

## FUNCTIONAL ASSESSMENT INTERVIEW: TEACHER

|                           |                     |
|---------------------------|---------------------|
| <b>Student:</b>           | <b>Date:</b>        |
| <b>School:</b>            | <b>Interviewer:</b> |
| <b>Grade:</b> <b>Age:</b> | <b>Respondent:</b>  |
| <b>Problem Behavior:</b>  |                     |

### **DESCRIPTION OF BEHAVIOR**

1. Describe the behavior of concern. What does it look like?
  
  
  
  
  
  
  
  
  
  
2. Characterize your observation of the frequency, intensity, and duration of the behavior.
  
  
  
  
  
  
  
  
  
  
3. Are there other behaviors that usually occur along with the problem behavior?

### **ACADEMIC INFORMATION**

4. Does the student participate in classroom activities and complete assigned academic tasks? If not, what particular activities or assignments seem to be most troublesome?
  
  
  
  
  
  
  
  
  
  
5. Does the student appear frustrated when presented with instructional tasks? If so, does the behavior occur more often during a certain type of task (e.g., too easy, too difficult)?
  
  
  
  
  
  
  
  
  
  
6. On what level is the student reading? \_\_\_\_\_
7. On what level is an average student in the class reading? \_\_\_\_\_
8. On what level is the student performing in math? \_\_\_\_\_
9. On what level is an average student in the class performing in math? \_\_\_\_\_
10. What is the student's class work completion percentage (0-100%)? \_\_\_\_\_
11. What is the student's class work accuracy percentage (0-100%)? \_\_\_\_\_

**IDENTIFY EVENTS THAT MAY AFFECT THE BEHAVIOR**

12. Are there any setting events or conditions that may affect the behavior (e.g., medications, medical conditions, illnesses, sleep patterns, diet, altercations with peers, etc.)?

**IDENTIFY EVENTS THAT MAY PRECEDE (OR TRIGGER) THE BEHAVIOR**

13. In what specific settings and times do you observe the behavior?

14. Who is present when the behavior occurs? Does not occur?

15. How can you tell that the behavior is about to occur? What situations or conditions are most likely to precipitate (“trigger”) the behavior (e.g., teacher makes a request, peers taunt, etc.)?

16. Describe the interactions that usually take place just prior to the behavior.

17. Are there settings, conditions, or situations in which the behavior does NOT occur?

### **IDENTIFY EVENTS THAT MAY FOLLOW (OR MAINTAIN) THE BEHAVIOR**

18. Describe the typical result of the behavior and consequence of it (e.g., reactions from adults/peers, removed from setting, ignored, no consequence, etc.)
  
  
  
  
  
  
  
  
  
  
19. What positive or preventative strategies have you used with this student and how effective were they?
  
  
  
  
  
  
  
  
  
  
20. What consequence strategies have you used with this student and how effective were they?

### **IDENTIFYING THE FUNCTION OF BEHAVIOR**

21. For what reasons might the student be showing this behavior? (e.g., to gain attention, get control, avoid something, etc.)
  
  
  
  
  
  
  
  
  
  
22. In your opinion, what would be an acceptable way for the student to achieve the same outcome?
  
  
  
  
  
  
  
  
  
  
23. Do you feel that this student does not “know how” to achieve his needs using appropriate behavior (can’t), or does the student know how to behave differently, but consistently chooses not to (won’t)?
  
  
  
  
  
  
  
  
  
  
24. What other insight can you offer about this student or the behavior that might assist us in developing appropriate, effective interventions (e.g., student preferences, situations when the student is successful, etc.)?

