

# **Functional Assessment Interview Forms**

- ❖ **Functional Behavioral Assessment (Pg 1-7)**
- ❖ **Student-Directed Functional Assessment (Pg 8-11)**

**Student-Directed Functional Assessment**  
**FUNCTIONAL INTERVIEW WITH A STUDENT**

In addition to interviews conducted with adults, interviews with students may be useful in identifying how they perceive the situation and what causes them to act (or react) in the way that they do. What follows is an example of a functional interview conducted with Mandy:

**Q: "Is there anything that is happening outside of school lately that bothers you?"**

A: "No."

**Q: "Is there something new that is happening to you?"**

A: "Not really. . . . Well, we just got a new foster kid."

**Q: "Does it bother you?"**

A: "No, I like playing with him and I get to feed him sometimes, too."

**Q: "What was the lesson about that was bring taught right before you made the comments that made your classroom laugh?"**

A: "I don't know, something about rocks, I think."

**Q: "What was your teacher doing?"**

A: "We were discussing our homework reading assignment."

**Q: "Do you remember what were you thinking right before you made the comments?"**

A: "It was just so boring!"

**Q: "How do you feel about getting homework in science?"**

A: "Frustrated. The book is hard to read and so I get real confused."

**Q: "Can you tell me what Mr. Smith was expecting of you during science class?"**

A: "He wants us to talk about the homework, answer questions...you know, that kind of stuff."

**Q: "When you make the funny comments in class, what usually happens afterward?"**

A: "Everyone laughs and looks at me. Sometimes, even Mr. Smith cracks up."

**Q: "How does that make you feel?"**

A: "Pretty good. I guess I like it when the other kids notice me. I don't know. . ."

## Student-Directed Functional Assessment Interview

Student Name: \_\_\_\_\_ Interviewer: \_\_\_\_\_

Referring Teacher: \_\_\_\_\_ Date: \_\_\_\_\_.

- I. Opening.** *"We are meeting today to find ways to change school so that you like it more. This interview will take about 30 minutes. I can help you best if you answer honestly. You will not be asked anything that might get you in trouble."*

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Assist the student to identify specific behaviors that are resulting in problems in the school or classroom. Making suggestions or paraphrasing statements can help the student clarify his or her ideas. You should have a list of behaviors nominated by the referring teacher.

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- II. Define the behaviors of concern.** \* *"What are the things you do that get you in trouble or are a problem?"*  
(Prompts: *Late to class? Talk out in class? Don't get work done? Fighting?*)

*Behavior*

*Comment*

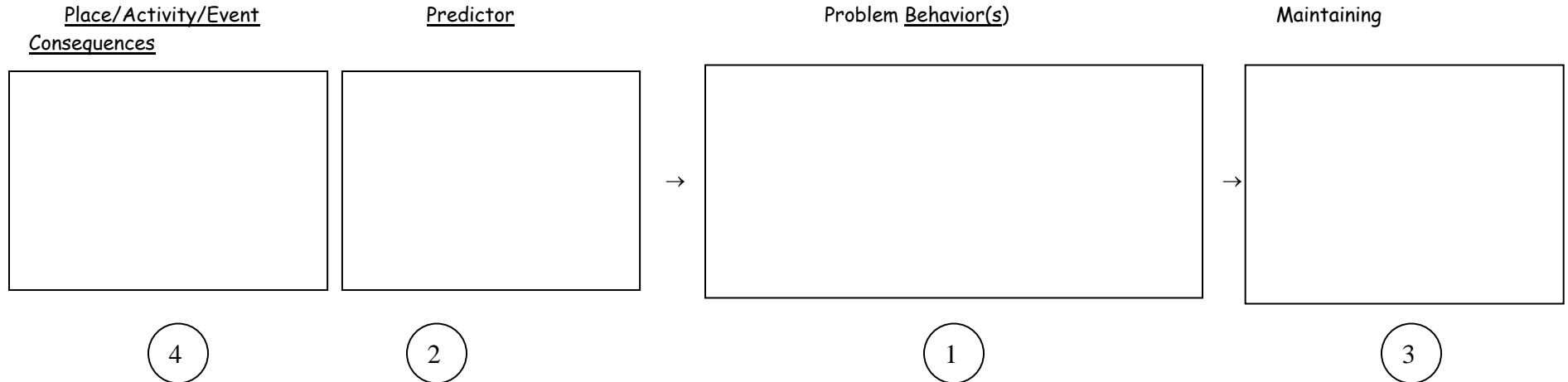
- 1.
- 2.
- 3.
- 4.
- 5.

- III. Complete student schedule.** *Use the "Student Daily Schedule" matrix to identify the times and classes in which the student performs problem behavior. Focus the interview on those times that are **most likely** to result in problem behavior.*

\* You will use the numbers to the left as codes for the identified behaviors as you complete the rest of the interview.



## SUMMARY STATEMENT FORM



Complete the summary statement diagram following the numbered sequence (Behavior(s) first, then Predictors, etc.). Consider the items below as possible elements for inclusion in the summary statement. Complete a different summary statement for each new consequence.

What Important Events, Places, or Activities Tend to be Associated with the Behavior?

- Lack of sleep \_\_\_\_\_
- Illness \_\_\_\_\_
- Physical pain \_\_\_\_\_
- Hunger \_\_\_\_\_
- Trouble at home \_\_\_\_\_
- Fight/conflict with Peers \_\_\_\_\_
- Noise/distractions \_\_\_\_\_
- Activity/Class \_\_\_\_\_
- Other \_\_\_\_\_

What Appears to Set off Problem Behavior

- Class demands that are:
- too hard \_\_\_\_\_
  - boring \_\_\_\_\_
  - unclear \_\_\_\_\_
  - long \_\_\_\_\_
- Teacher reprimands \_\_\_\_\_
- Peer teasing \_\_\_\_\_
- Peer encouragement \_\_\_\_\_
- Other \_\_\_\_\_

What do the Problem Behaviors Look Like?

- Late to class \_\_\_\_\_
- Talk out in class \_\_\_\_\_
- Disruptions \_\_\_\_\_
- Inappropriate language \_\_\_\_\_
- Disrespectful behavior \_\_\_\_\_
- Property destruction \_\_\_\_\_
- Carrying weapons \_\_\_\_\_
- Fidget \_\_\_\_\_
- Not completing work \_\_\_\_\_
- Steal \_\_\_\_\_
- Threaten \_\_\_\_\_
- Vandalism \_\_\_\_\_
- Insubordination \_\_\_\_\_
- Other \_\_\_\_\_

What Does the Student Gain From the Problem Behaviors?

**Escape or Avoid**

- teacher demands \_\_\_\_\_
- teacher reprimands \_\_\_\_\_
- teacher correction \_\_\_\_\_
- peer social contact \_\_\_\_\_ (teasing)
- tasks (hard, long) \_\_\_\_\_

**Get Attention**

- from peers \_\_\_\_\_
- from teacher/adult \_\_\_\_\_

**Get Activity or Item**

- access to game \_\_\_\_\_
- access to toy \_\_\_\_\_
- access to food \_\_\_\_\_
- access to money \_\_\_\_\_
- access to task \_\_\_\_\_

