

A P P E N D I X C

***Student-Directed
Functional Assessment
Interview Form***

- (O'Neill et al., 1997)

Student-Directed Functional Assessment Interview

Student Name: _____ Interviewer: _____

Referring Teacher: _____ Date: _____

I. Opening. *"We are meeting today to find ways to change school so that you like it more. This interview will take about 30 minutes. I can help you best if you answer honestly. You will not be asked anything that might get you in trouble."*

Assist the student to identify specific behaviors that are resulting in problems in the school or classroom. Making suggestions or paraphrasing statements can help the student clarify his or her ideas. You should have a list of behaviors nominated by the referring teacher.

II. Define the behaviors of concern.* *"What are the things you do that get you in trouble or are a problem?"*
(Prompts: Late to class? Talk out in class? Don't get work done? Fighting?)

<i>Behavior</i>	<i>Comment</i>
1.	
2.	
3.	
4.	
5.	

III. Complete student schedule. *Use the "Student Daily Schedule" matrix to identify the times and classes in which the student performs problem behavior. Focus the interview on those times that are **most likely** to result in problem behavior.*

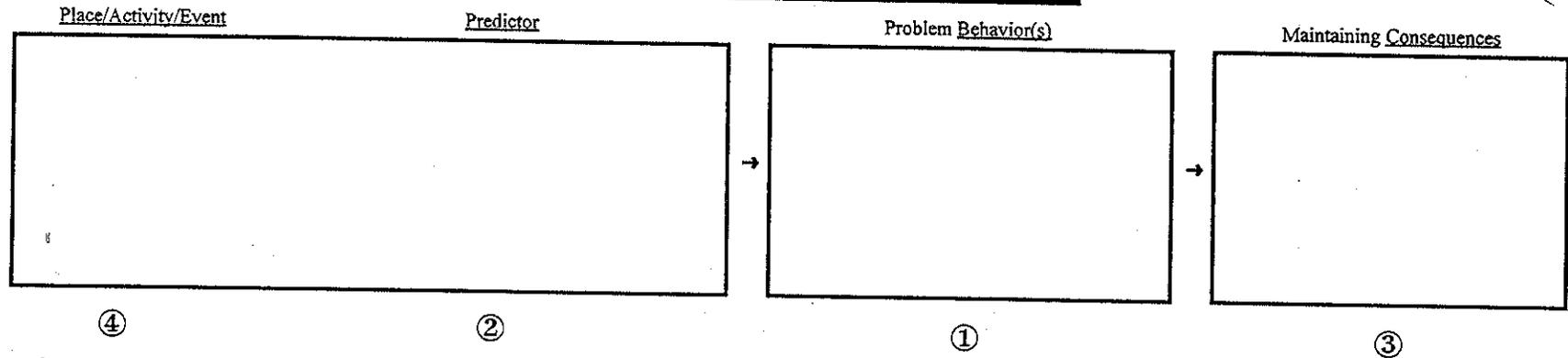
* You will use the numbers to the left as codes for the identified behaviors as you complete the rest of the interview.

Student Daily Schedule

Please place an "X" in each column to show the times and classes where you have difficulty with the behaviors we talked about. If you have a lot of difficulty during a period, place an "X" on or near the 6. If you have a little difficulty during the class or hall time, place the "X" on or near the 1. We can practice on a couple together before we start.

	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 Difficult 6																	
5																	
4																	
3																	
2																	
Least Difficult 1																	

Summary Statement Form



Complete the summary statement diagram following the numbered sequence (Behavior(s) first, then Predictors, etc.). Consider the items below as possible elements for inclusion in the summary statement. Complete a different summary statement for each new consequence.

What Important Events, Places, or Activities Tend to be Associated with the Behavior?	What Appears to Set off Problem Behavior	What do the Problem Behaviors Look Like?	What Does the Student Gain From the Problem Behaviors?
Lack of sleep _____ Illness _____ Physical pain _____ Hunger _____ Trouble at home _____ Fight/conflict with Peers _____ Noise/distractions _____ Activity/Class _____ Other _____	Class demands that are: -too hard _____ -boring _____ -unclear _____ -long _____ Teacher reprimands _____ Peer teasing _____ Peer encouragement _____ Other _____	Late to class _____ Talk out in class _____ Disruptions _____ Inappropriate language _____ Disrespectful behavior _____ Property destruction _____ Carrying weapons _____ Fidget _____ Not completing work _____ Steal _____ Threaten _____ Vandalism _____ Insubordination _____ Other _____	<u>Escape or Avoid</u> -teacher demands _____ -teacher reprimands _____ -teacher correction _____ -peer social contact _____ (teasing) -tasks (hard, long) _____ <u>Get Attention</u> -from peers _____ -from teacher/adult _____ <u>Get Activity or Item</u> -access to game _____ -access to toy _____ -access to food _____ -access to money _____ -access to task _____