

## 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):

<u>Problem Behavior</u> (Obtained from identification process):	<u>What does it look like</u> (Observable)	How will behavior be measured? <u>Frequency</u> <u>Intensity</u> <u>Duration</u>
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### 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 ( <i>if applicable</i> )		
IEP Information ( <i>if applicable</i> )		
Other: <i>i.e. nurse or counselor visits</i>		

*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: <i>(Time &amp; Subject)</i>	2) Activity: 1. Large Group Activity 2. Small Group Activity 3. Independent Activity 4. Transitions 5. Unstructured Activity	3) Likelihood of Problem:		4) What is the response to the problem behavior? <i>(Write the # of the response that most often applies &amp; is most likely maintaining the problem behavior.)</i>		
		Low	High	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		

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 – <i>Be as Specific as possible</i>
<input type="checkbox"/> a. Large Group Activity <input type="checkbox"/> b. Small Group Activity <input type="checkbox"/> c. Independent Activity <input type="checkbox"/> d. Transition <input type="checkbox"/> e. Unstructured Activity <input type="checkbox"/> f. Task too hard <input type="checkbox"/> g. Task too easy <input type="checkbox"/> h. Task too long <input type="checkbox"/> i. Physical Demand <input type="checkbox"/> 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 – <i>Be as Specific as possible</i>
<input type="checkbox"/> a. adult(s) respond (look at or talk to student) <input type="checkbox"/> b. peer(s) respond (look at, laugh or talk to student) <input type="checkbox"/> c. get specific activity <input type="checkbox"/> d. get specific object <input type="checkbox"/> e. get specific sensory input <input type="checkbox"/> f. removed from adult(s) <input type="checkbox"/> g. removed from peer(s) <input type="checkbox"/> h. specific activity removed <input type="checkbox"/> 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. _____ <i>(Specifically describe the type of work within subject areas)</i> Can the student independently perform the task? Y N Is further assessment needed to ID specific skill deficits? Y N

