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

Student:       Grade:       Date:

Staff Interviewed:       Interviewer:

**Student Strengths:** Identify at least three strengths or contributions the student brings to school.

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| *Academic strengths* -      |
| *Social/Recreational* -      |
| *Other* -      |

**ROUTINES ANALYSIS: Where, When and With Whom Behaviors of Concern are Most Likely.**

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| --- | --- | --- | --- | --- |
| **Time** | **Activity & Staff Involved** | **Likelihood of Behavior of Concern** | **Specific Behavior of Concern**  | **Current Intervention for the Behavior of Concern** |
|       |       | Low High1 2 3 4 5 6 |       |       |
|       |       | 1 2 3 4 5 6 |       |       |
|       |       | 1 2 3 4 5 6 |       |       |
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|       |       | 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.**

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

**BEHAVIOR(s**): **Rank order the top priority behaviors of concern occurring in the targeted routine above:**

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| --- | --- | --- | --- |
| ­­­­­\_\_\_ Tardy | \_\_\_ Fight/physical Aggression  | \_\_\_ Disruptive | \_\_\_ Theft |
| \_\_\_ Unresponsive | \_\_\_ Inappropriate Language | \_\_\_ Insubordination | \_\_\_ Vandalism |
| \_\_\_ Self-injury | \_\_\_ Verbal Harassment | \_\_\_ Work not done | \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Describe top ranked behavior of concern in observable terms**:       |

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| 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)? |  |

**Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)**

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

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

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| **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.**

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| Environmental Features (*Rank order strongest 3*) | Follow Up Questions – *Get as 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 attndescribe\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **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 l** – what peers? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**If m** – describe -  |

**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.**

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| **Consequences/Function** | As applicable -- Follow Up Questions – *Get as Specific as possible* |
| **\_\_\_ a**. get adult attention \_\_\_ **b.** get peer attention \_\_\_ **c.** get preferred activity \_\_\_ **d.** get object/things/money ­\_\_\_ **e.** get other, describe \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **f.** avoidhard tasks/failure \_\_\_ **g.** avoid undesired task/activity \_\_\_ **h.** avoid physical effort\_\_\_ **i.** avoid peer negatives **\_\_\_ j.** avoid adult attention**\_\_\_ k.** avoid reprimands \_\_\_ **l.** avoid/escape other, describe  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **If a or b** -- Whose attention is obtained?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_How is the attention provided? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| If c or d -- What specific items or activities are obtained? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **If f, g or h** – Describe specific task/ activity avoided? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area (be precise)?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Can the student perform the task independently? Y NIs academic assessment needed to ID specific skill deficits? Y N |
| **If i, j or k** -- Who is avoided? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Why avoiding this person? |

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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.**

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| **ANTECEDENT(s) / Triggers** | **Behavior of Concern** | **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 from C. Borgmeier (2005) from March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)