

Brief Functional Assessment Interview

Student:	Interviewer:	Date:
Grade:	Teacher:	Room:

Student Strengths (academic, social, hobbies, interests):

1. Problem Behavior(s) (Consider intensity, frequency, duration, latency, topography):

(What does behavior look like? How often does it occur? When does it occur?)

- Late to class/tardy
- Disruptive/Talking out
- Disrespectful/defiant
- Not completing work
- Threats/Profanity/Aggression
- Withdrawn
- Self-injury

2. Triggering Antecedents (situations and settings) (when, where, with whom, with what, etc.) (expectations, routines, etc.).

- Peer teasing
- Peer encouragement
- Teacher correction
- Difficult/long work
- Boring/easy work
- Unstructured time
- Specific task

3. Maintaining Consequences (attention or avoidance of objects, food, demands, tasks, requests, social contact, peers, adults, activities, etc.):

Lewis. Wilcox & Kittelman (2011)

Escape or Avoid
 Academic tasks
 Teacher demands/correction
 Peer attention/teasing

Gain or Get access to
 Teacher attention
 Peer attention
 Activity/Item

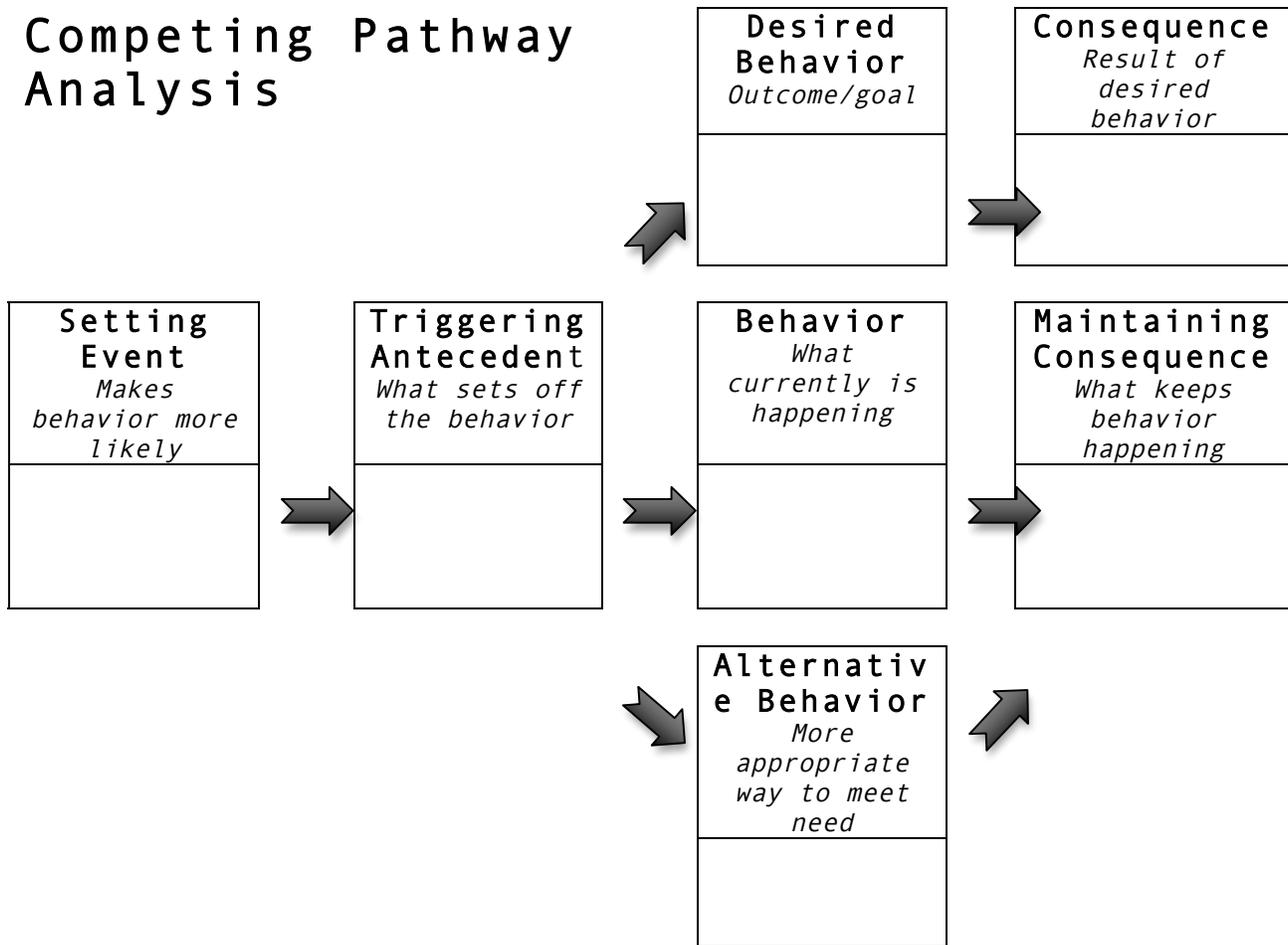
3. Setting Events (what makes the problem behavior or situation worse) (sleep, diet, schedule, home problems, constipation, missed/changed medication, allergies, etc.):

Lack of sleep
 Illness/Pain
 Conflict at home
 Conflict at school
 Hunger
 Medication/Substances
 Noise/Distractions

Hypothesis Statement (summarize information from above into most likely):

4. Setting Event	2. Triggering Antecedent	1. Problem Behavior	3. Maintaining Consequence
<i>Need more info? Complete a setting event assessment</i>	<i>Need more info? Complete a routine analysis</i>	<i>Need more info? Complete direct observations</i>	<i>Need more info? Consider escalating chain/response class</i>

Competing Pathway Analysis



Setting Event Interventions	Antecedent Interventions	Behavior Interventions	Consequence Interventions
Prevent Neutralize Setting events	Prevent Problem behavior irrelevant	Teach Problem behavior inefficient	Increase and Decrease Problem behavior ineffective