of Concern– make description observable

ANTECEDENT(s): *Rank Order* the strongest triggers/predictors of behavior of concern 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 3</i>)	Follow Up Questions – <i>Get as Specific as possible</i>
___ 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 _____ -	If b or c – what classmates? _____ _____ If d – what work do you do alone that leads to problems? _____ _____ If e – what don't you like about how the teacher tells you _____ _____ If f, g, h – describe what is too hard/easy/long/boring? What assignments or activities? _____ If i – 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 behavior of concern in the routine above. Then ask follow-up questions to detail consequences ranked #1 & 2.

Consequences/Function	As applicable -- Follow Up Questions – <i>Get as Specific as possible</i>



<input type="checkbox"/> a. get adult attention/to talk to me <input type="checkbox"/> b. get peer attention/get peers to look/talk/laugh at me <input type="checkbox"/> c. get preferred activity/something I like to do <input type="checkbox"/> d. get money/things <input type="checkbox"/> e. get other, describe _____ <input type="checkbox"/> f. avoid work that's too hard <input type="checkbox"/> g. avoid activities I don't like <input type="checkbox"/> h. avoid boring or easy work <input type="checkbox"/> i. avoid peers I don't like <input type="checkbox"/> j. avoid adults I don't want to talk to <input type="checkbox"/> k. avoid adults telling me what to do <input type="checkbox"/> l. avoid other, describe _____ _____	<p>If a or b -- Whose attention is obtained? _____</p> <p>How is the attention provided? _____</p> <hr/> <p>If c or d -- What specific items or activities are obtained? _____</p> <hr/> <p>If f, g or h -- Describe specific task/ activity avoided? _____</p> <p>Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area (be precise) _____</p> <hr/> <p>Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N</p> <hr/> <p>If i, j or k -- Who is avoided? _____</p> <p>Why avoiding this person? _____</p>
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SETTING EVENT(s): Rank Order any events that happen outside of the immediate routine (at home or earlier in day) that commonly make behavior of concern 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 _____

SUMMARY OF BEHAVIOR

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

ANTECEDENT(s) / Triggers	Behavior of Concern	CONSEQUENCE(s)/ Function
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SETTING EVENTS		

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