For Students: Functional Assessment ChecklisT for *Students* (FACTS-Part A)

Student: _____ Grade _____ Date: _____

Interviewer: _____

Strengths: Identify some things that you like to do, that you are interested in, or that you are good at
In Class/at School - _____
Out of school- _____
Other - _____

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

Time	Activity & Staff Involved	Likelihood of Problem Behavior	Specific Problem Behavior	What happens when you do this behavior?
		Low High 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		
		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		
		1 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		
Routine # 2		
If more than 2 routines where problem behaviors occur, refer case to behavior specialist.		

BEHAVIOR(s): **What are some things you do in <identify routine above> that get you in trouble? Rank:**

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

Describe what the problem behavior(s) look like: _____
_____
_____

What is the frequency of the Problem Behavior in the targeted routine (# x's /day or hour)?	
What is the duration of the Problem Behavior in the targeted routine (in seconds or min)?	
Behavior is immediate danger to self and others? **Y N** **If Yes, refer case to behavior specialist ****	

For Students: Functional Assessment ChecklisT for *Students* (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

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 3 strongest*)	Follow Up Questions – *Get as Specific as possible*
___ **a.** when I'm not sure what to do or there is nothing to do ___ **b.** my classmates are bugging me ___ **c.** I sit by a certain classmate ___ **d.** when I work alone ___ **e.** teacher tells me what to do or not do ___ **f.** teacher gives me work that's too hard ___ **g.** work is too boring or too long ___ **h.** when work is too easy ___ **i.** when I need to talk to teacher or need help ___ **j.** Other, describe _____ _____	**If b or c --** what classmates? _____ _____ **If d** – what work do you do alone that leads to problem? _____ **If e** –what don't you like about how the teacher tells you _____ **If f, g, h --** describe what is too hard/easy/long/boring? What assignments or activities? _____ **If i** –why do you need to talk to the teacher? _____

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

Consequences/Function	As applicable -- Follow Up Questions – *Get as Specific as possible*
___ **a.** get adult attention/ to talk to me ___ **b.** get peer attention/get peers to look /talk/laugh at me ___ **c.** get preferred activity/ something I like to do ___ **d.** get money/things ___ **e.** get other, describe _____ _____ ___ **f.** avoid work that's too hard ___ **g.** avoid activities I don't like ___ **h.** avoid boring or easy work ___ **i.** avoid peers I don't like ___ **j.** avoid adults I don't want to talk to ___ **k.** avoid adults telling me what to do ___ **l.** avoid other, describe _____ _____	**If a or b** -- Whose attention is obtained?_____ _____ 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? _____ _____ 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 <u>happen outside of the immediate routine</u> (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_____

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
SETTING EVENTS		

Adapted by S. Loman (2009) from C. Borgmeier (2005); March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)