

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

Student: AT Grade 3rd Date: April 9-13, 2009
 Staff Interviewed: Mrs. P (GenEd) & Mrs. C (SpEd) Interviewer: Chris B

Student Strengths: Identify at least three strengths or contributions the student brings to school.
Academic strengths - Learns things quickly, working 1:1 w/ adults, stronger in math & loves writing
Social/Recreational - Leader, makes friends easily, very popular
Other - she's honest about choices, wants to do better and be successful

ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.

Time	Activity & Staff Involved	Likelihood of Problem Behavior	Specific Problem Behavior	Current Intervention for the Problem Behavior
8:45-9:00	Breakfast/Check-In Mrs. Blue	Low 1 2 <input checked="" type="radio"/> 4 5 6 High	Laughing, Loud, Riling up other kids	
9:00-9:30	Morning Work Mrs. Pink	1 2 3 <input checked="" type="radio"/> 5 6	Loud entrance, Work refusal, out of seat	Sit at table by self, give partner
9:30-10:10	Spelling/Writing Mrs. Pink	1 <input checked="" type="radio"/> 3 4 5 6		
10:10-11:15	SPED-Reading & Writing Mrs. Cyan	1 2 3 <input checked="" type="radio"/> 4 5 6	Work refusal & distracting	
11:15-11:45	Reading (Gen Ed) Mrs. Pink	1 2 3 4 <input checked="" type="radio"/> 5 6	Work refusal, out of seat, distracting, crawl on floor, throw things	Sit close to teacher
11:45-12:15	Title I Reading Mrs. Lavendar	1 <input checked="" type="radio"/> 2 3 4 5 6		
12:15-12:30	Reading (Gen Ed) Mrs. Pink	1 2 3 4 <input checked="" type="radio"/> 5 6	Make known she's back, work refusal	
12:30-1:15	Recess/Lunch Mrs. Rose	1 2 3 4 <input checked="" type="radio"/> 6	Not listening, wants more attn, horseplay	
1:15-1:45	Specials (PE/Mus/Lib)	<input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 5 6	Lib - off task, disruptive, rolls eyes	Stand next to her
1:45-2:15	SpEd Math Mrs. Cyan	1 2 3 <input checked="" type="radio"/> 5 6		
2:15-3:15	Math Mrs. Pink	1 <input checked="" type="radio"/> 2 3 4 5 6		

List the Routines in order of Priority for Behavior Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

	Routines/Activities/Context	Problem Behavior(s)
Routine # 1	Reading - Gen Ed setting	Distracting others, throwing things, chasing, crawling on floor
Routine # 2	Recess	Not following directions, horsing around w/ other students

ROUTINE: Reading (Gen Ed Setting) - Mrs. Pink

BEHAVIOR(s): Rank order the top priority problem behaviors occurring in the targeted routine above:

<input checked="" type="checkbox"/> Tardy	<input checked="" type="checkbox"/> Fight/physical Aggression	<input checked="" type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input checked="" type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Self-injury	<input checked="" type="checkbox"/> Verbal Harassment	<input checked="" type="checkbox"/> Work not done	<input type="checkbox"/> Other _____

Describe prioritized problem behavior(s) in observable terms: Late returning from ERC; In class -- lollygagging, get frequent drinks, picking out a book, ignore directions, "I don't know how" --- verbal harassment to others "you stink", make fun of what they wear, "fat pig" --- threaten to fight, chase kids around room, stick out foot to trip peers

What is the frequency of the Problem Behavior in the targeted routine (# x's /day or hour)?	Every 8-10 min
What is the duration of the Problem Behavior in the targeted routine (in seconds or min)?	Until noticed
Does the Behavior Escalate?	Y <input checked="" type="radio"/> N <input checked="" type="radio"/> If Yes, complete the Behavior Escalation worksheet

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

Identify the Target Routine: Select ONE of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable
Reading – Gen Ed setting Mrs. Pink	Work refusal/ avoidance, Distracting others, throwing things, chasing, crawling on floor

ANTECEDENT(s): Rank Order the strongest triggers/predictors of problem behavior in the routine above.

