

Functional Assessment Interview

Student: _____ Date: _____
Grade: _____ Age: _____ Date of birth: _____
Person interviewed: _____ Relationship to student: _____
Interviewer: _____ School: _____

A. Description of behavior #1

1. Describe the behavior in "action/object" terms: _____

2. How often does the behavior occur? ____ per day, ____ per week, ____ other _____
3. How long does the behavior last? _____
4. What is the intensity of the behavior? _____
5. When the behavior occurs, how do you respond? _____

6. Describe interventions that have been tried. _____

7. Are there any signals that the behavior is about to occur? Does the student become restless, loud, quiet, etc.? _____

B. Events and Situations that predict occurrences of the behavior

(Define specific immediate antecedent events that predict when the behavior is most likely to occur: Antecedent = what happens immediately before the behavior occurs)

1. When is the behavior most likely to occur? _____

2. When is the behavior least likely to occur? _____

3. Where is the behavior most likely to occur? _____

4. Where is the behavior least likely to occur? _____

5. During what activity/or type of instruction is the behavior most likely to occur? _____

6. During what activity/or type of instruction is the behavior least likely to occur? _____

7. With whom is the behavior most likely to occur? _____

8. With whom is the behavior least likely to occur? _____

9. Does the behavior occur when the student is asked to do something specific? _____

10. Does the behavior occur when the student is asked to stop doing something specific? _____

C. Identify specific immediate consequences that follow the behavior

(Consequences = what happens immediately after the behavior occurs)

1. What specific consequence is most likely to immediately follow the behavior? _____
2. What seems to be the effect of the consequence on the student's behavior (does the behavior end, continue, intensify, etc.)? _____
3. Does the consequence remove the student from a particular situation/activity? _____
4. Does the student receive peer or adult attention/assistance as a result of the behavior? _____
5. Is there consistent consequence follow through by teachers/administrators/parents? _____

D. Define setting events and environmental factors that predict the occurrence of the behavior:

1. Does the behavior seem to occur more or less frequent in a specific classroom structure? If so, please explain. _____
2. Are classroom rules/procedures/expectations posted, discussed, and/or reviewed where behavior most likely occurs? _____
3. Type of instructional delivery where behavior is most likely to occur (lecture, hands on, etc.). _____
4. Type of instructional materials used where behavior is most likely to occur (textbook, worksheets, etc). _____
5. How are directions presented? _____
6. Does the behavior happen more in unstructured areas (hallway, restroom, lunchroom, etc.)? _____

A. Description of behavior #2

1. Describe the behavior in “action/object” terms: _____

2. How often does the behavior occur? ____ per day, ____ per week, ____ other _____
3. How long does the behavior last? _____
4. What is the intensity of the behavior? _____
5. When the behavior occurs, how do you respond? _____

6. Describe interventions that have been tried. _____

7. Are there any signals that the behavior is about to occur? Does the student become restless, loud, quiet, etc.? _____

B. Events and Situations that predict occurrences of the behavior:

(Define specific immediate antecedent events that predict when the behavior is most likely to occur: Antecedent = what happens immediately before the behavior occurs)

1. When is the behavior most likely to occur? _____

2. When is the behavior least likely to occur? _____

3. Where is the behavior most likely to occur? _____

4. Where is the behavior least likely to occur? _____

5. During what activity/or type of instruction is the behavior most likely to occur? _____

6. During what activity/or type of instruction is the behavior least likely to occur? _____

7. With whom is the behavior most likely to occur? _____

8. With whom is the behavior least likely to occur? _____

9. Does the behavior occur when the student is asked to do something specific? _____

10. Does the behavior occur when the student is asked to stop doing something specific? _____

C. Identify specific immediate consequences that follow the behavior

(Consequences = what happens immediately after the behavior occurs)

1. What specific consequence is most likely to immediately follow the behavior: _____
2. What seems to be the effect of the consequence on the student's behavior (does the behavior end, continue, intensify, etc.)? _____
3. Does the consequence remove the student from a particular situation/activity? _____
4. Does the student receive peer or adult attention/assistance as a result of the behavior? _____
5. Is there consistent consequence follow through by teachers/administrators/parents? _____

D. Define setting events and environmental factors that predict the occurrence of the behavior

1. Does the behavior seem to occur more or less frequent in a specific classroom structure? If so, please explain. _____
2. Are classroom rules/procedures/expectations posted, discussed, and/or reviewed where behavior most likely occurs? _____
3. Type of instructional delivery where behavior is most likely to occur (lecture, hands on, etc.). _____
4. Type of instructional materials used where behavior is most likely to occur (textbook, worksheets, etc). _____
5. How are directions presented? _____
6. Does the behavior happen more in unstructured areas (hallway, restroom, lunchroom, etc.)? _____

A. Description of behavior #3

1. Describe the behavior in “action/object” terms: _____

2. How often does the behavior occur? ____ per day, ____ per week, ____ other _____
3. How long does the behavior last? _____
4. What is the intensity of the behavior? _____
5. When the behavior occurs, how do you respond? _____

