

Teacher Interview: Emotional or Behavioral
Responsibility of the case manager in the evaluation report

Student's Name: _____ Rater's Name: _____
Grade: _____ Class: _____
School: _____ Date: _____

1. What are the student's strengths?
2. What is reinforcing for the student? Or what does the student seem to enjoy?
3. Thinking about this student's behavior, what are your greatest concerns?
4. Describe the problem behavior(s) in observable terms (looks like/sounds like).
5. Estimate the frequency (how often does the behavior occur per day/hour/week), severity (high, medium, low), and duration (how long the behavior lasts) of this behavior.
6. When and where is the behavior the most likely to occur?

Events (e.g., transitions, changes in routine, school assemblies, when asked to do something, etc.):

Times (e.g., morning, afternoon, lunch, etc.):

Situations (e.g., independent work, group work, structured, unstructured, adult-directed, child-directed, large group, small group, writing, reading, math, etc.):
7. What is likely to be happening just before the behavior occurs (antecedents)? (e.g., transition, a request/demand, interruption of routine, negative interaction, etc.)

8. What happens right after the behavior occurs (consequences)? (e.g., teacher attention [negative or positive], peer attention [negative or positive], behavior is ignored, reprimand/warning, detention, etc.)

9. Are there other things that seem to be maintaining the behavior (setting events/other reinforcers)? (e.g., test anxiety, lack of sleep, major life changes, illness, problems at home, being teased, mental illness, certain individuals, etc.)

10. What is the perceived function of the behavior? (Why do you think the student is behaving the way he/she is?) **Please check all that apply.**

Functions of Behavior (Possible reasons for behaviors to occur)

To Gain:

- ☐ Attention from peers
- ☐ Attention from adults
- ☐ An object, activity, or event
- ☐ Sensory stimulation
(visual/sight, auditory/hearing,
smell, taste, physical,
movement)

To Escape From/Avoid:

- ☐ Attention from an adult or peer
- ☐ Social interaction with a peer
- ☐ Task (demanding or boring)
- ☐ Setting, activity, or event
- ☐ Sensory stimulation (internal stimulation
that is painful or discomforting)

11. What would you like to see the student do instead of the problem behavior (replacement behaviors)?

12. What intervention(s) have you tried in an effort to decrease or change the student's problem behaviors? **Please list the intervention(s) and the results.**

Intervention	Results
1.	
2.	
3.	

13. What are the most effective strategies or interventions that seem to prevent or diffuse the behavior(s)? (e.g., give choices, check-ins, contracts, taking a break, home communication, rewards, etc.)

14. Are there good days and bad days for this student? If so, does there seem to be a pattern?

15. Is the student able to calm him/herself when upset?

16. Which coping strategies does the student use to calm him/herself?

17. Is there anything else you want to comment on regarding the behavior of this student?

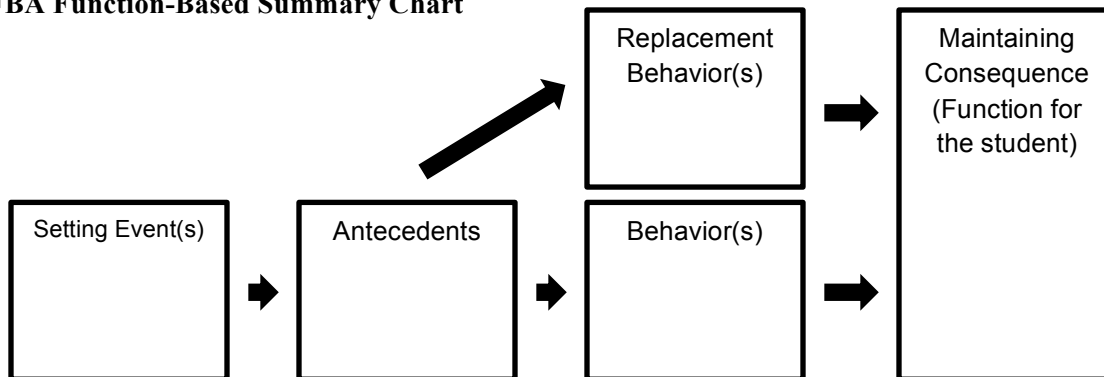
Thank you very much for your time.

END OF INTERVIEW

FBA Summary and Interpretation

To be completed by the case manager

FBA Function-Based Summary Chart



1. Based on the perceived functions of the behavior, what would you like to see the student do instead of the problem behaviors that would have the same function?

2. What might be some possible changes to the environment (antecedents/setting events) that could reduce the student's behavior?

3. What summary statements and hypotheses can you make about the purposes of the target behavior that will assist in the development of the student's behavioral intervention plan?

Example Hypothesis/Summary Statement:

When _____ (antecedent) occurs, _____ (student) will _____ (behavior) in order to _____ (function). [This is most likely to occur if _____ (setting event).]*

*Include this statement if a setting event is apparent.