**The Functional Assessment Checklist for Teachers and Staff: Part B**

Complete a FACTS-Part B for each activity identified in Step Five of Part A

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| **Step Six: Target Routine** |
| Complete this part of the interview separately for each targeted activity and problem behavior of the FACTS-Part A. Use multiple Part B forms if more than one activity was targeted. |
| **Activity** | **Problem Behavior(s)** |
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| **Step Seven: Problem Behavior Details** |
| Provide details about problem behavior(s). |
| **Describe the problem behavior(s). What does it look like? Provide examples.**      |
| **How often does the problem behavior(s) occur (one per week or day, hourly)?** |
| **How long does this problem behavior(s) last when it does occur (minutes, hours)?** |
| **How intense is the problem behavior(s)? Does the behavior cause injury to self? Injury to others?**      |

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| **Step Eight-A: Antecedents** |
| Identify the events that occur prior to the problem behavior(s) by asking the following guiding questions.  |
| **In this activity, what happens most often just before the problem behavior?** |
| **If you put this trigger in place zero times, how often would it result in problem behavior?** |
| **Does the problem behavior ever happen when the trigger is absent? Or when the opposite of trigger occurs?** |

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| **Step Eight-B: Antecedents** |
| Once the antecedent has been identified, place a check mark in the relevant trigger box and complete the row |
| **Trigger** | **Features to Describe** | **Describe** |
| [ ]  If tasks (e.g. group work, independent work, small-group instruction)… | Describe the task in detail (e.g., duration, ease of task for student), what features of it are likely aversive to the student and why is it hypothesized? |       |
| [ ]  If unstructured time… | Describe the setting, activities, and who is around. |       |
| [ ]  If reprimand… | Describe who delivers the reprimand, what is said, and what the purpose of the correction is.  |       |
| [ ]  If structured, nonacademic activities… | Describe the context, who is around, what activities are going on, what behaviors are expected? |       |
| [ ]  If transitions… | Describe the activity that is ending and the one that is being transitioned to, identify whether any of the activities are highly preferred or non-preferred, and which are structured versus non-structured.  |       |
| [ ]  If isolated… | Where did the behavior occur? What features of the environment might be relevant? |       |

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| **Step Nine: Setting Events** |
| Setting events are things that happen before a problem behavior. These events make it more likely that an antecedent will trigger the behavior (e.g., conflict at home, hunger, lack of sleep, medication, assignments not completed). Ask the following guiding questions to find out if a setting event is involved.  |
| **Is there something that, when present, makes it more likely that the trigger identified above sets off the behavior?**      |
| **If yes, is this event present sometimes and absent others?** |
| **Does the behavior occur only when the event is present?**  |

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| **Step 10: Consequences** |
| What consequences appear most likely to maintain the problem behavior(s)? Ask the following guiding questions to consider what the student may be trying to obtain or escape. Once you have identified the consequence, check the appropriate box. If there seems to be more than one relevant consequence, put the number “1” next to the consequence that you believe is most valued by student and a “2” next to the one that is the next important. Then move to the “consequence” and “features to describe” box.  |
| **In the activity identified, when the trigger occurs and problem behaviors happen what occurs next?**  **What do you do?**        **What do other students do?**       **What activities happen or stop happening?**

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| **Things that are obtained** | **Things avoided or escaped from** |
| [ ]  adult attention[ ]  peer attention | [ ]  activity[ ]  tangible items  | [ ]  sensory | [ ]  hard tasks[ ]  reprimands | [ ]  peer negatives[ ]  physical effort | [ ]  adult attention[ ]  sensory |

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| **Consequence** | **Features to Describe** | **Describe** |
| [ ]  If adult or peer attention is obtained or avoided | Define who provides/avoids attention, what they say/or do, and how long the attention/or lack of attention typically lasts. What does the student do following this attention or lack of attention? Does the problem behavior get worse or escalate? |       |
| [ ]  If an activity or request occurs or is removed | *Occurs:* describe the specific activity including who else is present, what the activity consists of, and how long it lasts.*Removed:* Describe what activity is removed, how long it is removed for, and what the student does instead. |       |
| [ ]  If tangible items are obtained or removed | Describe the specific item(s) obtained or removed, including who else is present and how long the student has access or is restricted from using the item.  |       |
| [ ]  If sensory stimulation possibly occurs or is removed | Describe the context, who is around, what activities are going on, what behaviors are expected? |       |

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| **Step 11: Summary of Behavior** |
| **Antecedent(s)/ Triggers**      | **Problem Behavior(s)** | **Consequence(s)/ Function**      |
| **Setting Events**      |
| How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?Not real sure 100% Sure[ ] 1 [ ]  2 [ ] 3 [ ] 4 [ ] 5 [ ]  6  | During insert target routine, insert student name is likely to insert problem behavior(s), when s/he insert details of antecedent conditions that trigger behavior, and we believe that s/he does this to insert details of consequence/function. It is more likely to occur when insert details of setting event.  |