### Assessment Name:

**Functional Assessment Checklist for Teachers and Staff (FACTS)**

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<th>Validated Purpose of Assessment Method</th>
<th>Screening</th>
<th>Diagnostic</th>
<th>Progress Monitoring</th>
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### Overview:

The FACTS (March et al., 2000) is a brief semi-structured functional assessment interview form, intended to support identification of (a) problem behaviors to be targeted for intervention, (b) the antecedents of these target behaviors, and (c) the consequences that have maintained these behaviors via positive or negative reinforcement. The FACTS is intended to inform the development of behavior intervention plans, as data may be used to select or design interventions that are aligned with the function of a particular student’s behavior.

The manner in which the FACTS is used in a school setting partly depends on the stakes of the decision at hand. If the decision is high stakes, such as a manifestation determination or the development of a Tier 3 behavior intervention plan, then the FACTS should be used as one of several data collection methods within a broader multi-method, multi-informant functional behavior assessment (FBA) process. In this scenario, the FACTS should likely be used as an initial assessment, with collected information used to inform future assessment efforts. For instance, the FACTS could be used to identify routines within which problem behavior is most likely, and thus should be targeted for systematic direct observations. If the decision is comparatively lower stakes, such as the selection of a Tier 2 intervention, then the FACTS may be used as a sole source of functional information. Use of the FACTS at Tier 2 as a sole FBA method is a somewhat common practice in many schools implementing Positive Behavior Interventions and Supports (PBIS). The efficiency of the measure supports its use at scale across a large number of students without inappropriately taxing limited staff time and resources.

### Brief review of validity and reliability evidence:

McIntosh and colleagues (2008) conducted a review of the FACTS literature, summarizing data related to the form’s reliability and validity. Results supported FACTS (a) test-retest reliability (.77 overall), (b) interrater reliability (.50-.88), (c) interobserver agreement (1.00), (d) convergent validity relative to both systematic direct observation and functional analysis, and (e) treatment utility, with findings indicating 80% of students receiving interventions informed by FACTS exhibiting a 50% or greater reduction in problem behavior.

### Strengths and weaknesses:

A prominent strength of the FACTS pertains to its efficiency, as it may be completed in only a few short minutes. The form is also highly user friendly, requiring little training in applied behavior analysis to administer. Furthermore, of the brief FBA methods available within the literature, the FACTS is built upon a relatively large body of empirical evidence supportive of its reliability and validity.
Weaknesses of the measures pertain to its indirect nature, requiring respondents to recall previously observed behavior in a removed fashion. Though potentially valuable in treatment planning, indirect methods are defined by (a) high latency, with data representing perceptions of behavior removed from the time and place of actual behavioral occurrence, and (b) high inference, in that indirect data tend to lack objectivity given the perception-based and subjective nature of resulting data (Christ, Riley-Tillman, & Chafouleas, 2009). As such, conclusions derived in consideration of indirect data are generally considered less valid and accurate relative to more direct methods (Cooper, Heron, & Heward, 2007).

**Administration steps:**

To complete the FACTS, school personnel (e.g., special education teacher, behavior specialist, school psychologist) administer the interview to an individual with whom the target student interacts on a regular basis (e.g., teacher, parent, clinician). Both Parts A and B are administered as part of the interview, with the entire process taking approximately 5-15 minutes.

**Part A** is used to collect information regarding:
1. Student demographic information
2. Student strengths
3. Target problem behaviors (e.g., aggression, disruption, vandalism)
4. Routines within which problem behaviors are common, with information regarding where, when and with whom problem behaviors are most likely.

**Part B** is used to collect information regarding:
1. Events that predict when the problem behaviors will occur, including setting events (e.g., illness, conflict at home) and environmental features (e.g., reprimands, difficult tasks, alone time)
2. Consequences that maintain problem behaviors, including things a student might attain (e.g., adult or peer attention, preferred activities) things a student might avoid (e.g., hard tasks, physical effort)
3. Previously attempted prevention and intervention strategies

**Materials:**

Completion of the FACTS only requires the FACTS form itself. The form is available via the PBIS website (pbis.org) at the following site: [https://www.pbis.org/resource/246/functional-assessment-checklist-for-teachers-and-staff-facts](https://www.pbis.org/resource/246/functional-assessment-checklist-for-teachers-and-staff-facts)

**Data coding/sorting/presenting process:**

Data collected via the FACTS are predominantly open-ended responses, which the interviewer records in sentence form. Some quantitative data are also recorded, including 6-point Likert ratings regarding the likelihood of problem behavior within each activity in a student’s schedule. FACTS data are typically presented in the form of a narrative report, outlining antecedents, behaviors, and consequences identified by the interviewee.
**Additional Resources/Suggesting for in-depth training materials:**

FACTS users are encouraged to receive appropriate training in broader applied behavior analysis and FBA to ensure the FACTS is administered appropriately, FACTS results are used to derive valid inferences regarding the function of student behavior, and these inferences are used to select interventions that will be successful in altering the future frequency of appropriate and inappropriate behavior.

**References:**


