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

Step 1
Student: Grade: Brandon McKinley
Interviewer: Dr. Laura Riffel
Date: 11/28/02
Respondent(s):

Step 2
Student Profile: Please identify at least three strengths or contributions the student brings to school.
Cognitive ability, tolerates close proximity, engaging personality, able to feed self.

Step 3
Problem Behavior(s): Identify problem behaviors

- Tardy
- Unresponsive
- Withdrawn
- Fight/physical Aggression
- Inappropriate Language
- Verbal Harassment
- Verbal Inappropriately
- Disruptive
- Insubordination
- Work not done
- Self-injury
- Theft
- Vandalism
- Other: Screaming

Describe problem behavior:

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

<table>
<thead>
<tr>
<th>Schedule (Times)</th>
<th>Activity</th>
<th>Likelihood of Problem Behavior</th>
<th>Specific Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45 - 9:15</td>
<td>Arrival/Breakfast</td>
<td>Low 1 2 3 4 5 6</td>
<td>Tantrum - Biting</td>
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<tr>
<td></td>
<td>PECS training</td>
<td>High</td>
<td></td>
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<tr>
<td>9:15 - 10:00</td>
<td>Massage therapy</td>
<td>1 2 3 4 5 6</td>
<td>Scratch</td>
</tr>
<tr>
<td>10:00 - 10:45</td>
<td>Break</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>10:15 - 11:30</td>
<td>Sensory room</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>11:00 - 12:15</td>
<td>Expressive arts</td>
<td>1 2 3 4 5 6</td>
<td>Tantrum - Biting</td>
</tr>
<tr>
<td>12:15 - 12:45</td>
<td>Lunch</td>
<td>1 2 3 4 5 6</td>
<td>Scratch</td>
</tr>
<tr>
<td>12:45 - 1:15</td>
<td>Social learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 - 1:30</td>
<td>Massage therapy</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>1:30 - 2:15</td>
<td>Free play</td>
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<tr>
<td></td>
<td>Music/relaxation</td>
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<td></td>
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</tbody>
</table>

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.