



Structured Interview: Functional Behavior Assessment (FBA)

Name of Student: (Last, First) _____ ID#: _____

School: _____ Grade: _____

Name of Interviewer: _____ Title: _____

Name of team members in attendance: _____

Antecedent

1. What seems to trigger the problem behavior?

2. Under what conditions, situations 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, which is the most concerning? Prioritize.

5. Describe the range of intensity of the problem behavior and the extent to which it impacts others?

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?

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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 classroom or social activities?

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

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

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

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

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

19. Is there any other information that is important in considering this student's behavior? Explain.

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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, the frequency, time, duration, and/or its latency. Include a minimum of two (2) data collection tools that will be used to monitor the behavior.

Data Collection Tool	Staff Assigned to Gather Data	Setting	Notes

Follow up meeting is scheduled for (Date/Time/Place): _____

The following data tools may be accessed through Forms Management: <http://forms.dadeschools.net/search.asp>

Latency **FM# 6656**
The classroom teacher collects data using the observation process and records information on this form

Duration **FM# 6657**
The classroom teacher collects data using the observation process and records information on this form

Frequency **FM# 6658**
The classroom teacher collects data using the observation process and records information on this form

ABC Analysis Form **FM# 6659**
The classroom teacher collects data using the observation process and records information on this form

Time Sampling **FM# 6662**
The classroom teacher collects data using the observation process and records information on this form

Student Interview **FM# 6665**
The team will collect data using the interview process and record information on this form

Behavior Rating Scale **FM# 7448**
Used as a behavioral data collection and/or monitoring tool

Problem Behavior Questionnaire **FM# 7678**
Used as a behavioral data collection/analysis tool to help identify the function and setting of the targeted behavior

*Other data that can be used include: Attendance Records, Grades, SCMS, and so on.

Other: _____

Other: _____

Other: _____