



FUNCTIONAL ASSESSMENT INTERVIEW

High School Teacher

Student: _____ Grade: _____ Age: _____ Sex: M F

Respondent: _____ Date: _____

A. DESCRIPTION OF BEHAVIORS:

1. List the 4 to 5 behaviors that are most problematic for this student. Try to be specific, including how often it occurs, how long it lasts when it occurs, and how severe it is when it occurs.

Behavior	How often?	How long?	How severe?
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____
d.	_____	_____	_____
e.	_____	_____	_____

B. SETTING EVENTS:

1. Are you aware of any factors, such as diet, sleep patterns, or medication that may affect this student's behavior in your classroom?

2. Does the student typically seem bothered by situations that are more crowded or noisy?

yes no

C. PREDICTORS

1. Activity: What types of classroom activities are most and least likely to produce the behavior?

Most likely: _____

Least likely: _____

2. Are there particular situations that sometimes seem to “set off” the behaviors, such as particular demands, noises, lights, and clothing?

3. What one thing could you do that would most likely make the undesirable behaviors occur?

4. Briefly describe how the student’s behavior would be affected if . . .

a. You asked him/her to perform a difficult task. _____

b. You interrupted a desired activity, such as drawing or working on the computer

c. He/She wanted something, but wasn’t able to get it (e.g. time on the computer, time to talk to friends.) _____

d. You didn’t pay attention to the student or left him/her alone for a while (e.g. 15 minutes)

D. CONSEQUENCES

1. On the chart on the next page, list each of the problem behaviors identified in Section A, and then try to identify the specific consequences or outcomes the student gets when the behavior occurs. Think about what the student either obtains or avoids by demonstrating the behavior (Common examples would be getting peer attention, or avoiding work).

Behavior	What does he/she get?	What does he/she avoid?
a.		
b.		
c.		
d.		
e.		

E. STRENGTHS

1. What socially appropriate behaviors or skills can or does the student currently perform that could obtain the same rewards as the problem behaviors? (e.g. Asking appropriately for help or asking appropriately for a break rather than acting out in class to get thrown out.)

F. POSSIBLE REWARDS

1. Can you think of anything that is highly motivating to this student (i.e. talking to friends, computer access, sports)? _____

Thank you for taking the time to fill this out. Your input is extremely helpful, both in determining eligibility for special education, and more importantly, in helping to develop programs to improve behavior and encourage success.