

The Functional Assessment Checklist for Residential Support (FACTS): Instructions

The FACTS is a two-page interview used by personnel who are building behavior support plans. The FACTS is intended to be an efficient strategy for initial functional behavioral assessment. The FACTS is completed by people who know the individual best, and used to either build behavior support plans, or guide more complete functional assessment efforts. The FACTS can be completed in a short period of time (5-15 min). Efficiency and effectiveness in completing the forms increases with practice.

How to Complete the FACTS-Part A

Step #1: Complete Demographic Information:

Indicate the name of the focus individual, the date the assessment data were collected, the name of the person completing the form (the interviewer), and the name(s) of the people providing information (respondents).

Step #2: Complete Individual Profile

Begin each assessment with a review of the positive, and contributing characteristics of the individual. Identify at least three strengths or contributions the individual offers.

Step #3: Identify Problem Behaviors

Identify the specific behaviors that are barriers to effective residential living, disruption of others, interfere with social development or compromise safety. Provide a brief description of exactly how the individual engages in these behaviors. What makes his/her way of doing these behaviors unique? Identify the most problematic behaviors, but also identify any problem behaviors that occur regularly.

Step #4: Identify Where, When and With Whom the Problem Behaviors are Most Likely

A: List the times that define the individual's daily schedule.

B: For each time listed indicate the activity typically engaged in during that time (e.g. leisure time, work, meals).

C: Use the 1 to 6 scale to indicate (in general) which times/activities are most and least likely to be associated with problem behaviors. A "1" indicates low likelihood of problems, and a "6" indicates high likelihood of problem behaviors.

D: Indicate which problem behavior is most likely in any time/activity that is given a rating of 4, 5 or 6.

Step #5: Select Routines for Further Assessment

Functional Assessment Checklist for Residential Support (FACTS-Part A)

Step 1

Focus Individual: _____ Date: _____
 Interviewer: _____ Respondent(s): _____

Step 2

Profile of Person: Please identify at least three strengths or contributions the individual has.

Step 3

Problem Behavior(s): Identify problem behaviors

<input type="checkbox"/> noncompliance	<input type="checkbox"/> fight/physical aggression	<input type="checkbox"/> self-injury	<input type="checkbox"/> theft
<input type="checkbox"/> withdrawn	<input type="checkbox"/> inappropriate language	<input type="checkbox"/> stereotypy	<input type="checkbox"/> flight(awol)
<input type="checkbox"/> tantrum	<input type="checkbox"/> property destruction	<input type="checkbox"/> pica	<input type="checkbox"/> Other _____
Describe problem behavior: _____			

Step 4

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

Schedule (Times)	Activity	Likelihood of Problem Behavior						Specific Problem Behavior
		Low					High	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	

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.

Examine each time/activity listed as 4, 5 or 6 in the Table from Step #4. If activities are similar (e.g. activities that are unstructured; activities that involve high demands; activities with caregiver reprimands; activities with peer taunting) and have similar problem behaviors treat them as "routines for future analysis".

Select between 1 and 3 routines for further analysis. Write the name of the routine, and the most common problem behavior(s). Within each routine identify the problem behavior(s) that are most likely or most problematic.

For each routine identify in Step #5 complete a FACTS-Part B

How to Complete the FACTS-Part B

Step #1: Complete Demographic Information:

Identify the name of the individual, the date that the FACTS-Part B was completed, who completed the form, and who provided information for completing the form.

Step #2: Identify the Target Routine

List the targeted routine and problem behavior from the bottom of the FACTS-Part A. The FACTS-Part B provides information about ONE routine. Use multiple Part B forms if multiple routines are identified.

Step #3: Provide Specifics about the Problem Behavior(s)

Provide more detail about the features of the problem behavior(s). Focus specifically on the unique and distinguishing features, and the way the behavior(s) is disruptive or dangerous.

Step #4: Identify Events that Predict Occurrence of the Problem Behavior(s)

Within each routine what (a) setting events, and (b) immediate preceding events predict when the problem behavior(s) will occur. What would you do to make the problem behaviors happen in this routine?

Step #5: Identify the Consequences that May Maintain the Problem Behavior

What consequences appear to reward the problem behavior? Consider that the individual may get/obtain something they want, or that they may escape/avoid something they find unpleasant.

Identify the most powerful maintaining consequence with a "1", and other possible consequences with a "2" or "3." Do not check more than three options. The focus here, is on the consequence that has the greatest impact.

When problems involve minor events that escalate into very difficult events, separate the consequences that maintain the minor problem behavior from the events that may maintain problem behavior later in the escalation.

Functional Assessment Checklist for Residential Support (FACTS-Part B)

Step 1 Focus Individual: _____ Date: _____
 Interviewer: _____ Respondent(s): _____

Step 2 Routine/Activities/Context: Which routine(only one) from the FACTS-Part A is assessed?

Routine/Activities/Context	Problem Behavior(s)

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

What does the problem behavior(s) look like?
 How often does the problem behavior(s) occur?
 How long does the problem behavior(s) last when it does occur?
 What is the intensity/level of danger of the problem behavior(s)?

Step 4 What are the events that predict when the problem behavior(s) will occur? (Predictors)

Related Issues (Setting events)	Antecedent (possible triggers)
<input type="checkbox"/> illness <input type="checkbox"/> medications <input type="checkbox"/> negative social <input type="checkbox"/> task failure <input type="checkbox"/> change in schedule <input type="checkbox"/> Other _____	<input type="checkbox"/> change in support <input type="checkbox"/> low predictability <input type="checkbox"/> low activity level <input type="checkbox"/> denied a preferred event <input type="checkbox"/> poor sleep/fatigue <input type="checkbox"/> difficult task <input type="checkbox"/> reprimand/correction <input type="checkbox"/> tease/taunt <input type="checkbox"/> denied request <input type="checkbox"/> Other _____

Step 5 What consequences appear most likely to maintain the problem behavior(s)?

Things Obtained	Things Escaped or Avoided
<input type="checkbox"/> attention <input type="checkbox"/> preferred activity <input type="checkbox"/> preferred sensation <input type="checkbox"/> preferred things (food, money, objects) <input type="checkbox"/> Other _____	<input type="checkbox"/> tasks <input type="checkbox"/> reprimands <input type="checkbox"/> physical demands <input type="checkbox"/> undesired attention <input type="checkbox"/> undesired sensation <input type="checkbox"/> 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)

Step 7 How confident are you that the Summary of Behavior is accurate?

Strategies for preventing problem behavior	Consequences for problem behavior
Not very confident	Very Confident
1	2
3	4
5	6