

## Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Step 1      Student/ Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
 Interviewer: \_\_\_\_\_ Respondent(s): \_\_\_\_\_

Step 2      **Student Profile:** Please identify at least three strengths or contributions the student brings to school.

\_\_\_\_\_

Step 3      **Problem Behavior(s): Identify problem behaviors**

___ Tardy	___ Fight/physical Aggression	___ Disruptive	___ Theft
___ Unresponsive	___ Inappropriate Language	___ Insubordination	___ Vandalism
___ Withdrawn	___ Verbal Harassment	___ Work not done	___ Other _____
	___ Verbally Inappropriate	___ Self-injury	

Describe problem behavior: \_\_\_\_\_

Step 4      **Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.**

Schedule (Times)	Activity	Likelihood of Problem Behavior						Specific Problem Behavior
	Before School	Low					High	
		1	2	3	4	5	6	
	Math	1	2	3	4	5	6	
	Transition	1	2	3	4	5	6	
	Language Arts	1	2	3	4	5	6	
	Recess	1	2	3	4	5	6	
	Reading	1	2	3	4	5	6	
	Lunch	1	2	3	4	5	6	
	Science	1	2	3	4	5	6	
	Transition	1	2	3	4	5	6	
	Block Studies	1	2	3	4	5	6	
	Art	1	2	3	4	5	6	

Step 5      **Select 1-3 Routines for further assessment:** Select routines based on (a) similarity of activities (conditions) with ratings of 4, 5 or 6 and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each routine identified.

## Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Step 1 Student/ Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
Interviewer: \_\_\_\_\_ Respondent(s): \_\_\_\_\_

Step 2 **Routine/Activities/Context:** Which routine (only one) from the FACTS-Part A is assessed?

Routine/Activities/Context	Problem Behavior(s)

Step 3 **Provide more detail about the problem behavior(s):**

What does the problem behavior(s) look like?

How often does the problem behavior(s) occur?

How long does the problem behavior(s) last when it does occur?

What is the intensity/level of danger of the problem behavior(s)?

Step 4 **What are the events that predict when the problem behavior(s) will occur? (Predictors)**

Related Issues (setting events)	Environmental Features
___ illness                      Other: _____ ___ drug use                      _____ ___ negative social                      _____ ___ conflict at home                      _____ ___ academic failure                      _____	___ reprimand/correction    ___ structured activity ___ physical demands                      ___ unstructured time ___ socially isolated                      ___ tasks too boring ___ with peers                      ___ activity too long ___ Other                      ___ tasks too difficult _____

Step 5 **What consequences appear most likely to maintain the problem behavior(s)?**

Things that are Obtained	Things Avoided or Escaped From
___ adult attention                      Other: _____ ___ peer attention                      _____ ___ preferred activity                      _____ ___ money/things                      _____	___ hard tasks                      Other: _____ ___ reprimands                      _____ ___ peer negatives                      _____ ___ physical effort                      _____ ___ adult attention                      _____

### SUMMARY OF BEHAVIOR

Identify the summary that will be used to build a plan of behavior support.

Setting Events & Predictors	Problem Behavior(s)	Maintaining Consequence(s)

Step 7 **How confident are you that the Summary of Behavior is accurate?**

Not very confident					Very Confident
1	2	3	4	5	6

Step 8 **What current efforts have been used to control the problem behavior?**

Strategies for preventing problem behavior	Strategies for responding to problem behavior
___ schedule change                      Other: ___ None ___ ___ seating change                      _____ ___ curriculum change                      _____	___ reprimand                      Other: ___ None ___ ___ office referral                      _____ ___ detention                      _____