Adapted Functional Assessment Checklist for Teachers & Staff   
(FACTS – Part B)

**SECTION 5: DESCRIPTION OF THE ANTECEDENT**

Rank order the top two predictors of problem behavior in the context identified in Part A. Then ask follow-up

questions to get a detailed understanding of each predictor.

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| --- | --- |
| **Antecedents (Rank order top 2 predictors)** | **Follow Up Questions – *Be as Specific as possible*** |
| a. Large Group Activity  b. Small Group Activity  c. Independent Activity  d. Transition  e. Unstructured Activity  f. Task too hard  g. Task too easy  h. Task too long  i. Physical Demand  j. Correction/reprimand | If a, b, c, d or e– Describe setting/activity/context in detail      If f, g, h, or i – Describe task/demand in detail      If j – Describe purpose of correction, voice tone, volume |

**SECTION 6: DESCRIPTION OF THE CONSEQUENCE**

Rank order the consequences that appear most likely to maintain the problem behavior in the context identified in Part A. Ask follow-up questions for consequences ranked #1 & 2.

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| **Consequences (Rank order top 2 consequences)** | **Follow-Up Questions – *Be as Specific as possible*** |
| a. adult(s) respond (look at or talk to student)  b. peer(s) respond (look at, laugh or talk to student)  c. get specific activity  d. get specific object  e. get specific sensory input  f. removed from adult(s)  g. removed from peer(s)  h. specific activity removed  i. specific sensory input removed | If a or b – Which adults or peers respond?    How did the adults or peers respond?    If c, d or e – What specific item, activity or sensory input did the child get? If f or g – From which adults or peers was the child removed?    If h or I – Describe specific task/activity/sensory input removed.  *(Specifically describe the type of work within subject areas)*  Can the student independently perform the task? Y N  Is further assessment needed to ID specific skill deficits? Y N |

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| **SECTION 7: SETTING EVENT(s):** Rank order any events that happen outside of the immediate context (at home or earlier in the day) that commonly make problem behavior more likely or worse in the context described above. |
| hunger lack of sleep illness missed medication conflict at home  conflict at school homework not done change in routine failure in previous class |

**SECTION 8:** Fill in boxes below using top ranked responses and follow-up responses from corresponding categories.

|  |  |  |
| --- | --- | --- |
| **ANTECEDENT(s)/Triggers** | **PROBLEM BEHAVIOR(s)** | **CONSEQUENCE(s)/ Function** |
| When this happens . . . | Student will . . . . | Because this happens . . .  Therefore the function is to obtain/avoid |
| **SETTING EVENT** |
|  |

*During (Context = ) when (Antecedent = ) the student will (Problem Behavior = ) because (Consequence = ); therefore, the function of the behavior is to (obtain/avoid ). This is more likely to occur when (Setting = ).*

How confident are you that your Summary Statement accurately explains the problem behavior occurring?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *Not at all* | *So-so* | | | | | *Very confident* | |
| 1 | | 2 | 3 | 4 | 5 | | 6 |