**Efficient Functional Behavior Assessment:**

**The Functional Assessment Checklist for Teachers and Staff (FACTS): Part A**

The FACTS is a brief, semi-structures interview for use in building behavior support plans. The FACTS should be completed with a staff who know the student best and should take about 20 minutes.

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| **Step 1: Demographic Data** |
| Record the student’s name and grade level, who was interviewed, the date the interview was completed, and who administered the interview.  |
| Student:      | Grade:       | Date: Click or tap to enter a date. |
| Respondent:        | Interviewer:        |

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| **Step 2: Student Profile**  |
| Identify at least three strengths of special attributes of the student. This can include activities the student is good at, activities they enjoy, or special qualities. This step helps the team identify strengths and activities that could potentially be used as part of the intervention.  |
| 1.
2.
3.
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| **Step 3: Problem Behaviors** |
| Mark the problem behavior(s) you are seeing. Circle the one of greatest concern.  |
| [ ]  Tardy[ ]  Disruptive[ ] Withdrawn  | [ ]  Self-Injury[ ]  Theft[ ]  Vandalism[ ]  Non-compliance | [ ]  Unresponsive[ ]  Defiance[ ]  Work not done[ ]  Verbally inappropriate  | [ ]  Fight/ Physical Aggression[ ]  Inappropriate Language[ ]  Verbal Harassment [ ]  Other |
| Describe the Problem Behavior:       |

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| **Step 4: Routine Analysis**  |
| Identify routines when problem behaviors (identified in Step 3) are most likely to occur:**Schedule:** Identify the times that define the student’s schedule. Include unstructured times like transitions, lunch, and before/after school.**Activity:** For each time listed, indicate the type of activity the student is typically engaged in during that time (e.g. small group instruction, math, and transition). **Likelihood:** (Use the 1 to 6 scale to indicate which times/activities are least and most likely to be associated with the problem behavior. “1” indicates low likelihood and “6” indicates high likelihood. **Specific Problem Behavior:** For any activity rated 4, 5, or 6, indicate which problem behavior is most likely to occur during that time.  |
| **Schedule** | **Activity**(large group, small group, independent work, unstructured time) | **Likelihood of Problem Behavior** | **Specific Problem Behavior** |
| *Ex: 11:30 Math* | *Whole group instruction* | *Low High*[ ] *1* [ ] *2* [ ] *3* [ ] *4* [x] *5* [ ] *6*  | *Walking out of classroom* |
|       |       | Low High[ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6  |       |
|       |       | Low High[ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6  |       |
|       |       | Low High[ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6  |       |
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|       |       | Low High[ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6  |       |
|       |       | Low High[ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6  |       |
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| **Step 5: Target Routine for Behavior Support** |
| Select between 1 or 2 activities with ratings of 4, 5, or 6 from Step 4. Write the name of the activity and the most common problem behavior occurring during that time. Only combine activities when activities and problem behavior(s) are the same.  |
|  | **Activities** | **Problem Behavior(s)***From Step 3* |
| *Example* | *Math- whole group instruction* | *Defiance* |
| **Routine #1** |       |       |
| **Routine #2** |       |       |

**The Functional Assessment Checklist for Teachers and Staff: Part B**

Complete a FACTS-Part B for each activity identified in Step 5 of Part A

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| **Step 6: Target Routine** |
| Complete this part of the interview separately for each targeted activity and problem behavior of the FACTS-Part A. Use multiple Part B forms if more than one activity was targeted. |
| **Activity** | **Problem Behavior(s)** |
|       |       |

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| **Step 7: Problem Behavior Details** |
| Provide details about problem behavior(s). |
| **Describe the problem behavior(s). What does it look like? Provide examples.**      |
| **How often does the problem behavior(s) occur (one per week or day, hourly)?** |
| **How long does this problem behavior(s) last when it does occur (minutes, hours)?** |
| **How intense is the problem behavior(s)? Does the behavior cause injury to self? Injury to others?**      |

