

The Functional Assessment Checklist for Teachers (FACT)

Student's Name: _____

Teacher's Name: _____

Date of Rating: _____

Dear: _____

As you are aware, children with attention-deficit/hyperactivity disorder (ADHD) have a health impairment that can adversely affect their functioning at school. To develop comprehensive intervention programs that can promote the success of these children, functional assessment of the child's behavior at school is essential. Your assistance in this process would be greatly appreciated.

The following statements relate to specific abilities that are commonly affected by ADHD. Please read each statement and assign a value using the following scale.

1. Far worse than peers
2. Slightly worse than peers
3. About the same as peers
4. Slightly better than peers
5. Much better than peers

N. Not expected at this age

ORGANIZATION:

- _____ Arrives to class on time
- _____ Has necessary materials (textbook, paper, etc.)
- _____ Brings homework assignments to class
- _____ Records homework assignments in planner/agenda
- _____ Brings home the materials necessary to complete homework

CLASSROOM FUNCTIONING:

- _____ Sits in seat, does not disrupt class with extraneous movements or verbalizations
- _____ Follows written directions

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- _____ Follows verbal directions
- _____ Accurately copies notes from chalkboard or overheads
- _____ Completes seat work during the allowed time
- _____ Takes accurate notes from lectures or instructional presentations
- _____ Participates appropriately in class discussions (does not interrupt; stays on topics)

SOCIAL SKILLS:

- _____ Maintains eye contact while speaking
- _____ Maintains eye contact while listening
- _____ Engages in social conversations with peers
- _____ Is able to maintain a conversation that is of interest to the other person
- _____ Is invited by peers to join social activities
- _____ Is involved in school-based extracurricular activities (e.g., sports, music, drama)

AFFECTIVE CONTROL:

- _____ Tolerates frustration
- _____ Verbally aggressive with peers
- _____ Verbally aggressive with staff
- _____ Complies with rules
- _____ Physically aggressive with peers
- _____ Physically aggressive with staff
- _____ Seems anxious or worried
- _____ Seems sad/depressed

ACADEMIC SKILLS:

Reading:

- _____ Reading speed and accuracy
- _____ Ability to comprehend the content of passages
- _____ Ability to reach conclusions based on inference
- _____ Ability to prepare outlines or study guides based on reading of textbook

(continued)

The Functional Assessment Checklist for Teachers (FACT) *(Continued)*

Mathematics:

- _____ Knowledge of number facts (addition/subtraction)
- _____ Knowledge of multiplication facts
- _____ Computational accuracy
- _____ Ability to understand word problems and calculate the correct answer

Written Expression:

- _____ Writing speed
- _____ Writing legibility
- _____ Spelling skills
- _____ Grammar skills
- _____ Ability to write answers requiring a single sentence
- _____ Ability to write short essays (one or two paragraphs)
- _____ Ability to write compositions (three or more paragraphs)

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