fact

feifer assessment of childhood TRAUMA™

Parent Form

Score Report with Recommendations

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Generated by

PAR*i*Connect

Client name:	Sample Client
Client ID:	SC
Sex:	Not Specified
Gender identity:	Not Specified
Age:	13
Date of birth:	Not Specified
Grade:	Not Specified
Test date:	09/24/2024
Rater's name:	Not Specified

This report is intended for use by qualified professionals only and is not to be shared with the examinee or any other unqualified persons.

Overview

The FACT is a multipurpose rating scale designed to convey how stress and trauma impact children and adolescents in a school-based setting. The FACT consists of a **Total Trauma index** that is a composite of the four clinical **impact scales** (**Physiological Impact**, **Emotional Impact**, **Academic Impact,** and **Behavioral Impact**) to help the clinician determine the magnitude of trauma and its subsequent impact in a classroom setting. The FACT also yields four clinical **cluster scores**, including a **Resiliency cluster** that can be used to measure an adolescent's adaptation and coping skills both at home and in a classroom learning environment, along with an **Anxiety cluster**, a **Depression cluster**, and an **Inattention cluster**. (Cluster scores are informational and not intended to be diagnostic in nature; score elevations should prompt clinicians to closely examine item-level responses and to follow up with additional testing if needed.) Critical items and validity scales are also included.

Critical Items

Critical items indicate whether immediate follow-up by a mental health professional is warranted. Endorsement of any critical item requires further inquiry and gathering of information to add context and clarification to a particular response as well as to verify the need for more immediate mental health services. **Items in bold indicate endorsement by the respondent, which should prompt the clinician to follow up for additional information.**

Critical item	Response (score)
12. Has panic attacks when thinking about school	**Rarely** (1)
[Item content removed for sample purposes]	Never (0)
	Rarely (1)
	Rarely (1)
	Rarely (1)

Validity

The FACT's two validity scales can be used to help the clinician determine the accuracy and consistency of response items. It is essential to carefully consider results on both validity scales before examining the FACT profile.

Infrequency

Infrequency scale classification: Questionable	
Infrequency item	Response (score)
	Rarely (1)
	Never (0)
	Never (1)

Consistency

Consistency scale classification: Inconsistent		
Consistency item	**Response (score)**	**Absolute difference**
[Item content removed for sample purposes]	Often (2)	1
	Almost Always (3)	
	Rarely (1)	0
	Rarely (1)	
	Rarely (1)	2
	Almost Always (3)	
	Often (2)	2
	Never (0)	
	Rarely (1)	0
	Rarely (1)	
	Often (2)	1
	Almost Always (3)	
	Never (0)	3
	Almost Always (3)	

FACT Parent Form Score Summary

Scale	Raw score	T score	Percentile	90% CI	Classification
Physiological Impact	19	88	99	80-96	Highly Elevated
Emotional Impact	24	85	99	79-91	Highly Elevated
Academic Impact	17	65	90	60-70	Moderately Elevated
Behavioral Impact	17	88	99	79-97	Highly Elevated

Index	Raw score	T score	Percentile	90% CI	Classification
Total Trauma	77	85	98	81-89	Highly Elevated

Cluster	Raw score	Percentile range	Classification
Resiliency	14	≤24	Low Resiliency
Anxiety	17	≥75	Highly Elevated
Depression	15	25-74	Moderately Elevated
Inattention	14	25-74	Moderately Elevated

Validity scale	Raw score	Percentile	Classification
Infrequency	2	≥99	Questionable
Consistency	9	>99	Inconsistent

Note. Age-specific norms were used to generate these scores.

FACT Scale Descriptions	
Scale/Index/Cluster	**Description**
Physiological Impact scale	Measures a student's ability to self-regulate various aspects of physiological functioning that are often affected by exposure to a traumatic event
Emotional Impact scale	Measures a student's ability to self-regulate their own emotional functioning
Academic Impact scale	Measures the various cognitive and academic manifestations traumatized students often experience in school
Behavioral Impact scale	Measures a student's ability to self-manage and direct their behavior in an academic setting
Total Trauma index	A composite of all four clinical impact scale scores; the most reliable and valid representation of a student's emotional comfort level and academic efficiency in a classroom learning environment
Resiliency cluster	Measures an amalgamation of positive attributes the student demonstrates to temper frustration and maintain self-determination when in crisis designed to determine the student's current level of adaptive functioning and coping behaviors in a classroom learning environment.
Anxiety cluster	Measures the physiological symptoms and psychological distress associated with anxiety, inclusive of excessive worry and heightened arousal states.
Depression cluster	Measures diminished affect, waning interest, and excessive guilt, as well as feelings of hopelessness and despair.
Inattention cluster	Measures heightened distractibility, poor concentration, and general disorganization when engaged in a problem-solving task.