6. Describe interventions that have been tried. _____

7. Are there any signals that the behavior is about to occur? Does the student become restless, loud, quiet, etc.? _____

B. Events and Situations that predict occurrences of the behavior

(Define specific immediate antecedent events that predict when the behavior is most likely to occur: *Antecedent* = *what happens immediately before the behavior occurs*)

1. When is the behavior most likely to occur? _____

2. When is the behavior least likely to occur? _____

3. Where is the behavior most likely to occur? _____

4. Where is the behavior least likely to occur? _____

5. During what activity/or type of instruction is the behavior most likely to occur? _____

6. During what activity/or type of instruction is the behavior least likely to occur? _____

7. With whom is the behavior most likely to occur? _____

8. With whom is the behavior least likely to occur? _____

9. Does the behavior occur when the student is asked to do something specific? _____

10. Does the behavior occur when the student is asked to stop doing something specific? _____

C. Identify specific immediate consequences that follow the behavior

(Consequences = what happens immediately after the behavior occurs)

1. What specific consequence is most likely to immediately follow the behavior? _____
2. What seems to be the effect of the consequence on the student's behavior (does the behavior end, continue, intensify, etc.)? _____
3. Does the consequence remove the student from a particular situation/activity? _____
4. Does the student receive peer or adult attention/assistance as a result of the behavior? _____
5. Is there consistent consequence follow through by teachers/administrators/parents? _____

D. Define setting events and environmental factors that predict the occurrence of the behavior

1. Does the behavior seem to occur more or less frequent in a specific classroom structure? If so, please explain. _____
2. Are classroom rules/procedures/expectations posted, discussed, and/or reviewed where behavior most likely occurs? _____
3. Type of instructional delivery where behavior is most likely to occur (lecture, hands on, etc.). _____
4. Type of instructional materials used where behavior is most likely to occur (textbook, worksheets, etc.). _____
5. How are directions presented? _____
6. Does the behavior happen more in unstructured areas (hallway, restroom, lunchroom, etc.)? _____

Please complete the student's daily schedule:

Step 1: Fill in the time/activity column with the time of day and subject or activity that occurs during the time frame.

Step 2: Fill in the defined behavior(s) of concern:

Step 3: Mark the corresponding number in the behavior column for how often the defined behavior occurs during each time/activity period from:

0=never occurs

1=sometimes (1-2 times per period)

2=occurs frequently (3-4 times per period)

3=occurs the most (5 or more times per period)

Student Daily Schedule Example:

Time	Activity	Beh. #1 hits peers	Beh. #2 talks out	Beh. #3 curses
8:00-8:30	homeroom	3	0	0
8:30-9:00	spelling	1	2	0
9:00-9:30	language	0	0	2
9:30-10:00	snack/break	3	3	3

Student Daily Schedule

Time	Activity	Beh. #1	Beh. #2	Beh. #3

E. Medical and Physical Conditions

1. Date of last physical exam: _____ Name of Physician: _____
vision results: _____
hearing results: _____
2. Does the student have any medical issues/diagnosis? If so, please describe. _____

3. Does the student receive any medication? If so, please list _____

4. Are there any known side effects of the medication(s)? _____

5. How, when, and by whom is the medication administered? _____

6. Do any of the following affect the student's performance or behavior?
Sleep patterns: _____
Eating routines: _____
Other: _____

F. Developmental Levels (give examples)

1. What is the approximate cognitive level of the student?
___ above average
___ average
___ below average
___ significantly below average
2. Approximately at what grade/age level does the student function? _____
3. Is the student able to imitate verbal or physical models? _____

4. How does the student demonstrate that he/she understands routines/schedules? _____

5. How does the student demonstrate that he/she understands the concept of time (later, in a minute, tomorrow, etc.)? _____

6. List age appropriate functional skills that the student can perform independently (toilet trained, feeding self, etc.). _____

7. If the student does not have adequate verbal skills, how do they communicate? _____

8. At what age did early intervention or special education services begin? List services provided? _____

9. Any other relevant information. _____

G. Learning Environment

1. How do you communicate daily schedules and rules to the student?

Schedule

☐ verbally ☐ individual verbal
☐ written ☐ individual written
☐ posted on wall ☐ gestural/physical prompt
☐ 3-D model

Rules

☐ verbally ☐ individual verbal
☐ written ☐ individual written
☐ posted on wall ☐ gestural/physical prompt
☐ 3-D model

4. What are the student's favorite/least favorite school activities?

Favorite

Least favorite

5. Is the student provided choice making activities? Please list examples: _____

6. Does the student have any absentee/truancy/tardy issues? _____

H. Home Environment

1. How does the student spend the rest of his day when not in school? _____

2. Describe the family and home environment if known. _____

3. Are there any home/family issues that may relate to the student's behavior? _____

4. Describe the degree of involvement/lack of involvement of the parents in school/behavior related issues. _____

5. Any other relevant information. _____

Please Include a copy of: Psychological, IEP, Daily/Weekly Schedule, Other relevant information