Then ask corresponding follow-up question(s) to get a detailed understanding of triggers ranked #1 & 2.

Environmental Features (Rank order strongest 3)	Follow Up Questions – Get as Specific as possible
Reads below grade level 1X a. task too hard ___ X g. large group instruction ___ b. task too easy ___ h. small group work ___ c. bored w/ task 2X i. independent work ___ X d. task too long ___ j. unstructured time ___ e. physical demand ___ k. transitions ___ f. correction/reprimand ___ l. with peers ___ Other _____ ___ m. isolated/ no attn describe _____	Does well reading 1:1 w/ teacher If a,b,c,d or e - describe task/demand in detail: _While T works w/ small group A has choice of Indep. Reading on rug, read w/ peer, Word Work = worksheets @ 1 st grade level (unscramble words, pick words from word bank)____ If f - describe purpose of correction, voice tone, volume etc. _____ If g, h, I, j or k - describe setting/activity/content in detail she's sensitive about not being at level of peers _____

CONSEQUENCE(s): Rank Order the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. The ask follow-up questions to detail consequences ranked #1 & 2.

Consequences/Function	As applicable -- Follow Up Questions – Get as Specific as possible
1X a. get adult attention ___ X b. get peer attention ___ c. get preferred activity ___ d. get object/things/money ___ e. get other, describe _____ _____ 1X f. avoid hard tasks/failure ___ g. avoid undesired task/activity ___ h. avoid physical effort _____ ___ i. avoid peer negatives ___ j. avoid adult attention ___ k. avoid reprimands ___ l. avoid/escape other, describe _____ _____	If a or b -- Whose attention is obtained? _teacher attn & likes secretary in office; equal opportunity from peers _____ How is the attention provided? ___Wants to visit, conversation; "I'm sorry, sulking" – sit w/ T & prob solve to make it better; discuss why having a hard time about 5 min. then may give her a job If c or d -- What specific items or activities are obtained? _____ _____ If f, g or h – Describe specific task/ activity avoided? _____ _____ Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area (be precise)? _____ DRA Level 10 – Jan/Mar of 1 st grade _____ Can the student perform the task independently? Y (N) Is academic assessment needed to ID specific skill deficits? (Y) N If i, j or k -- Who is avoided? _____ Why avoiding this person? _____

SETTING EVENT(s): Rank Order any events that happen outside of the immediate routine (at home or earlier in day) that commonly make problem behavior more likely or worse in the routine above.

___ hunger ___ conflict at home ___ conflict at school ___ missed medication ___ illness ___ failure in previous class
 ___ X lack of sleep ___ change in routine ___ homework not done ___ Other _When mom does her hair "girliness of hair"

SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
Reading tasks are too hard, independent reading	Work refusal, Distracting others, throwing things, chasing, crawling on floor	Get adult attention (talking w/ her, problem solving) & Avoid difficult reading tasks
SETTING EVENTS		
Lack of Sleep; Hair done by mom		
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?		
Not real sure		100% Sure/No Doubt
1	2	3
		4
		5
		6

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

Identify the Target Routine: Select ONE of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable
SpEd Reading (group = 2 student to 1 teacher) Mrs. Cyan	Work refusal; “I don’t want to read” & will blurt out answers if peers are struggling; impatient w/ others struggle

ANTECEDENT(s): Rank Order the strongest triggers/predictors of problem behavior in the routine above.

Then ask corresponding follow-up question(s) to get a *detailed* understanding of triggers ranked #1 & 2.

