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./GradesReading AssessmentWritten Language AssessmentMath 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 Activity2. Small Group Activity3. Independent Activity4. Transitions5. 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/item4. Adult(s) withhold/remove interaction5. Peer(s) withhold/remove interaction6. Activity/task is changed7. 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 |  |
|  |  | 1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |
|  |  | 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.***

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.

|  |  |
| --- | --- |
| **Antecedents (Rank order top 2 predictors)** | **Follow Up Questions – *Be as Specific as possible*** |
|  a. Large Group Activity f. Task too hard b. Small Group Activity g. Task too easy c. Independent Activity h. Task too long d. Transition i. Physical Demand e. Unstructured Activity 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.

|  |  |
| --- | --- |
| **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 NIs further assessment needed to ID specific skill deficits? Y N |

|  |
| --- |
| **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 (SE = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_).*

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 |