

APPENDIX C
Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)
Problem in Picture Form (Pro-form)

Step 1 Student/ Grade: 4th Date: 11/28/99
 Interviewer: Anne Respondent(s): Sue, Nancy, Amy

Step 2 **Student Profile:** Please identify at least three strengths or contributions the student brings to school.
Very sociable - kids like her takes care of personal needs
Moves independently throughout school motivated

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

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 Withdrawn	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

Describe problem behavior: Off-task (silly, fingers, incomplete work) disruptive (touches others inappr

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

Schedule (Times)	Activity	Likelihood of Problem Behavior						Specific Problem Behavior
		Low					High	
		1	2	3	4	5	6	
8:15/2:00	Arrival/Dismissal			3	4	5	6	Stop at classroom doors, waves, giggles, stick out tongue
8:40	Homework Club	1	2	3	4	5	6	In 4 th grade off task disruptive
9:00	Reading	1	2	3	4	5	6	In Special Ed small group
9:45	Recess	1	2	3	4	5	6	In halls, touches others, materials on walls
10:00	Math	1	2	3	4	5	6	Doesn't complete indep work, doodles instead
11:00	Language Arts	1	2	3	4	5	6	Small group instruction
12:00	Lunch & Recess	1	2	3	4	5	6	
12:45	Special Projects	1	2	3	4	5	6	4 th grade class
1:30	P.E. Tuesday/Thursday	1	2	3	4	5	6	Touching, silly
1:30	Music Monday/Wed/Friday	1	2	3	4	5	6	
2:00	Current Events	1	2	3	4	5	6	Small group instruction

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.**

- 1) 4th grade morning activities (seatwork)

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

Step 1 Student/ Grade: Hannah - 4th Date: 11/28/09
 Interviewer: Anne Respondent(s): Sue, Nancy, Amy

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

Routine/Activities/Context	Problem Behavior(s)
<i>4th grade seatwork (morning activities, special project)</i>	<i>Tardy, doodles; waves at peers; sticks out tongue; touches other, materials; does not complete work</i>

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

What does the problem behavior(s) look like?	<i>Cover mouth & giggle, stick out tongue, wave with hand, stop at classroom doors, twirling materials/objects, touching & rubbing posters on walls, doodling, instead of completing work</i>
How often does the problem behavior(s) occur?	<i>Daily</i>
How long does the problem behavior(s) last when it does occur?	<i>Off & on throughout class</i>
What is the intensity/level of danger of the problem behavior(s)?	<i>*Minor distractions to others *Incomplete work</i>

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

Related Issues (setting events)	Environmental Features
<input type="checkbox"/> illness Other: _____ <input type="checkbox"/> drug use _____ <input type="checkbox"/> negative social _____ <input type="checkbox"/> conflict at home _____ <input type="checkbox"/> 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
<input type="checkbox"/> adult attention Other: _____ <input type="checkbox"/> peer attention _____ <input type="checkbox"/> preferred activity _____ <input type="checkbox"/> 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)
<i>Illness, negative social, unstructured time with difficult/boring tasks, many peers</i>	<i>Ignores directions, doodles, talks to peers, makes silly faces</i>	<i>To get peer attention</i>

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

Strategies for preventing problem behavior	Consequences for problem behavior
Not very confident 1 2 3	Very Confident 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: _____ <input type="checkbox"/> seating change _____ _____ curriculum change _____	<input type="checkbox"/> reprimand Other: _____ <input type="checkbox"/> office referral _____ _____ detention _____