

# Appendix C

This section contains forms, instruments, and procedures that relate to the process of functional behavioral assessment. They are included simply to illustrate the range of available forms; inclusion in this monograph should not be construed as an official endorsement of these forms by either the Virginia Department of Education or the Center for Effective Collaboration and Practice.

# Functional Behavioral Assessment Teacher Interview Form

Interviewer(s) \_\_\_\_\_ Date(s) \_\_\_\_\_

Student(s) \_\_\_\_\_

Respondent(s) \_\_\_\_\_ Title \_\_\_\_\_

1. Describe the behavior of concern. \_\_\_\_\_

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\_\_\_\_\_  
\_\_\_\_\_

2. How often does the behavior occur? \_\_\_\_\_

\_\_\_\_\_

How long does it last? \_\_\_\_\_

How intense is the behavior? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. What is happening when the behavior occurs? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. When/where is the behavior most/least likely to occur? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. With whom is the behavior most/least likely to occur? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. What conditions are most likely to precipitate ("set off") the behavior? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. How can you tell the behavior is about to start? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**8. What usually happens after the behavior? Describe what happens according to adult(s), peers, and student responses.** \_\_\_\_\_

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**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?** \_\_\_\_\_

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**10. What behavior(s) might serve the same function (see question 9) for the student that is appropriate within the social/environmental context?** \_\_\_\_\_

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**11. What other information might contribute to creating an effective behavioral intervention plan (e.g., under what conditions does the behavior *not* occur?)** \_\_\_\_\_

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**12. Who should be involved in the planning and implementation of the behavioral intervention plan?** \_\_\_\_\_

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## Functional Behavioral Assessment Teacher Interview Form

Functional interviews should be structured so that they give the IEP team information regarding the behavior of concern and its social, affective, and/or environmental content. Here is an example of an intervention conducted with Trish's science teacher.

Interviewer(s) Ms. Day Date(s) 4/01/05

Student(s) Trish

Respondent(s) Mr. Smith Title Science Teacher

**1. Describe the behavior of concern.**

"Trish makes what she thinks are funny comments during my instruction. They cause disruption and really interfere with her learning and the learning of her classmates."

**2. How often does the behavior occur?**

"It occurs on average three times per week."

**How long does it last?**

"The behavior only last about 3 minutes."

**How intense is the behavior?**

"It varies. Most of the time it is not too intense."

**3. What is happening when the behavior occurs?**

"Group discussions, usually when discussing what students learned from the previous night's reading assignment."

**4. When/where is the behavior most/least likely to occur?**

"Trish does not behave this way when she is working alone or on small cooperative group projects."

**5. With whom is the behavior most/least likely to occur?**

"There does not seem to be an individual or group. Trish usually acts up when she thinks the work is too hard."

**6. What conditions are most likely to precipitate ("set off") the behavior?**

"When the class is asked to take out their notes on the reading assignment from the previous night."

**7. How can you tell the behavior is about to start?**

"Yes, I can predict pretty accurately what will cause Trish to act up."

**8. What usually happens after the behavior? Describe what happens according to adult(s), peers, and student responses.**

"The class looks at Trish and smiles. Actually, there are times I can't help laughing myself; she is funny. But, it takes us a long time to get back on track and often a significant amount of valuable instructional time is lost."

**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?**

“I think she really enjoys the attention. But, there are other, more appropriate ways for her to get attention.”

**10. What behavior(s) might serve the same function (see question 9) for the student that is appropriate within the social/environmental context?**

“Maybe if she contributed to the discussion instead of getting us all off track.”

**11. What other information might contribute to creating an effective behavioral intervention plan (e.g., under what conditions does the behavior not occur?)**

“Trish is quite likeable and sometimes has important information to offer, but we don’t get to see that side often.”

**12. Who should be involved in the planning and implementation of the behavioral intervention plan?**

“I would certainly think all of her teachers, her parents, school and division officials, and I think Trish would provide valuable insight to the plan.”

