



Feifer Assessment of Childhood Trauma™ Teacher Form

Teacher Form

Score Report

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Generated by



Client name: Sample Client

Client ID: FACT-Sample

Sex: Male

Age: 15

Date of birth: 10/31/2005

Grade: 9th

Test date: 10/11/2021

Test form: Teacher Form

Rater's name: Dr Jones

Relationship to student: Administrator

Knows student: Moderately Well

Has known student for: 19 months

Class taught: None

**Is the student receiving special education
services?** No

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

Validity

Before examining the Feifer Assessment of Childhood Trauma (FACT) Teacher Form profile, it's essential to carefully consider the validity of the data provided. Because informant rating scales require users to rely on a third party for ratings of an individual's behavior, their inherent nature carries potential for score bias. The FACT Teacher Form Infrequency and Consistency scales provide additional information about the validity of the protocol.

The Infrequency scale measures the extent to which raters endorse items in an atypical fashion. **Sample's Infrequency profile is in the Acceptable range, reducing the likelihood of an invalid response pattern.**

| Infrequency scale classification: Acceptable | |
|---|----------|
| Infrequency item | Response |
| 5. Uses ... <i>[Redacted for Sample Report]</i> | Never |

[Redacted for Sample Report]

The FACT Teacher Form Consistency scale indicates the extent to which the respondent answers similar FACT Teacher Form items in a consistent manner. There are six item pairs that essentially ask similar questions; therefore, these questions should yield a relatively consistent response with minimal difference in scores. **The Consistency score is in the Acceptable range, suggesting the rater was reasonably consistent in responding to FACT Teacher Form items.** Therefore, the protocol should be considered a valid reflection of Sample's school behavior.

| Consistency scale classification: Acceptable | | |
|--|----------|------------|
| Consistency item | Response | Difference |
| 2. Hesitates ... | Never | 2 |
| 52. Loses ... | Often | |

[Redacted for Sample Report]

Critical Items

Seven critical items are used to determine whether immediate follow-up by a mental health professional is warranted. Endorsement of any critical item requires further inquiry and gathering of additional information in order to add context and clarification to a particular response as well as to verify the need for more immediate mental health services.

| Critical item | Response |
|---------------|----------|
| 17. Has ... | Never |

[Redacted for Sample Report]

*Following up with the respondent for additional information is recommended.

Overview

The FACT Teacher Form is a multipurpose rating scale designed to convey how stress and trauma impact children in a school-based setting. It includes a Trauma Index along with four clinical scales, a supplemental scale, and validity scales to assist educators in better informing intervention decision making.

The FACT Teacher Form should not be used in isolation as a diagnostic tool. Instead, it should be used in conjunction with other sources of information about the examinee, including detailed history, other behavior ratings, clinical interviews, and, when possible, direct observation in the natural setting. In addition, placing too much interpretive significance on individual items should be done cautiously because individual items have lower reliability relative to the scale. Appropriate training and clinical supervision are necessary to ensure competent use of the FACT Teacher Form.

Score Summary and Interpretation

Dr Jones, the teacher of a 15-year-old named Sample, completed the FACT Teacher Form on 10/11/2021.

The scores are compared with age- and sex-matched peers using percentiles to calibrate student functioning. For all FACT Teacher Form clinical scales and the Trauma Index, percentiles ≤ 74 are considered Within Normal Limits, percentiles from 75 to 97 are considered Elevated, and percentiles ≥ 98 are considered Very Elevated. Sample's FACT Teacher Form **Trauma Index** score is at the **62nd percentile (Within Normal Limits)** compared to peers. The overall score profile suggests Sample is not experiencing current symptoms of stress and trauma impacting school functioning as reported by their teacher.

The **Physiological scale** measures a student's ability to self-regulate various aspects of physiological functioning that often encompass exposure to a traumatic event. Sample's score is at the **84th percentile (Elevated)** compared to peers, indicating concerns with physiological manifestations of trauma.

The **Behavior scale** measures a student's ability to self-manage and direct their behavior in an academic setting. Sample's score is at the **84th percentile (Elevated)** compared to peers, indicating concerns with behavioral manifestations of trauma.

The **Emotional scale** measures a student's ability to self-regulate their own emotional functioning. Sample's score is at the **56th percentile (Within Normal Limits)** compared to peers, indicating no current concerns with emotional manifestations of trauma.

The **Academic scale** measures the various cognitive and academic manifestations traumatized children often experience in school. Sample's score is at the **37th percentile (Within Normal Limits)** compared to peers, indicating no current concerns with academic manifestations of trauma.

The **Resiliency scale** measures a student's overall adaptive functioning and ability to successfully cope with stress and trauma via strong interpersonal relationships, personal strengths, and academic strengths. Percentiles ≤ 24 are considered Low, percentiles from 25 to 75 are considered Average, and percentiles ≥ 76 are considered High. Sample's score is at the **37th percentile (Average)** compared to peers, indicating no current concerns with their adaptive functioning and coping.

