



# Self-Report Form

## Score Report with Recommendations

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Generated by



**Client name:** Sample Client

**Client ID:** SC

**Sex:** Not Specified

**Gender identity:** Not Specified

**Age:** 16

**Date of birth:** Not Specified

**Grade:** Not Specified

**Test date:** 09/24/2024

*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. I have panic attacks at school.	<b>Often (2)</b>
[Item content removed for sample purposes]	<b>Rarely (1)</b>
	<b>Rarely (1)</b>
	<b>Often (2)</b>
	<b>Almost Always (3)</b>
	<b>Often (2)</b>

# 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)
[Item content removed for sample purposes]	Often (1)
	Rarely (1)
	Never (1)

## Consistency

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

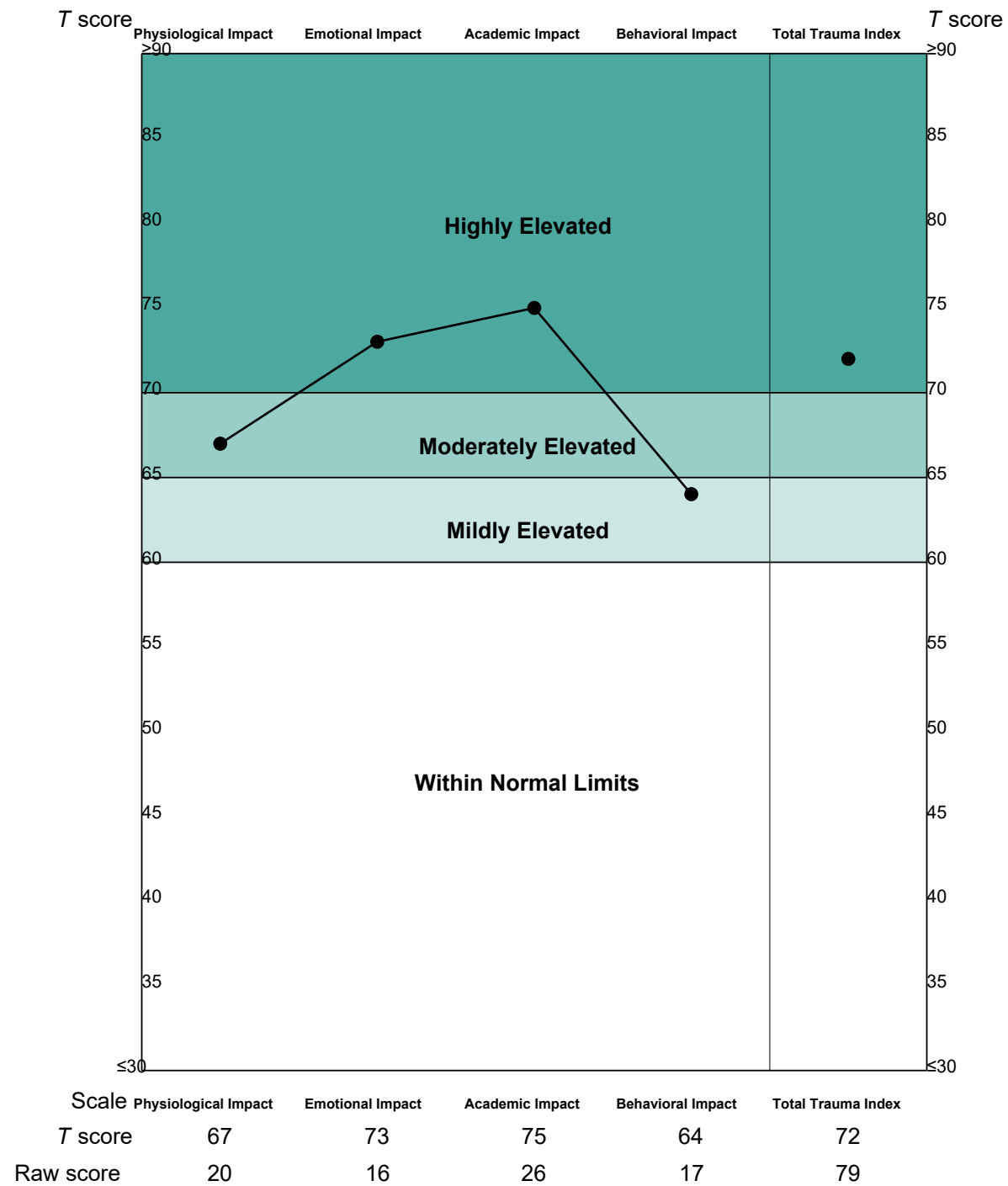
## FACT Self-Report Form Score Summary

Scale	Raw score	T score	Percentile	90% CI	Classification
Physiological Impact	20	67	91	62-72	Moderately Elevated
Emotional Impact	16	73	96	67-79	Highly Elevated
Academic Impact	26	75	99	70-80	Highly Elevated
Behavioral Impact	17	64	91	57-71	Mildly Elevated
Index	Raw score	T score	Percentile	90% CI	Classification
Total Trauma	79	72	97	69-75	Highly Elevated
Cluster	Raw score	Percentile range		Classification	
Resiliency	20	25-74		Adequate Resiliency	
Anxiety	15	≥75		Highly Elevated	
Depression	21	≥75		Highly Elevated	
Inattention	19	≥75		Highly Elevated	
Validity scale	Raw score	Percentile		Classification	
Infrequency	3	≥98		Questionable	
Consistency	10	>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 Self-Report Form Profile of Impact Scale T Scores



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 Self-Report Form Recommendations

The FACT Self-Report 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.
- [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

- 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. I have body aches or chest pains.	Almost Always (3)
[Item content removed for sample purposes]	Rarely (1)
	Almost Always (3)
	Almost Always (3)
	Never (0)
	Rarely (1)
	Never (0)
	Never (0)
	Never (0)
	Almost Always (3)
	Often (2)
	Never (0)
	Almost Always (3)
	Rarely (1)

Emotional Impact scale item	Response (score)
[Item content removed for sample purposes]	Rarely (1)
	Rarely (1)
	Rarely (1)
	Almost Always (3)
	Almost Always (3)
	Often (2)
	Rarely (1)
	Rarely (1)
	Often (2)
	Rarely (1)

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

Academic Impact scale item	Response (score)
	Often (2)
	Often (2)

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

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

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



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

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

END OF REPORT