Source: Gable, Quinn, Rutherford, & Howell (1998)

**Functional Behavioral Assessment**

**Student-Assisted Interview Form**

**Interviewer** \_\_\_\_\_ **Date** \_\_\_\_\_

**Respondent** \_\_\_\_\_

**1. Tell me about things you like/dislike at school, home, and other places.**

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**2. Tell me about the things that seem to be going well or not so well at school, home, and other places.**

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**3. Tell me about the subject or class you like most or least. Why?**

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**4. Tell me about when you seem to have the most or least problems (where you are; what time of day; who else is around you).**

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**5. Tell me what happens when you [target behavior]. What does the teacher say or do. What do the other students say or do?**

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**6. Do you remember what were you thinking right before you [target behavior]?**

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# Functional Behavioral Assessment

## Student-Assisted Interview Form

In addition to interviews conducted with adults, interviews with students may be useful in identifying how they perceive the situation and what causes them to act (or react) in the way that they do. What follows is an example of a functional interview conducted with Trish:

Interviewer Ms. Day Date 4/01/05

Respondent \_\_\_\_\_

**1. Tell me about things you like/dislike at school, home, and other places.**

"I don't know.... I like art and music. Lunch time with my friends is fun. I like hanging out with them at school and at home. I don't like social studies or science; there is too much work! And to top it all off we got a new foster kid at home - what a pain."

**2. Tell me about the things that seem to be going well or not so well at school, home, and other places.**

"I am in the Art Club, but they won't let me go because my grades have not been very good. I want to be in the club, but I can't get good enough grades. That makes me mad. Everything else is ok..... Oh yeah, except homework, especially science. The book is real hard to read; I don't understand it."

**3. Tell me about the subject or class you like most or least. Why?**

"I really like Art and Music, Computer Lab is ok. I am good at Art and I love to sing. I hate Language Arts and Math, I really hate Science and Social Studies. The books are hard to read and we have homework every night, I don't do my homework, because most of the time I don't know how."

**4. Tell me about when you seem to have the most or least problems (where you are; what time of day; who else is around you).**

"I don't have too many problems, except when we discuss the homework. I have asked for help, but everyone says it is my responsibility to get it done. This happens most of the time in science and social studies. I do really well in my other classes...most of the time."

**5. Tell me what happens when you make funny comments. What does the teacher say or do. What do the other students say or do?**

"Everyone laughs and looks at me. Sometimes Mr. Smith even cracks up. I do it so the other kids will notice me, because other kids get all kinds of attention for being smart or finishing their work."

**6. Do you remember what you were thinking right before you made funny comments?**

"I don't know....I guess I was thinking that this is boring and I don't have my homework anyway so what difference does it make if I act stupid, I mean silly. Sometimes in class, I wish I could just get up and leave."

**Daily Student Schedule  
Problem/Context Form**

Student Trish Interviewer \_\_\_\_\_ Date 4/7/05

First place an "x" in each column to show the times and places where you have problems with your behavior(s). Next, if you have a lot of problems during a period, activity, or hall time, I need you to place a "✓" on or near the six (6). But, if you have only a few problems during a period, activity, or hall time, you should place a "✓" on or near the one (1).

	Before School	1st Period	Hall	2nd Period	Hall	3rd Period	Hall	4th Period	Lunch	5th Period	Hall	6th Period	Hall	7th Period	Hall	8th Period	After School
Subject		LA x	x	Math x	x	Art		PE		SocSt x		Sci x	x	Music		Comp	
Teacher		Smith		Jones		Brown		Reed		Smith		Jones		Black		Olson	
Most Problems 6		✓	✓	✓													
5										✓							
4					✓							✓	✓				
3	✓																
2								✓	✓		✓				✓	✓	
1 Fewest Problems						✓	✓							✓			✓

**Comments** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Source: Adapted from Reed, Thomas, Sprague, & Horner (1997)

**Daily Student Schedule  
Problem/Context Form**

Student \_\_\_\_\_ Interviewer \_\_\_\_\_ Date \_\_\_\_\_

First place an “x” in each column to show the times and places where you have problems with your behavior(s). Next, if you have a lot of problems during a period, activity, or hall time, I need you to place a “✓” on or near the six (6). But, if you have only a few problems during a period, activity, or hall time, you should place a “✓” on or near the one (1).

	Before School	1st Period	Hall	2nd Period	Hall	3rd Period	Hall	4th Period	Lunch	5th Period	Hall	6th Period	Hall	7th Period	Hall	8th Period	After School
Subject																	
Teacher																	
Most Problems 6																	
5																	
4																	
3																	
2																	
1 Fewest Problems																	

**Comments** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
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Source: Adapted from Reed, Thomas, Sprague, & Horner (1997)