



## 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.

<i>Academic strengths -</i>
<i>Social/Recreational -</i>
<i>Other -</i>

**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	Current Intervention for the Behavior of Concern
		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 behavior(s) of concern.

	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:**

<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 top ranked behavior of concern in observable terms:**

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

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



## Functional Assessment Checklist for Teachers & Staff (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 (Rank order strongest 3)	Follow Up Questions – <i>Get as Specific as possible</i>
___ 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 attn describe _____	<b>If a,b,c,d or e</b> - describe task/demand in detail _____ _____ <b>If f</b> - describe <u>purpose</u> of correction, voice tone, volume etc. _____ _____ <b>If g, h, i, j or k</b> - describe setting/activity/content in detail _____ _____ <b>If l</b> – what peers? _____ <b>If m</b> – 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.

Consequences/Function	As applicable -- Follow Up Questions – <i>Get as Specific as possible</i>
___ a. get adult attention ___ b. get peer attention ___ c. get preferred activity ___ d. get object/things/money ___ e. get other, describe _____ _____ _____ ___ f. avoid hard 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 _____	<b>If a or b</b> -- Whose attention is obtained? _____ _____ How is the attention provided? _____ _____ <b>If c or d</b> -- What specific items or activities are obtained? _____ _____ _____ <b>If f, g or h</b> – 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 N Is academic assessment needed to ID specific skill deficits? Y N <b>If i, j or k</b> -- Who is avoided? _____ Why avoiding this person? _____

**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 _____
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**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
<b>SETTING EVENTS</b>		
<b>How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?</b>		
<div style="display: flex; justify-content: space-between;"> <span>Not real sure</span> <span>100% Sure/No Doubt</span> </div>		
1	2	3
4	5	6

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