

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

Step 1 Student/Grade: Alex/8th grade Date:
Interviewer: PBIS Coach Respondent(s): Teacher or Student if extended

Step 2 **Student Profile:** Please identify at least three strengths or contributions the student brings to the school
Alex's strengths are writing reading, verbal expression: He writes rap lyrics to express his knowledge and social concerns. Very good athlete-hopes to play football in high school

Problem Behavior(s): Identify problems behaviors

Step 3 Tardy Fight /physical aggression Disruptive Theft
 Unresponsive Inappropriate Language Insubordination Vandalism
 Withdrawn Verbally Inappropriate Work not done Other
 Self-injury

Describe problem behavior: Verbal and non-verbal refusals to teacher demands, inappropriate language to peers and adults, hitting, pushing, "rough housing" with peers in hallways and P.E.

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

Schedule (times)	Activity	Likelihood of Problem Behavior	Specific Problem Behavior
8-9:48	LA/SS Block	Low <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 High	Tardies, better since winter break-parent brings late
9:51-10:41	Math	Low <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 High	Disrespectful talk to teacher-verbal refusals, muttering
10:44-11:34	Enrichment	Low <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 High	Inappropriate talking to peers
11:34-12:10	Lunch	Low <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 High	Eats and spends time with girlfriend
12:13-12:38	Advisement	Low <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 High	Inappropriate language with peers
12:41-1:31	Science	Low <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 High	Pushing/shoving/disrespect to peers-disrespect to teacher(verbal refusals)
1:34-2:24	P.E.	Low <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 High	Pushing/shoving/verbal disrespect to peers
3 minutes	Passing Periods	Low <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 High	Pushing, shoving, inappropriate language
	All content classes	Low <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 High	no work or incomplete work

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. Conditions: A) Core Classes & Less structured conditions Behaviors: B) verbal and physical disrespect

Step 1 Student/Grade: Alex / 8th grade Date:
 Interviewer: PBIS Coach/teacher/Psych Respondent(s): Teacher/student
 Routine/Activities/Context: Which routine (only one) from FACTS- Part A is assessed?

Routine/Activities/Context	Problem Behavior(s)
A) Core Classes	A) Class disruption(talking to peers)-talking back to teacher and incomplete or no work completion

Step 3 **Provide more details about the problem behavior(s): Routine A**

What does the problem behavior(s) look like? Inappropriate language to peers, talking back to teacher, verbal refusals, not completing assignments

How often does the problem behavior(s) occur? 31 ODR's average 3X per week

How long does the problem behavior(S) last when it does occur? 3-5 minutes then removal from class

What is the intensity/level of danger of the problem behavior(s)? Severe , missing instruction

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 checked="" type="checkbox"/> conflict at home <input checked="" type="checkbox"/> academic failure	<input type="checkbox"/> reprimand/correction <input type="checkbox"/> structured activity <input type="checkbox"/> physical demands <input type="checkbox"/> unstructured time <input type="checkbox"/> socially isolated <input type="checkbox"/> tasks too boring <input type="checkbox"/> with peers <input type="checkbox"/> activity too long <input type="checkbox"/> other <input type="checkbox"/> tasks to difficult

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

Things that are Obtained	Things Avoided or Escaped From
<input checked="" type="checkbox"/> adult attention Other: _____ <input checked="" type="checkbox"/> peer attention <input type="checkbox"/> preferred activity <input type="checkbox"/> money/things	<input checked="" type="checkbox"/> hard tasks Other: _____ <input checked="" type="checkbox"/> reprimands <input type="checkbox"/> peer negatives <input type="checkbox"/> physical effort <input checked="" type="checkbox"/> adult attention

Step 6 **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)
Conflict at home Teacher Demands	Class disruption-inappropriate talking to peers during independent work time Talking back to the teacher Verbal refusals to comply	Removal from class Avoidance of class work and instruction

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

Not very confident 1 2 3 4 5 Very Confident 6

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

Strategies for preventing problem behavior	Strategies for responding to problem behavior
<input checked="" type="checkbox"/> schedule change <input checked="" type="checkbox"/> other: tutorial support, parent conference, counseling referral <input checked="" type="checkbox"/> seating change <input type="checkbox"/> curriculum change	<input checked="" type="checkbox"/> reprimand <input checked="" type="checkbox"/> other: Suspension <input checked="" type="checkbox"/> office referral <input checked="" type="checkbox"/> detention

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

Step 1 Student/Grade: Alex / 8th grade Date: _____
 Interviewer: PBIS Coach/teacher/Psych Respondent(s): Teacher/student
 Routine/Activities/Context: Which routine (only one) from FACTS- Part A is assessed?

Routine/Activities/Context	Problem Behavior(s)
B) Less Structured time: Hallways, P.E.	B) Hitting, pushing, poking "rough housing"

Step 3 **Provide more details about the problem behavior(s): Routine A**

What does the problem behavior(s) look like? Hitting, pushing, poking "rough housing" inappropriate language
 How often does the problem behavior(s) occur? 31 ODR's average 3X per week
 How long does the problem behavior(S) last when it does occur? 3-5 minutes then removal from class
 What is the intensity/level of danger of the problem behavior(s)? Severe , bullying others

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 checked="" type="checkbox"/> negative social <input checked="" type="checkbox"/> conflict at home <input checked="" type="checkbox"/> academic failure	<input type="checkbox"/> reprimand/correction <input type="checkbox"/> physical demands <input type="checkbox"/> socially isolated <input checked="" type="checkbox"/> with peers <input type="checkbox"/> other <input type="checkbox"/> structured activity <input checked="" type="checkbox"/> unstructured time <input type="checkbox"/> tasks too boring <input type="checkbox"/> activity too long <input checked="" type="checkbox"/> tasks to difficult

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

Things that are Obtained	Things Avoided or Escaped From
<input checked="" type="checkbox"/> adult attention Other: _____ <input checked="" type="checkbox"/> peer attention <input checked="" type="checkbox"/> preferred activity <input checked="" type="checkbox"/> money/things	<input type="checkbox"/> hard tasks Other: _____ <input type="checkbox"/> reprimands <input type="checkbox"/> peer negatives <input type="checkbox"/> physical effort <input type="checkbox"/> adult attention

Step 6 **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)
Conflict at home Out of class for ODR	Hitting, pushing, poking "rough housing"	Peer attention Teacher attention Administration attention Parent attention

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 effort have been used to control the problem behavior?**

Strategies for preventing problem behavior	Strategies for responding to problem behavior
<input checked="" type="checkbox"/> schedule change <input checked="" type="checkbox"/> other: <input checked="" type="checkbox"/> seating change counseling <input type="checkbox"/> curriculum change referral to OCMH	<input checked="" type="checkbox"/> reprimand <input checked="" type="checkbox"/> other: Suspension <input checked="" type="checkbox"/> office referral <input checked="" type="checkbox"/> detention