FACT Teacher Form Score Summary Table

| Scale/index | Raw score | Percentile | Classification |
|---------------|-----------|------------|----------------------|
| Physiological | 10 | 84 | Elevated |
| Behavior | 17 | 84 | Elevated |
| Emotional | 6 | 56 | Within Normal Limits |
| Academic | 13 | 37 | Within Normal Limits |
| Trauma Index | 46 | 62 | Within Normal Limits |

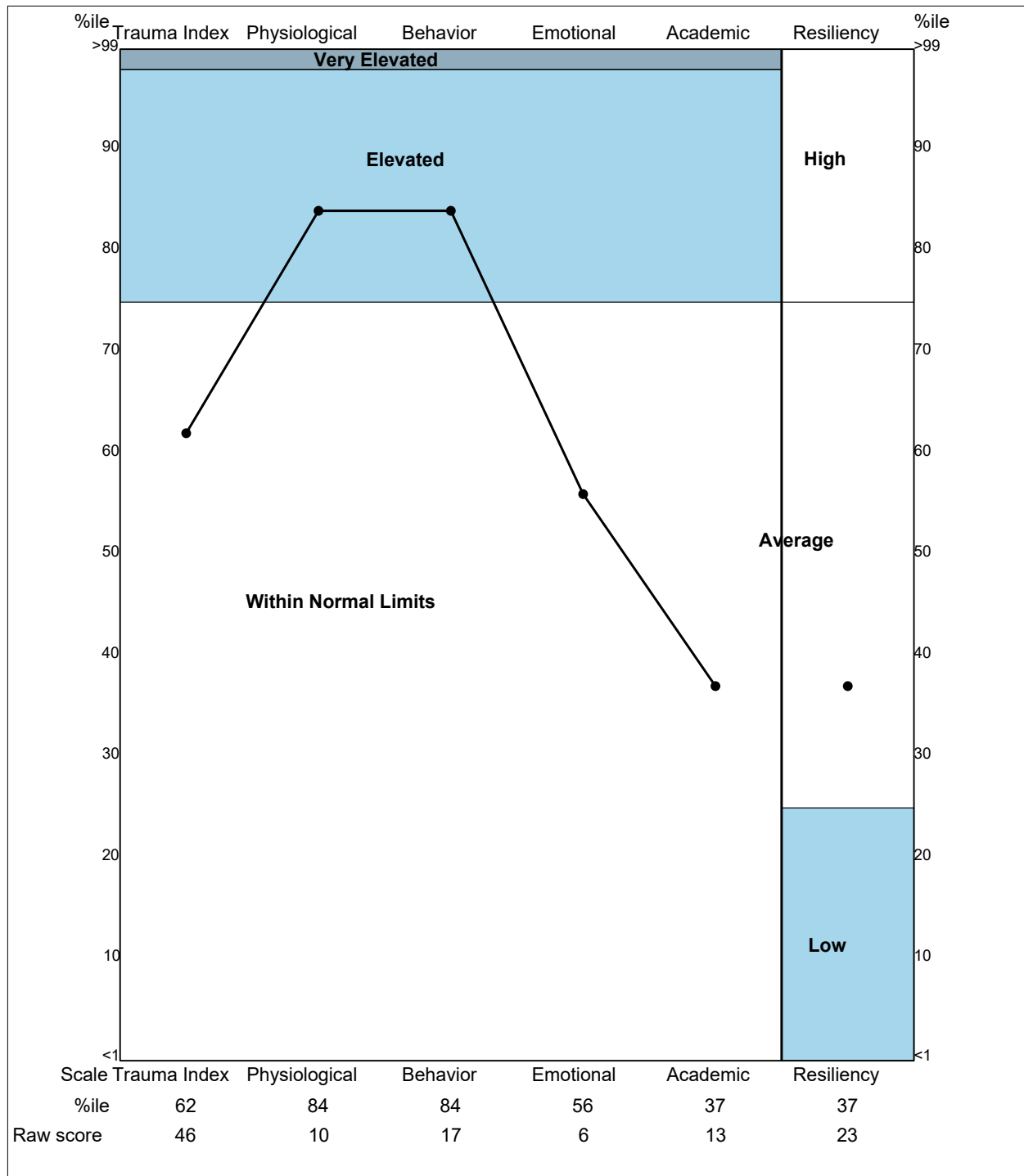
| Supplemental scale | Raw score | Percentile | Classification |
|--------------------|-----------|------------|----------------|
| Resiliency | 23 | 37 | Average |

| Validity scale | Raw score | Percentile | Classification |
|----------------|-----------|------------|----------------|
| Infrequency | 0 | >99 | Acceptable |
| Consistency | 4 | ≤98 | Acceptable |

Note: Male, age-specific norms were used to generate these scores.

The Trauma Index is the sum of the Physiological, Behavior, Academic, and Emotional scale scores including all critical items. For additional normative information, refer to the FACT Teacher Form e-Manual.

Profile of FACT Teacher Form Percentiles



Note: Male, 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. The Trauma Index is the sum of the Physiological, Behavior, Academic, and Emotional scale scores including all critical items. For additional normative information, refer to Chapter 4 in the FACT Teacher Form e-Manual.

Item and Response Tables

| Physiological scale classification: Elevated | |
|---|-----------------|
| Physiological item | Response |
| 1. Complains ... | Rarely |

[Redacted for Sample Report]

| Behavior scale classification: Elevated | |
|--|-----------------|
| Behavior item | Response |
| 2. Hesitates ... | Never |

[Redacted for Sample Report]

| Emotional scale classification: Within Normal Limits | |
|---|-----------------|
| Emotional item | Response |
| 3. Appears ... | Never |

[Redacted for Sample Report]

| Academic scale classification: Within Normal Limits | |
|--|-----------------|
| Academic item | Response |
| 21. Lacks a... | Rarely |

[Redacted for Sample Report]

| Resiliency scale classification: Average | |
|---|-----------------|
| Resiliency item | Response |
| 4. Is | Often |

[Redacted for Sample Report]

End of Report