FACT Parent Form Profile of Impact Scale *T* Scores

Scale	Physiological Impact	Emotional Impact	Academic Impact	Behavioral Impact	Total Trauma Index
T score	88	85	65	88	85
Raw score	19	24	17	17	77
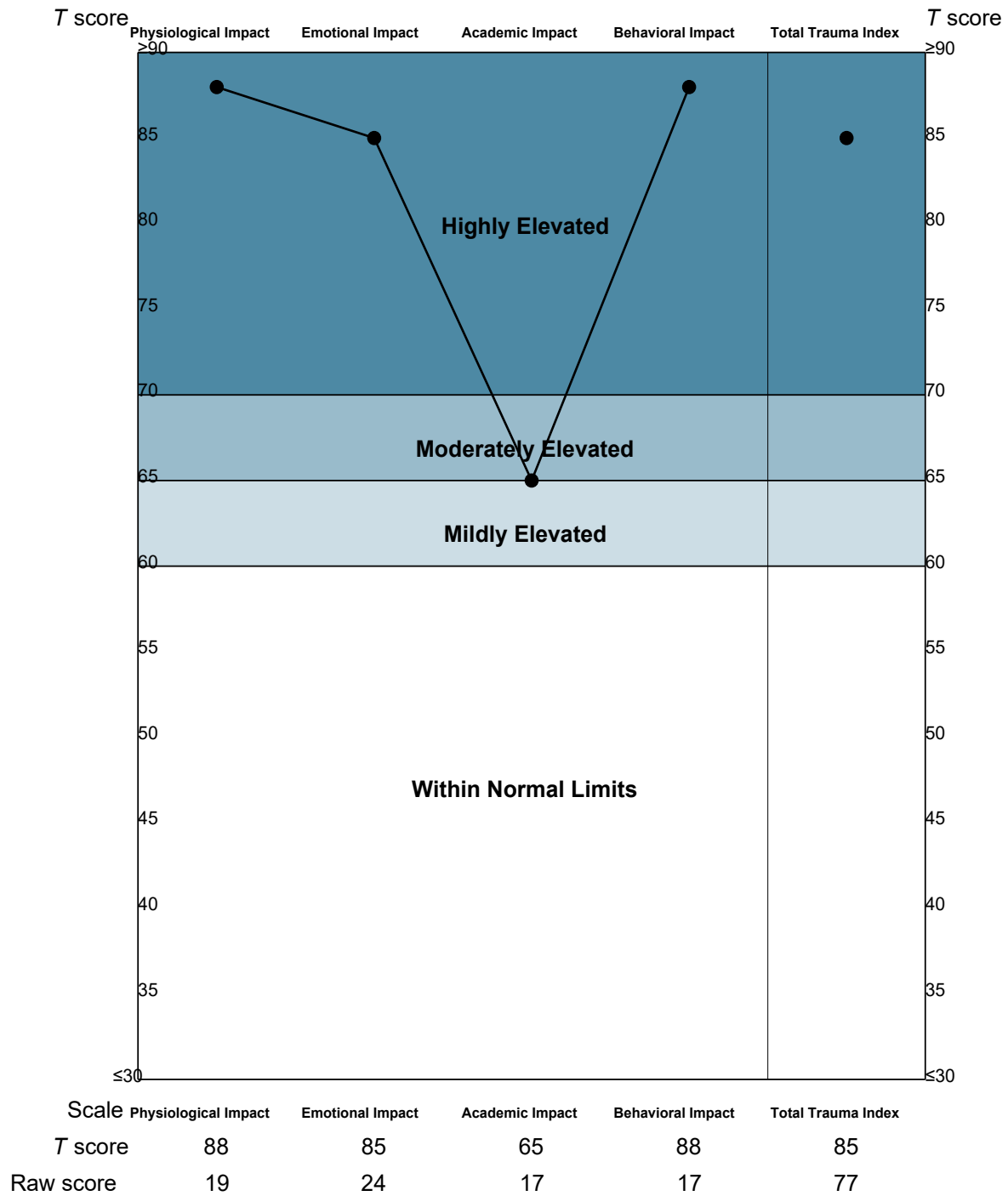
Note. Age-specific norms were used to generate this profile. Points within shaded areas of the profile indicate scores outside the normal range, with darker shading indicating more significant areas of concern.

FACT Parent Form Recommendations

The FACT Parent Form ratings indicate some areas of concern. The following recommendations and classroom accommodations, which are based on the identified concerns, are designed to provide Sample with more specialized care and to help them feel safe, comfortable, and secure in an educational setting. These recommendations are intended to serve as suggestions or ideas that clinicians can tailor to Sample's current educational needs. Periodically administering the FACT throughout the year can aid in monitoring their progress and documenting further areas of need.

