**Efficient Functional Behavior Assessment:**

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

The FACTS is a brief, semi-structured 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 One: 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 Two: Student Profile** |
| Identify at least three strengths or 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. |
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| **Step Three: Problem Behaviors** | | | |
| Mark the problem behavior(s) you are seeing. Circle the one of greatest concern. | | | |
| Tardy  Disruptive  Withdrawn | Self-Injury  Theft  Vandalism | Unresponsive  Defiance  Work not done  Verbally inappropriate | Fight/Physical Aggression  Inappropriate Language  Verbal Harassment  Other |
| Describe the Problem Behavior: | | | |

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| **Step Four: Routine Analysis** | | | |
| Identify routines when problem behaviors (identified in Step Three) 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** | **Likelihood of Problem Behavior** | **Specific Problem Behavior** |
| *Ex: 11:30 Math* | *Whole group instruction* | *Low High*  *1 2 3 4 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 |  |

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| **Step Five: Target Routine for Behavior Support** | | |
| Select between one or two activities with ratings of four, five, or six from Step Four. 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)** |
| *Example* | *Math - whole group instruction* | *Walking out of classroom* |
| **Routine One** |  |  |
| **Routine Two** |  |  |