



## **Handout #14**

### **Functional Assessment Interview**

This worksheet outlines the steps for using a Functional Assessment Interview as part of a problem-solving team process to plan intensive behavioral interventions. This form can be completed as a team or used to interview teachers and other school personnel who work with and have knowledge about the student.

#### **Basic Information**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ DOB: \_\_\_\_\_

Person(s) Completing Assessment: \_\_\_\_\_

#### **Student Strengths and Desired Outcomes**

1. What skills and/or strengths does the student display?
  
  
  
  
  
  
  
  
  
  
2. What are the goals or desired outcomes of the intervention?

#### **Operational Definition of Target Behavior**

1. What does the behavior look and sound like?
  
  
  
  
  
  
  
  
  
  
2. How frequently does the behavior occur?



3. How long does the behavior last?
  
  
  
  
  
  
  
  
  
  
4. What typically brings an end to the behavior?
  
  
  
  
  
  
  
  
  
  
5. How intense/dangerous is the behavior?

### Typical Antecedents

Explain “Yes” responses.

#### ***Triggering Antecedents (Fast Triggers)***

1. Are there times when the behavior ALWAYS occurs?  
 No  
 Yes
  
  
  
  
  
  
  
  
  
  
2. Are there times when the behavior NEVER occurs?  
 No  
 Yes
  
  
  
  
  
  
  
  
  
  
3. Does the behavior occur more predictably during particular activities or academic subjects?  
 No  
 Yes



4. Does the behavior occur more predictably around a specific adult, peer, or group of peers?
- No
  - Yes
5. Are there problems with transitions between activities?
- No
  - Yes
6. Does the student have any skill deficits that could contribute to the occurrence of the problem behavior?
- No
  - Academic Skills: Task requirements are not at the student's instructional level in the core areas of reading, mathematics, or writing.
  - Participation Skills: The student has difficulty participating in non-directed, semi-directed, teacher-directed, or peer-directed activities. The student has difficulty with small- or large-group instruction.
  - Social Skills: The student has difficulty acquiring and/or maintaining peer friendships. The student often withdraws from social interaction. The student is often verbally and/or physically aggressive in social interactions.
  - Communication Skills: The student has difficulty requesting what he/she needs, including items, activities, attention, information, changes in the environment, or help. He/she has difficulty with conversational skills and answering questions, understanding nonverbal or verbal language, or following directions.
  - Organizational Skills: The student has difficulty organizing school supplies, study area, time, projects, or class notes, or dividing assignments into tasks.
  - Self-Regulation Skills: The student has difficulty staying on task; completing work assignments; handling stressful situations; calming self when agitated; following rules; or transitioning between activities, places, or people. The student has difficulty with problem solving.
  - Study Skills: The student has difficulty studying for tests, taking tests, taking notes from lectures, or using studying techniques.



### *Setting Events (Slow Triggers)*

1. Are there any life changes or stressors that could be contributing to the problem?  
 No  
 Yes
  
2. Are there any health or physical conditions that could be contributing to the problem? (Also consider medications, including changes or missed doses).  
 No  
 Yes
  
3. Are there any other possible setting events, such as previous school experiences or recent conflicts with adults or peers?  
 No  
 Yes
  
4. Describe how any identified setting events affect the occurrence of problem behavior. Consider the following:
  - Does the setting event influence the impact of one or more of the identified triggering antecedents? If so, describe.
  - Does the behavior only occur when the setting event is present?

### Typical Consequences

1. What do you do when the problem behavior occurs?



2. What happens immediately after the problem behavior occurs? (Consider the student's behavior, the responses of peers, changes in setting or activities, etc.)
  
3. What other consequences has the student received as a result of engaging in the problem behavior?

***Identifying the Perceived Function:***

<b><u>Typical Perceived Functions:</u></b>	
<b><i>To obtain:</i></b> <ul style="list-style-type: none"><li>o Attention (peer or adult)</li><li>o Desired objects/activities</li><li>o Sensory stimulation</li></ul>	<b><i>To avoid:</i></b> <ul style="list-style-type: none"><li>o Attention or interactions</li><li>o Tasks or activities</li><li>o Physical discomfort</li></ul>

1. What do you think the student gets or avoids by engaging in the problem behavior?
  
2. If the student receives undesirable consequences for engaging in the behavior, why do you think the problem behavior still occurs? What do you think the student gets or avoids by engaging in the problem behavior that is so important to him/her that he/she is willing to accept these consequences in order to have it?
  
3. Is there anything else the student gets or avoids?



**Schedule Review**

List the student’s daily schedule and the academic area or activity presented during that time, and then rate the probability that the behavior will occur during the indicated time or activity.

Time, Period, Activity	Typical Problem Behavior(s) (#1 or #2 From Above)	Typical Triggering Antecedent(s)	Typical Maintaining Consequence(s)	Probability of Problem Behavior (Low, Medium, High)
				L M H
				L M H
				L M H
				L M H
				L M H
				L M H
				L M H
				L M H
				L M H
				L M H



## Hypothesis

### ***ABC Summary***

Complete the chart below by transferring information gathered in the previous sections.

Setting Event (Slow Triggers)	
Antecedents (Fast Triggers)	
Problem Behavior	
Maintaining Consequence (Function)	

### ***Hypothesis Statement***

Use the information above to develop a specific hypothesis about the function of the behavior.

*Given the circumstances when (slow trigger)*

---

*and when (fast trigger)*

---

*occur, the student (problem behavior)*

---

*in order to (maintaining function)*

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***Confidence in Hypothesis***

To what degree of accuracy do you think you have identified the setting events, antecedents, and function of the problem behavior?

Not Confident		Somewhat Confident		Very Confident
1	2	3	4	5