Physiological Impact Scale

General

- Refrain from patting, touching, hugging, or shaking hands with Sample unless they feel comfortable with this.
- [Content removed for sample purposes]
-

At School

- Keep window shades open and allow as much sunlight as possible into the classroom.
- [Content removed for sample purposes]
-

At Home

- Encourage Sample to strive for 30–60 minutes of physical activity per day or walking 10,000 steps in outdoor light, moderated by a balanced diet.
- [Content removed for sample purposes]
-

Emotional Impact Scale

General

- Create a list of relaxation strategies for Sample to select from each morning and use throughout the day.
- [Content removed for sample purposes]
-

At School

- Provide Sample with preferential seating close to the teacher or a particular student or in a designated area that is most comfortable.
- [Content removed for sample purposes]
-

At Home

- Work with a therapist outside of school on self-calming strategies Sample can use when they're stressed and overwhelmed.

- [Content removed for sample purposes]
-

Academic Impact Scale

General

- Provide access to assistive technology such as a Chromebook, smart pen, or voice recorder to facilitate daily work assignments.
- [Content removed for sample purposes]
-

At School

- Provide additional flexibility for the completion of academic tasks—for example, allow extra time on tests and quizzes as needed and permit due dates to be adjusted for daily classroom assignments.
- [Content removed for sample purposes]
-

At Home

- Provide after-school tutoring to assist with organizational skills and homework completion and/or to clarify assignments.
- [Content removed for sample purposes]
-

Behavioral Impact Scale

General

- Tape Sample's daily schedule and routine to their desk.
- [Content removed for sample purposes]
-

At School

- Assign a scribe to take notes for Sample so they will not miss class content if they're unable to attend school full-time or must leave early.
- [Content removed for sample purposes]
-

At Home

- Encourage Sample to volunteer for community organizations to assist others who are less fortunate (e.g., Special Olympics, food bank, Big Brothers Big Sisters).
- [Content removed for sample purposes]
-

FACT Items and Responses

Physiological Impact scale item	Response (score)
1. Complains of body aches or pains	Almost Always (3)
[Item content removed for sample purposes]	Rarely (1)
	Rarely (1)
	Almost Always (3)
	Never (0)
	Almost Always (3)
	Rarely (1)
	Never (0)
	Often (2)
	Never (0)
	Rarely (1)
	Often (2)
	Often (2)

Emotional Impact scale item	Response (score)
[Item content removed for sample purposes]	Rarely (1)
	Almost Always (3)
	Often (2)
	Almost Always (3)
	Rarely (1)
	Often (2)
	Often (2)
	Almost Always (3)
	Never (0)
	Almost Always (3)
	Rarely (1)
	Often (2)
	Rarely (1)

Academic Impact scale item	Response (score)
[Item content removed for sample purposes]	Rarely (1)
	Often (2)
	Never (0)
	Often (2)
	Rarely (1)
	Almost Always (3)
	Never (0)
	Often (2)
	Rarely (1)

Academic Impact scale item	Response (score)
[Item content removed for sample purposes]	Rarely (1)
	Almost Always (3)

Behavioral Impact scale item	Response (score)
[Item content removed for sample purposes]	Rarely (1)
	Rarely (1)
	Rarely (1)
	Often (2)
	Often (2)
	Rarely (1)
	Never (0)
	Often (2)
	Often (2)
	Almost Always (3)
	Almost Always (3)

Resiliency scale item	Response (score)
[Item content removed for sample purposes]	Rarely (1)
	Never (0)
	Often (2)
	Rarely (1)
	Almost Always (3)
	Often (2)
	Rarely (1)
	Rarely (1)
	Often (2)
	Often (2)
	Never (0)

Anxiety cluster item	Response (score)
[Item content removed for sample purposes]	Rarely (1)
	Rarely (1)
	Rarely (1)
	Rarely (1)
	Almost Always (3)
	Never (0)
	Often (2)
	Often (2)
	Never (0)
	Almost Always (3)
	Rarely (1)

Depression cluster item	Response (score)
[Item content removed for sample purposes]	Rarely (1)
	Almost Always (3)
	Rarely (1)
	Never (0)
	Rarely (1)
	Rarely (1)
	Rarely (1)
	Never (0)
	Often (2)
	Often (2)
	Rarely (1)
	Often (2)

Inattention cluster item	Response (score)
[Item content removed for sample purposes]	Rarely (1)
	Rarely (1)
	Almost Always (3)
	Never (0)
	Often (2)
	Rarely (1)
	Rarely (1)
	Never (0)
	Never (0)
	Almost Always (3)

END OF REPORT