

Functional Behavior Assessment: **Structured Interview**

Date of Meeting: _____

Name of Student: _____

ID#: _____

School: _____

Student Grade: _____

Name of team members in attendance:

| Name | Signature | Title |
|------|-----------|-------|
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Directions: In the meeting, the team is to discuss and complete the questionnaire regarding the behaviors of concern.

| Antecedent: |
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| 1. What seems to trigger the problem behavior? |
| 2. Under what condition, situation or activities is the problem behavior most likely to occur? |
| Behavior |
| 3. What is/are the problem behavior(s)? Describe each. |
| 4. Of these behaviors mentioned above, which is the most concerning? Prioritize. |
| 5. Describe the range of intensity (mild, moderate, or severe) of the problem behavior and the extent to which it impacts others. |

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6. Does the problem behavior occur repetitively?

Consequence

7. What normally occurs following the problem behavior?

8. Does the student's problem behavior allow him/her to **attain** something? If so, explain.

9. Does the student's problem behavior allow him/her to **avoid** something? If so, explain.

10. How do you and others respond to the student's problem behavior?

Alternative Behavior

11. What appropriate behavior should the student be exhibiting instead of the problem behavior?

12. Has the student exhibited that appropriate behavior?

13. How do you and others respond to the student's appropriate behavior?

Other Student Indicators

14. Does the student withdraw from the classroom or social activities?

15. Can the student report what are his/her area(s) of concern are?

16. Has the student been affected by a traumatic experience? If so, specify.

- | | |
|---|--|
| <input type="checkbox"/> Environmental (e.g. victim of a crime, experienced natural disaster, homelessness) | <input type="checkbox"/> Domestic violence |
| <input type="checkbox"/> Loss of parent/family member | <input type="checkbox"/> Other: _____ |

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17. Does the student have a medical or physical condition that includes known social features?

18. Does the student demonstrate a lack confidence or motivation? If yes, how is this apparent?

19. Is there any other information that is important when considering the student behavior? Explain.

Action Plan Data Collection

To pinpoint the function of the targeted behavior(s) and establish baseline information, specific data must be collected that captures the reason for the behavior.

As a team, choose a minimum of two (2) data collection tools that will be used to identify and monitor the most severe behavior, which impedes the student’s ability to access their education. At least one (1) of the data collection tools used should be numerical data. This data will be used to graph the baseline data.

To collect **numerical data** on the problem behavior that is the most severe, the data collection tools below are recommended:

- Latency FM#6656
- Duration FM#6657
- Frequency FM#6658
- Time Sampling FM#6662
- Behavior Rating Scale FM#7448
- Other Data (attendance, grades, SCMS)

To capture the **reason/function** for the behavior or concern, the forms below are recommended:

- Student Interview FM#6665
- Analysis Form FM#6659
- Problem Behavior Questionnaire FM#7678

Data Collection Tool

| Staff Assigned to Gather Data | Setting | Notes |
|-------------------------------|---------|-------|
| | | |
| | | |

Follow up meeting for Behavior Intervention Plan (BIP) is scheduled for (Date/Time/Place):

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