

Functional Behavioral Assessment

Teacher Interview Form

Student:

Date:

Teacher:

School:

Grade:

Interviewer:

1. Describe the behavior of concern/targeted behavior. Joey kicks, hits, bites peers and staff. Billy fails to complete assignments. Sara leaves the classroom. Bobby throws objects at peers. Cindy refuses to follow directions even with multiple prompts. Jill spits at peers. Jane curses and screams at the teacher.
2. How often does the behavior occur? Steven kicks peer 37 times per day. Sally completes 3 of 10 assignments in reading weekly. Sara leaves her assigned area every 15 minutes. Jill spits at staff and peers daily in PE.

How long does it last? Steven's kicking behavior lasts 5 to 50 minutes. Sara leaves her assigned area for up to 25 minutes at a time. Jane's screaming and cursing lasts an average of 30 minutes per episode.

How intense is the behavior? Steven has caused injury to staff and peers. He has destroyed classroom equipment. Sara quickly returns to her assigned area with no disruption to instruction. Jane's screaming and cursing has frequently resulted in the students being removed to a separate location.
3. What is happening when the targeted behavior occurs? Joey frequently kicks, hits and bites during PE. Sara leaves her assigned area during independent work time. Jane screams and curses when she is given an assignment requiring extensive written responses.
4. When/where is the targeted behavior most/least likely to occur? Joey hits, kicks and bites when he is playing a game at PE. Steven kicks when he is asked to complete worksheets. Sara leaves her assigned area when independent work is assigned. Jane screams and curses, usually just before lunch time when math begins.
5. With whom is the targeted behavior most/least likely to occur? Joey kicks, hits and bites his neighbor and the paraprofessional. He almost never kicks the teacher. Sara leaves the classroom when the teacher asks her to complete work. Steven kicks girls at PE. Jane screams at the male aide.
6. What conditions are most likely to precipitate (set-off) the targeted behavior?

7. How can you tell targeted behavior is about to start? Steven becomes agitated and fidgety when he is working with a group of peers. Sara seems distracted and lost just before leaving her area. Joey becomes angry and red in the face just before he hits or kicks. Jane begins to whine and cry before she screams and curses.
8. What usually happens after the behavior? Describe what happens according to adult(s), peers and student responses. Student is taken to the office.
9. What is the likely function (intent) of the behavior; that is, why do you think the student behaves this way? What does the student get or avoid? To get out of assigned work. To gain teacher's attention. To gain control of situation. To get away from noise.
10. What behavior(s) might serve the same function (see question #9) for the student that is appropriate within the social/environmental context? Different seat. Reduced writing. Chunk work. Proactive planning of activity. Redirection. Reteaching
11. What other information might contribute to creating an effective behavioral intervention plan (e.g. under what conditions does the behavior not occur? Student enjoys time with custodian. Student enjoys computer time. Student likes to listen to music. Student likes to have a classroom job. Student responds to light touch
12. Who should be involved in the planning and implementation of the behavioral intervention plan? Student is close to aide in the room. Student has a mentor.