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| **Step 8a: Antecedents** |
| Identify the events that occur prior to the problem behavior(s) by asking the following guiding questions.  |
| **In this activity, what happens most often just before the problem behavior?** |
| **If you put this trigger in place 10 times, how often would it result in problem behavior?** |
| **Does the problem behavior ever happen when the trigger is absent? Or when the opposite of trigger occurs?** |

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| **Step 8b: Antecedents** |
| Once the antecedent has been identified, place a check mark in the relevant trigger box and complete the row |
| **Trigger** | **Features to Describe** | **Describe** |
| [ ]  If tasks (e.g. group work, independent work, small-group instruction)… | Describe the task in detail (e.g., duration, ease of task for student), what features of it likely are aversive to the student and why is it hypothesized? |       |
| [ ]  If unstructured time… | Describe the setting, activities, and who is around |       |
| [ ]  If reprimand… | Describe who delivers the reprimand, what is said, and what the purpose of the correction is.  |       |
| [ ]  If structured, nonacademic activities… | Describe the context, who is around, what activities are going on, what behaviors are expected? |       |
| [ ]  If transitions… | Describe the activity that is ending and the one that is being transitioned to, identify whether any of the activities are highly preferred or non-preferred, which are structured versus non-structured  |       |
| [ ]  If isolated… | Where did the behavior occur? What features of the environment might be relevant? |       |

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| **Step 9: Setting Events** |
| Setting events are things that happen before a problem behavior that make it more likely that an antecedent will trigger the behavior (e.g., conflict at home, hunger, lack of sleep, medication, assignments not completed). Ask the following guiding questions to find out if a setting event is involved.  |
| **Is there something that, when present, makes it more likely that the trigger identified above sets off the behavior?**      |
| **If yes, is this event present sometimes and absent others?** |
| **Does the behavior occur only when the event is present?**  |

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| **Step 10: Consequences** |
| What consequences appear most likely to maintain the problem behavior(s)? Ask the following guiding questions to consider what the student may be trying to obtain or escape. Once you have identified the consequence, check the appropriate box. If there seems to be more than one relevant consequence, put the number “1” next to the consequence that you believe is most valued by student and a “2” next to the one that is the next important. Then move to the “consequence” and “features to describe” box.  |
| **In the activity identified, when the trigger occurs and problem behaviors happen what occurs next?**  **What do you do?**        **What do other students do?**       **What activities happen or stop happening?**

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| **Things that are obtained** | **Things avoided or escaped from** |
| [ ]  adult attention[ ]  peer attention | [ ]  activity[ ]  tangible items  | [ ]  sensory | [ ]  hard tasks[ ]  reprimands | [ ]  peer negatives[ ]  physical effort | [ ]  adult attention[ ]  sensory |

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| **Consequence** | **Features to Describe** | **Describe** |
| [ ]  If adult or peer attention is obtained or avoided | Define who provides/avoids attention, what they say/or do, and how long the attention/or lack of attention typically lasts. What does the student do following this attention or lack of attention? Does the problem behavior get worse or escalate? |       |
| [ ]  If a task/activity is obtained or avoided | *Obtained:* describe the specific activity including who else is present, what the activity consists of, and how long it lasts.*Avoided:* Describe what activity is removed, how long it is removed for, and what the student does instead. |       |
| [ ]  If tangible items are obtained or avoided | Describe the specific item(s) obtained or avoided, including who else is present and how long the student has access or is restricted from using the item.  |       |
| [ ]  If sensory stimulation is obtained or avoided | Describe the context, who is around, what activities are going on, what behaviors are expected? |       |

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| **Step 11: Summary of Behavior** |
| **Antecedent(s)/ Triggers***From Part B Step 8b*      | **Problem Behavior(s)***From Part B Step 6 and 7* | **Consequence(s)/ Function***From Part B Step 10*      |
| **Setting Events***From Part B Step 9*      |
| How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?Not real sure 100% Sure[ ] 1 [ ]  2 [ ] 3 [ ] 4 [ ] 5 [ ]  6  | During insert target routine, insert student name is likely to insert problem behavior(s), when s/he insert details of antecedent conditions that trigger behavior, and we believe that s/he does this to insert details of consequence/function. It is more likely to occur when insert details of setting event.  |