Environmental Features (Rank order strongest 3)	Follow Up Questions – Get as Specific as possible
<input type="checkbox"/> a. task too hard <input type="checkbox"/> g. large group instruction <input type="checkbox"/> b. task too easy <input type="checkbox"/> h. small group work <input type="checkbox"/> c. bored w/ task <input checked="" type="checkbox"/> i. independent work <input checked="" type="checkbox"/> d. task too long <input checked="" type="checkbox"/> j. unstructured time <input checked="" type="checkbox"/> e. physical demand <input checked="" type="checkbox"/> k. transitions <input type="checkbox"/> f. correction/reprimand <input type="checkbox"/> l. with peers <input type="checkbox"/> Other _____ <input type="checkbox"/> m. isolated/ no attn describe _____	If a,b,c,d or e - describe task/demand in detail ___ 2 students to 1 teacher; “Soar to Success” Level 4/5 – End 2 nd /Beg 3 rd grade level – ___ she’s confused w/ letters b,d,g,p,q_ If g, h, l, j or k - describe setting/activity/content in detail _____ If l – what peers? _____ If m – describe - _____

CONSEQUENCE(s): Rank Order the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. The ask follow-up questions to detail consequences ranked #1 & 2.

Consequences/Function	As applicable -- Follow Up Questions – Get as Specific as possible
<input checked="" type="checkbox"/> a. get adult attention <input checked="" type="checkbox"/> b. get peer attention <input type="checkbox"/> c. get preferred activity <input type="checkbox"/> d. get object/things/money <input type="checkbox"/> e. get other, describe _____ <input checked="" type="checkbox"/> f. avoid hard tasks/failure <input checked="" type="checkbox"/> g. avoid undesired task/activity <input type="checkbox"/> h. avoid physical effort <input type="checkbox"/> i. avoid peer negatives <input type="checkbox"/> j. avoid adult attention <input type="checkbox"/> k. avoid reprimands <input type="checkbox"/> l. avoid/escape other, describe _____	If a or b -- Whose attention is obtained? ___ giggling, laughing, telling jokes _____ How is the attention provided? _____ If c or d -- What specific items or activities are obtained? _____ _____ If f, g or h – Describe specific task/ activity avoided? _____ ___ Distract away from reading/writing task _____ Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area (be precise)? _____ _____ _____ Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N If i, j or k -- Who is avoided? _____ Why avoiding this person? _____

SETTING EVENT(s): Rank Order any events that happen outside of the immediate routine (at home or earlier in day) that commonly make problem behavior more likely or worse in the routine above.

___ hunger conflict at home ___ conflict at school ___ missed medication ___ illness ___ failure in previous class
 lack of sleep ___ change in routine ___ homework not done ___ not sure ___ Other _____

Sometimes she’s too tired to work

SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
Difficult reading & writing tasks “Soar to Success” end 2 nd / early 3 rd grade level	Work refusal; “I don’t want to read” & will blurt out answers if peers are struggling; impatient w/ others struggle	Avoid Hard Tasks/failure & Get attention from adults
SETTING EVENTS Lack of sleep		
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?		
Not real sure		100% Sure/No Doubt
1	2	3
	4	5
		6

Behavior Escalation Worksheet

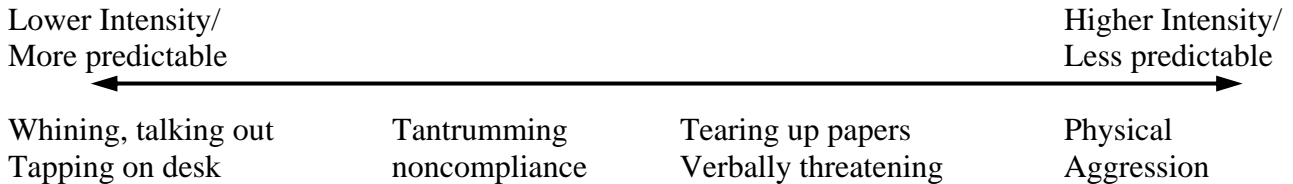
Student _____ Date _____

School _____

Worksheet Completed By _____

Students who commonly escalate behavior often exhibit a predictable series of behaviors that can signal more severe behaviors. Complete the escalation continuum below for the target student, identifying behaviors according to intensity level and the extent that the behaviors are likely to precede more intense behaviors for the identified student.

Example of an Escalation Continuum for a hypothetical student



Escalating Student Behavior

