

Using FBA for Diagnostic Assessment in Behavior

Handout 3b: Functional Assessment Interview

Student Name: _____ Date: _____

School: _____ Grade: _____ DOB: _____

Person(s) Completing Assessment: _____

Intensive prevention interventions are implemented through a flexible, but systematic, process of functional behavioral assessment and behavioral intervention and support planning. This worksheet presents the general steps of the process. The following sections are to be completed by the Behavior Support Team to guide the Functional Behavior Assessment process. Parts A through D can be completed by the team, or used to interview teachers and other school personnel who work with and have knowledge about the student.

Part A: Identify goals and desired outcomes.

1. What skills and/or strengths does the student display?

2. What are the goals or desired outcomes of the intervention?

Part B: Operationally define the typical target behavior(s).

	Behavior #1	Behavior #2
What does the behavior look and sound like?		
How long does the behavior last?		
How intense/dangerous is the behavior?		
What typically brings an end to the behavior?		
How frequently does the behavior occur?		

Part C: Identify Typical Antecedent and Consequent Events. Answer each of the following questions. For each “Yes” response, provide a full description or additional information that is important.

Identify Antecedents: Setting Events (slow triggers)

1. Are there any life 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?

- No
 Yes

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 a group of specific 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 as presented are not at the student's instructional level in the core areas of Reading, Math, or Writing.
- Participation Skills: The student has difficulty with participating in non-directed, semi-directed, teacher-directed, or peer-directed activities. The student has difficulty in 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 difficulties in 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 difficulties staying on-task; completing work assignments; handling stressful situations; calming self when agitated; following rules; or difficulty 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.

Identify Consequences of Problem Behaviors:

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

2. What happens immediately after the problem behavior occurs?

3. What else has been done to the student as a result of doing the problem behavior?

Identifying the Perceived Function:

<u>Typical Perceived Functions:</u>	
<i>To obtain:</i>	<i>To avoid:</i>
o Attention (peer or adult)	o Attention or interactions
o Desired objects/activities	o Tasks or activities
o Sensory stimulation	o Physical discomfort

1. What do you think the student gets or avoids by engaging in the problem behavior?

2. What do you think student gets or avoids by engaging in the problem behavior that is so important to him/her that he/she is willing to pay these consequence in order to have it?

3. Is there anything else does the student gets or avoids?

Part D: Schedule Review

List the student’s daily schedule and the academic area or activity presented during that time. 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

Summary: Complete the chart below by transferring information gathered in parts A, B, C, and D.

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



Specific hypothesis formation: Use the information above to answer the questions below to develop a specific hypothesis about the function of the behavior:

Given the circumstances when (slow trigger) _____ and
 when (fast trigger) _____
 occurs, the student does (problem behavior) _____
 in order to (maintaining function) _____.

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

Not very confident

1

2

3

4

Very confident

5