Tier 2 Adapted Functional Assessment Checklist for Teachers & Staff (FACTS – Part A)

Student Name Date *\_\_\_\_\_\_\_\_\_*

Classroom/Homeroom Teacher Grade

**SECTION 1: CLASSROOM INTERVENTION**

Did the student receive instruction on Schoolwide and Classroom Expectations, Rules and Procedures?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did the student receive recognition recently for following Schoolwide and Classroom Expectations, Rules and Procedures?

If no, review implementation of Effective Classroom Practices with the Classroom Teacher.

**SECTION 2: DESCRIPTION OF STRENGTHS & PROBLEM BEHAVIOR**

Describe student’s strengths (academic, social/behavioral):

|  |  |
| --- | --- |
| Problem Behavior  (Obtained from identification process): | What does it look like  (Observable) |

SECTION 3: RECORD REVIEW

Gather relevant information about the student which will be used to look for patterns of behavior.

|  |  |  |
| --- | --- | --- |
| Information Needed | Date | Summarize Findings |
| Office Referrals (ODR) |  |  |
| Classroom Minors |  |  |
| Absences |  |  |
| Tardies |  |  |
| G.P.A./Grades  Reading Assessment  Written Language Assessment  Math Assessment |  |  |
|  |  |
|  |  |
|  |  |
| Health Information  *(if applicable)* |  |  |
| IEP Information *(if applicable)* |  |  |
| Other:  *i.e. nurse or counselor visits* |  |  |

Student Name Date

Description of Problem Behavior from Section 2:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SECTION 4: CONTEXT ANALYSIS OF SOCIAL/BEHAVIORAL PERFORMANCE

*\* Completed by each of the student’s classroom teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| Context | | Problem Behavior | Consequence |
| 1) Schedule:  *(Time & Subject)* | 2) Activity:  1. Large Group Activity  2. Small Group Activity  3. Independent Activity  4. Transitions  5. Unstructured Activity | 3) Likelihood of Problem:  Low High | 4) What is the response to the problem behavior?  *(Write the # of the response that most often applies & is most likely maintaining the problem behavior.)*  1. Adult(s) respond (Redirect, Reteach Behavior, or Provide Assistance)  2. Peer(s) respond (look at, laugh or talk to student)  3. Student obtains specific object/item  4. Adult(s) withhold/remove interaction  5. Peer(s) withhold/remove interaction  6. Activity/task is changed  7. Student sent to timeout or office |
|  |  | 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 |  |
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|  |  | 1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |

**SECTION 5: BEHAVIOR PATHWAY**

This section will be completed at the team meeting:

|  |  |  |  |
| --- | --- | --- | --- |
| **During:** | **When:** | **Student will:** | **Because:**  **Therefore the function is to obtain/avoid (circle one):** |

*Adapted from March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)*