

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

Student Name: Franco

Date: 2/26

Classroom/Homeroom Teacher: Ms. McCall

Grade: 5

Description of Problem:

<u>Problem Behavior</u> (Obtained from identification process): Disruptive, disrespect to teacher	<u>What does it look like</u> (Topography) Blurts out answers/comments during whole group, wanders room, uses inappropriate language when teacher redirects	<u>Frequency Intensity Duration</u> 1-3 times a day Interrupts classroom Incidents last 5-10 minutes
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Classroom Intervention:

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

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

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

Record Review to Collect Student Information

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

Data Needed:	Date	Summarize Findings
Office Referrals (ODR)	2/24	2 in past 30 days for Inappropriate language to teacher and arguing with teacher
Classroom Minors	2/24	4 in past 3 weeks for blurting out, disrupts class with loud comments, wanders classroom,
Absences	2/24	
Tardies	2/24	
G.P.A./Grades		
Reading	Proficient	
Written Language	Proficient	
Math	Below grade level	
Other: i.e. nurse or counselor visits	2 times within 30 days	Both visits were for stomach ache. No fever. Some mints and 10 minute conversation



Student Name: Franco Date: 2/26

Description of Problem Behavior: Blurts out answers, disrupts classroom-loud comments,
 Context Analysis: **Social/Behavioral Performance**

* Completed by each of the student's classroom teachers

Antecedent		Problem Behavior:		Consequence
Indicate below when the problem(s) are most likely to occur				
Schedule: (Time&Subject)	Activity	Likelihood of Problem Low High		What was the response to the problem? (Write the # of the response that most often applies & is most likely maintaining the problem behavior.)
	1. Large Group Activity 2. Small Group Activity 3. Independent Activity 4. Transitions 5. Unstructured Activity	1 = Occurs less than once a month 2 = Occurs at least once a month 3 = Occurs at least once a week 4 = Occurs at least three times a week 5 = Occurs at least once a day 6 = Occurs at least once during each activity.		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
Reading	1	1	2 3 4 5 6	1,7 inappropriate language when teacher redirects
Music	1	1	2 3 4 5 6	2
Social Studies	2	1	2 3 4 5 6	No problems-most is small group
Science	5	1	2 3 4 5 6	1,2, blurts out answers during experiments
PE	1	1	2 3 4 5 6	1,2, 7, argues with coach during game
Math	2	1	2 3 4 5 6	2 ,Sometimes, makes comments during pair share
Computer Lab	5	1	2 3 4 5 6	1,2, Blurts out while doing internet search
Art	3	1	2 3 4 5 6	2, not really a problem, but sometimes does talk without permission.
		1	2 3 4 5 6	
		1	2 3 4 5 6	
		1	2 3 4 5 6	
		1	2 3 4 5 6	

This section will be completed at the team meeting:

During: Instruction time	When: Class is doing A whole group activity	Student will: Disrupt class by making loud comments or blurting out answers	Because: then the teacher will redirect and students will look at Franco or laugh Therefore the function is to obtain/avoid (circle one) attention
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