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) | How will behavior be measured? Frequency Intensity Duration |

SECTION 3: RECORD REVIEW

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

|  |  |  |
| --- | --- | --- |
| Information Needed | Date Collected | Summarize Findings and Relevant Dates |
| 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* |  |  |

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

**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 |  |
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|  |  | 1 2 3 4 5 6 |  |

List the Activities/Context in order of Priority for Behavior Support: Select routines with ratings of 4, 5 or 6: *(Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s).)*

Problem Behavior: is most likely to occur during .

(Activity)

Problem Behavior: is least likely to occur during .

(Activity)

***Complete the FACTS-Part B on the next page for each of the prioritized context(s) identified.***