

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

Step 1 Student/Grade: Andy / 7th grade Date: _____
 Interviewer: PBIS Coach Respondent(s): **Student**

Step 2 **Student Profile:** Please identify at least three strengths or contributions the student brings to the school
 Kind to some kids, funny, good verbal language skills, good reader and like people. ADHD, no medication, lives with grandmother, permissive parenting, positive family history for addictions, frequent moves, several schools, sees mom infrequently-group rehab home

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

<input type="checkbox"/> Tardy	<input checked="" type="checkbox"/> Fight /physical aggression	<input checked="" type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input checked="" type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Withdrawn	<input checked="" type="checkbox"/> Verbally Inappropriate	<input checked="" type="checkbox"/> Work not done	<input checked="" type="checkbox"/> Other marijuana possession, kicked out of home district
		<input type="checkbox"/> Self-injury	

Describe problem behavior: Verbally inappropriate, makes provocative statements to peers and adults, shouts, yells, argues, and uses intimidating body posturing with peers. Verbal harassment, fighting, tardy and disruptive behaviors on and off of campus

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

Schedule (times)	Activity	Likelihood of Problem Behavior	Specific Problem Behavior
8-8:25	TA-reading of bulletin	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	Not have book for silent reading
8:25	Humanities SDC	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	Tardy, not on the right page, talk with friends
9:25	Study Class	Low <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 High	Won't do the homework
10:15	P.E.	Low <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 High	Not dressing for p.e. Talking to peers
11:10	Science	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	Not do homework, talking to friends
12:05	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	Roams school with different groups-comedian "I'm funny"
12:45	Cooking	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	Yell stuff at friends, wonder room, bug others
1:30	Math-SDC	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	Talking, put downs to students-they think it is funny
2:25	After School	Low <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 High	Start stuff

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. **Behaviors: talking, joking, taking things, start stuff**

Step 1 Student/Grade: Andy / 7th grade Date:
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 Routine/Activities/Context: Which routine (only one) from FACTS- Part A is assessed?

Routine/Activities/Context	Problem Behavior(s)
Social interactions with peers in classroom and after school	Bullying behaviors

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

What does the problem behavior(s) look like? Verbally abusive, intimidating body language, fighting, stealing from peers

How often does the problem behavior(s) occur? 46 ODR's average 6 per month

How long does the problem behavior(S) last when it does occur? 3-5 minutes, starts again soon

What is the intensity/level of danger of the problem behavior(s)? severe

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 <input checked="" type="checkbox"/> drug use <input checked="" type="checkbox"/> negative social <input checked="" type="checkbox"/> conflict at home <input checked="" type="checkbox"/> academic failure other: <u>when mom visits</u>	<input type="checkbox"/> reprimand/correction <input type="checkbox"/> physical demands <input type="checkbox"/> socially isolated <input checked="" type="checkbox"/> with peers <input checked="" type="checkbox"/> after school-unsupervised <input checked="" type="checkbox"/> structured activity <input type="checkbox"/> unstructured time <input type="checkbox"/> tasks too boring <input type="checkbox"/> activity too long <input type="checkbox"/> 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 <input type="checkbox"/> peer attention <input type="checkbox"/> preferred activity <input type="checkbox"/> money/things Other: _____	<input type="checkbox"/> hard tasks <input type="checkbox"/> reprimands <input type="checkbox"/> peer negatives <input type="checkbox"/> physical effort <input type="checkbox"/> adult attention Other: _____

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)
Mom reappears in his life Social isolation-after school, "friends" go home. In class social interactions	Talking-put downs Joking Refuses to do any work Fighting-stealing after school	Peer attention Adult attention Parent attention

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"/> seating change <input type="checkbox"/> curriculum change <input checked="" type="checkbox"/> other: parent conferences, referral to OCMH	<input checked="" type="checkbox"/> reprimand <input checked="" type="checkbox"/> office referral <input checked="" type="checkbox"/> detention <input checked="" type="checkbox"/> other: Suspension/Expulsion