

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

Step 1

Student/Grade: Brandon McKinley Date: 11/28/02

Step 2

Interviewer: Dr. Laura Riffel Respondent(s): _____

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

Step 3

Routine/Activities/Context	Problem Behavior(s)
Lunch	tantrum - scratching, biting

Provide more detail about the problem behavior(s):

Step 4

What does the problem behavior(s) look like?
Brandon scratches self and teacher.

How often does the problem behavior(s) occur?
The scratching occurs in 5/10 days.

How long does the problem behavior(s) last when it does occur?
The scratching lasts an average of 3 seconds.

What is the intensity level of danger of the problem behavior(s)?
The scratching is of high intensity and causes injury.

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

Step 5

Related Issues (setting events)	Environmental Features
<input type="checkbox"/> illness <input type="checkbox"/> drug use <input type="checkbox"/> negative social conflict at home <input type="checkbox"/> academic failure Other: <u>gas</u>	<input type="checkbox"/> reprimand/correction <input type="checkbox"/> physical demands <input type="checkbox"/> socially isolated with peers <input checked="" type="checkbox"/> Other <u>dessert taken away</u>
	<input type="checkbox"/> structured activity <input checked="" type="checkbox"/> unstructured time <input type="checkbox"/> tasks too boring <input type="checkbox"/> activity too long <input type="checkbox"/> tasks too difficult

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 <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.

Step 7

Setting Events & Predictors	Problem Behavior(s)	Maintaining Consequence(s)
Lunch	scratching	attention

Step 8

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

Not very confident	1	2	3	4	5	Very Confident	6
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What current efforts have been used to control the problem behavior?

Strategies for preventing problem behavior	Strategies for responding to problem behavior
<input type="checkbox"/> schedule change <input type="checkbox"/> seating change Other: <u>None</u> <u>removal of dessert/communication alternatives</u>	<input checked="" type="checkbox"/> reprimand <input checked="" type="checkbox"/> office referral Other: <u>None</u>