

**The Functional Assessment Checklist for Teachers (F.A.C.T.)**  
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**FPI Attention Disorders Clinic**

**Student's Name:** \_\_\_\_\_

**Teacher's Name:** \_\_\_\_\_

**Date of Rating:** \_\_\_\_\_

**Dear** \_\_\_\_\_

As you well know, children with ADHD have a health impairment which can adversely affect their functioning at school. In order to develop comprehensive intervention programs which 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 functional areas that are commonly affected by ADHD. Please read each statement and assign a numerical rating from 1 to 5 based on 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
6. 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

Please complete and fax to Dr. Monastra at (607) 785-0077. Thank you for your help!

**Rating 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
6. Not expected at this age

**CLASSROOM FUNCTIONING:**

- sits in seat, does not disrupt class with extraneous movements or verbalizations
- follows written directions
- follows verbal directions
- accurately copies notes from chalkboard/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 topic)

**SOCIAL SKILLS:**

- maintains eye contact while speaking;  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       with staff
- complies with rules       physically aggressive with peers       with staff
- seems anxious/worried       seems sad/depressed

**F.A.C.T.**

**FORM II: ACADEMIC SKILLS**

**STUDENT:** \_\_\_\_\_

**TEACHER:** \_\_\_\_\_

**RATING 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**
6. **Not expected at this age**

**READING SKILLS:**

\_\_\_ reading speed and accuracy

\_\_\_ ability to comprehend the content of passages

\_\_\_ ability to reach conclusions based on inference

\_\_\_ ability to prepare outlines/study guides based on reading of textbook

**MATHEMATICAL SKILLS:**

\_\_\_ 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

\_\_\_ ability to write answers requiring a single sentence

\_\_\_ writing legibility

\_\_\_ ability to write short essays (1 or 2 paragraphs)

\_\_\_ spelling skills

\_\_\_ ability to write compositions (3+ paragraphs)

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