

Functional Behavior Interview (Teacher)

Student: _____

Grade: _____

Staff: _____

Date: _____

Student Strengths: Identify at least 3 strengths of contributions the student brings to school (Academic, Social/Recreational, other)

Routine:

Time/ Period	Activity and Staff Involved	Likelihood of Problem Behavior	Specific Problem Behavior	Current Intervention for Problem Behavior

Behavior (Rank Order the top priority problem behaviors occurring in your classroom)

___ Tardy	___ Fight/Physical Aggression	___ Disruptive	___ Theft
___ Unresponsive	___ Inappropriate Language	___ Insubordination	___ Vandalism
___ Self-Injury	___ Work not done	___ Verbal Harassment	___ Other

Describe the problem behavior in observable terms (so if someone walked in, they could understand and identify the student without you telling them)

What is the frequency of the problem behavior (# of X's/day or hour or week)?

What is the duration of the problem behavior (in seconds or minutes)? *(How long does the behavior last from start to finish?)*

What is the latency of the problem behavior (in seconds or minutes)? *(ex. How long does it take student to open book after requested?)*

Is the behavior an immediate threat to self/others? Y or N

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Antecedent(s): Rank Order the strongest indicators of what occurs prior to the behavior:

- | | | |
|------------------------|--------------------------------|--------------------------------|
| ___ a. task too hard | ___ f. correction/reprimand | ___ k. transitions |
| ___ b. task too easy | ___ g. large group instruction | ___ l. with peers |
| ___ c. bored with task | ___ h. small group instruction | ___ m. isolated/no attention |
| ___ d. task too long | ___ i. independent seatwork | ___ Other (<i>Describe</i>): |
| ___ . Physical demand | ___ j. unstructured time | |

Follow up Questions:

If a, b, c, d, or e are indicated: Describe task/demand in detail:

If f is indicated: Describe purpose of correction, voice tone, volume, etc:

If g, h, i, j, or k are indicated: Describe setting/activity/content in detail:

If l is indicated: What peer(s)?

If m is indicated: Describe:

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Consequence(s): Rank Order the strongest payoff for the student that appears most likely to maintain behavior (Occurs immediately after the behavior or seems like reward or incentive for behavior)

- | | | |
|----------------------------------|------------------------------|---------------------------------------|
| ___ a. get adult attention | ___ e. get sensation | ___ i. avoid undesired task |
| ___ b. get peer attention | ___ f. get other (describe): | ___ j. avoid/escape other (describe): |
| ___ c. get preferred activity | ___ g. avoid adult | ___ k. avoid sensation |
| ___ d. get object/ things/ money | ___ h. avoid peer | |

Follow up Questions:

If a or b indicated: Whose attention is gained?

How is the (positive or negative) attention provided?

If c, d, e, or f are indicated: What specific items, activities, or sensations are obtained?

If g or h are indicated: Who is avoided?

Why avoiding this person or people?

If i, j, or k indicated: Describe the specific task/activity/sensation avoided? Be specific, DO NOT just simply list subject area, but specifically describe type of work within the subject area.

Can the student perform the task independently? Y or N

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Setting Events: Rank Order any events that happen outside of the immediate routine (at home or earlier/later in the day) that commonly make the problem behavior more likely or worse in typical class routine.

___ hunger	___ failure in previous class	___ change in routine
___ illness	___ conflict at school	___ not sure
___ homework not done	___ lack of sleep	___ other (describe)
___ conflict at home	___ missed medication	

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

Is attendance or tardiness a concern?

If we could do anything else, what would you recommend?

Any other concerns you have at this time?