Functional Behavioral Assessment
Teacher Interview Form

Interviewer(s)_____________________________________________ Date(s)_________________________________

Student(s)_______________________________________________________________________________________

Respondent(s)_____________________________________________ Title________________________

1. Describe the behavior of concern.________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. How often does the behavior occur?________________________________________
   __________________________________________
   How long does it last?____________________________________________________
   __________________________________________
   How intense is the behavior?________________________________________
   __________________________________________

3. What is happening when the behavior occurs?________________________
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   __________________________________________

4. When/where is the behavior most/least likely to occur?____________________
   __________________________________________
   __________________________________________

5. With whom is the behavior most/least likely to occur?____________________
   __________________________________________
   __________________________________________

6. What conditions are most likely to precipitate ("set off") the behavior?________
   __________________________________________
   __________________________________________

7. How can you tell the behavior is about to start?________________________
   __________________________________________
   __________________________________________
8. What usually happens after the behavior? Describe what happens according to adult(s), peers, and student responses.
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9. What is the likely function (intent) of the behavior; that is, why do you think the student behaves this way? What does the student get or avoid?
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10. What behavior(s) might serve the same function (see question 9) for the student that is appropriate within the social/environmental context?
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11. What other information might contribute to creating an effective behavioral intervention plan (e.g., under what conditions does the behavior not occur?)
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12. Who should be involved in the planning and implementation of the behavioral intervention plan?
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Source: Gable, Quinn, Rutherford, & Howell (1998)
### Functional Behavioral Assessment
#### Teacher Interview Form

Functional interviews should be structured so that they give the IEP team information regarding the behavior of concern and its social, affective, and/or environmental content. Here is an example of an intervention conducted with Trish’s science teacher.

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<th>Interviewer(s)</th>
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<td>Student(s)</td>
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<td>Respondent(s)</td>
<td>Mr. Smith</td>
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<td>Title</td>
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1. **Describe the behavior of concern.**
   “Trish makes what she thinks are funny comments during my instruction, they cause disruption and really interfere with her learning and the learning of her classmates.”

2. **How often does the behavior occur?**
   “It occurs on average three times per week.”
   - **How long does it last?**
     “The behavior only last about 3 minutes.”
   - **How intense is the behavior?**
     “It varies, most of the time it is not too intense.”

3. **What is happening when the behavior occurs?**
   “Group discussions, usually when discussing what students learned from the previous nights reading assignment.”

4. **When/where is the behavior most/least likely to occur?**
   “Trish does not behave this way when she is working alone or on small cooperative group projects.”

5. **With whom is the behavior most/least likely to occur?**
   “There does not seem to be an individual or group, Trish usually acts up when she thinks the work is too hard.”

6. **What conditions are most likely to precipitate (“set off”) the behavior?**
   “When the class is asked to take out their notes on the reading assignment from the previous night.”

7. **How can you tell the behavior is about to start?**
   “Yes, I can predict pretty accurately what will cause Trish to act up.”

8. **What usually happens after the behavior? Describe what happens according to adult(s), peers, and student responses.**
   “The class looks at Trish and smiles; actually there are times I can’t help laughing myself; she is funny. But, it takes us a long time to get back on track and often a significant amount of valuable instructional time is lost.”
### Functional Behavioral Assessment

#### Teacher Interview Form

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
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<td>9. What is the likely function (intent) of the behavior; that is, why do you think the student behaves this way? What does the student get or avoid?</td>
<td>“I think she really enjoys the attention. But, there are other more appropriate ways for her to get attention.”</td>
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<td>10. What behavior(s) might serve the same function (see question 9) for the student that is appropriate within the social/environmental context?</td>
<td>“Maybe if she contributed to the discussion instead of getting us all off track.”</td>
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<td>11. What other information might contribute to creating an effective behavioral intervention plan (e.g., under what conditions does the behavior not occur?)</td>
<td>“Trish is quite likeable and sometimes has important information to offer, but we don’t get to see that side often.”</td>
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<td>12. Who should be involved in the planning and implementation of the behavioral intervention plan?</td>
<td>“I would certainly think all of her teachers, her parents, school and division officials, and I think Trish would provide valuable insight to the plan.”</td>
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</tbody>
</table>

Source: Gable, Quinn, Rutherford, & Howell (1998)
Functional Behavioral Assessment

Student Assisted Interview Form

Interviewer_________________________________________  Date_____________________________________

Respondent__________________________________________________________________________________

1. Tell me about things you like/dislike in school; home; and other places.
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

2. Tell me about the things that seem to be going well/not so well at school; home; and other places.
_________________________________________________________________________________________
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3. Tell me about the subject/class you like most/least; why?
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4. Tell me about when you seem to have the most/least problems (where are you; what time of day; who else is around you?).
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5. Tell me what happens when you (Target Behavior). What does the teacher say/do; what do the other students say/do?
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6. Do you remember what were you thinking right before you (Target Behavior)?
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1. **Tell me about things you like/dislike in school; home; and other places.**

   “I don’t know….I like Art and Music. Lunch time with my friends is fun. I like hanging out with them at school and at home. I don’t like Social Studies or Science, there is too much work! And to top it all off we got a new foster kid at home, what a pain.”

2. **Tell me about the things that seem to be going well/not so well at school; home; and other places.**

   “I am in the Art Club, but they won’t let me go because my grades have not been very good. I want to be in the club, but I can’t get good enough grades, that makes me mad. Everything else is ok…..oh yeah, except homework, especially science the book is real hard to read, I don’t understand it.”

3. **Tell me about the subject/class you like most/least; why?**

   “I really like Art and Music, Computer Lab is ok. I am good at Art and I love to sing. I hate Language Arts and Math, I really hate Science and Social Studies. The books are hard to read and we have homework every night, I don’t do my homework, because most of the time I don’t know how.”

4. **Tell me about when you seem to have the most/least problems (where are you; what time of day; who else is around you?).**

   “I don’t have too many problems, except when we discuss the homework. I have asked for help but everyone says it is my responsibility to get it done. This happens most of the time in Science and Social Studies. I do really well in my other classes….most of the time.”

5. **Tell me what happens when you make funny comments. What does the teacher say/do; what do the other students say/do?**

   “Everyone laughs and looks at me. Sometimes Mr. Smith even cracks up. I do it so the other kids will notice me, because other kids get all kinds of attention for being smart or finishing their work.”

6. **Do you remember what were you thinking right before you make funny comments?**

   “I don’t know…..I guess I was thinking that this is boring and I don’t have my homework anyway so what difference does it make if I act stupid, I mean silly. Sometimes in class, I wish I could just get up and leave.”
First place an “x” in each column to show the times and places where you have problems with your behavior(s). Next, if you have a lot of problems during a period, activity, or hall time, I need you to place a “3” on or near the six (6). But, if you have only a few problems during a period, activity, or hall time, you should place a “3” on or near the one (1).

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Source: Adapted from Reed, Thomas, Sprague, & Horner (1997)
Daily Student Schedule
Problem/Context Form

Student________________________________________________ Interviewer____________________________ Date____________________

First place an “x” in each column to show the times and places where you have problems with your behavior(s). Next, if you have a lot of problems during a period, activity, or hall time, I need you to place a “3” on or near the six (6). But, if you have only a few problems during a period, activity, or hall time, you should place a “3” on or near the one (1).

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Source: Adapted from Reed, Thomas, Sprague, & Horner (1997)