FUNCTIONAL ANALYSIS INTERVIEW FORM

Student: ___________________________  Grade: ___________________________

Interviewer: ________________________  Respondent: _______________________

Date: ______________________________  Program: _________________________

A. DESCRIBE THE BEHAVIOR:

Behavior: _____________________________________________________________

Topography:

<table>
<thead>
<tr>
<th>Frequency:</th>
<th>Duration:</th>
<th>Intensity:</th>
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B. DEFINE EVENTS AND SITUATIONS THAT PREDICT OCCURRENCES OF THE BEHAVIOR:

1. Time of Day: When is the behavior(s) most likely to occur: Least likely?

   Most likely: ___________________________________________________________

   _____________________________________________________________

   _____________________________________________________________

   Least likely: ______________________________________________________

   _____________________________________________________________

2. **Setting**: *Where* are the behaviors most likely? Least Likely?

   Most likely: ____________________________________________________
   ____________________________________________________
   ____________________________________________________

   Least likely: __________________________________________________
   ____________________________________________________
   ____________________________________________________

3. **Social Control**: *With whom* are the behaviors most likely to occur? Least likely?

   Most likely: ____________________________________________________
   ____________________________________________________
   ____________________________________________________

   Least likely: __________________________________________________
   ____________________________________________________
   ____________________________________________________

4. **Activity**: *What activity* is most likely to produce the behavior? Least likely?

   Most likely: ____________________________________________________
   ____________________________________________________
   ____________________________________________________

   Least likely: __________________________________________________
   ____________________________________________________
   ____________________________________________________

5. Are there particular situations, events, etc. that are not listed above that “set off” the behaviors that cause concern (particular demands, interruptions, transitions, delays, being ignored, etc.)?

6. What would be the one thing that you could do that would be most likely to make the undesirable behaviors occur?

C. IDENTIFY THE “FUNCTION” OF THE UNDESIRABLE BEHAVIOR (What antecedents and consequences maintain the behavior)?

1. Think of the behavior listed in Section A, and define the function(s) you believe the behavior serves for the student (i.e., what does he/she get and/or avoid?)

<table>
<thead>
<tr>
<th>Behavior:</th>
<th>What does he/she get?</th>
<th>What does he/she avoid?</th>
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2. Describe the student’s most typical responses to the following situations:
   Are the above behaviors more likely, less likely, or unaffected?
   a. If you present him/her with a difficult task? More Less Unaffected
   b. If you interrupt a desired event (eating ice cream, watching TV)? More Less Unaffected
   c. If you deliver a “stern” request/command/reprimand? More Less Unaffected
   d. If you are present but do not interact with (ignore) the student for 15 minutes? More Less Unaffected
   e. By changes in routine? More Less Unaffected
   f. If something the student wants is present, but he/she can’t get it (i.e., a desired object that is visible but out of reach)? More Less Unaffected

g. If he/she is alone (no one else is present)?

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<tr>
<th></th>
<th>More</th>
<th>Less</th>
<th>Unaffected</th>
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D. DEFINE THE EFFICIENCY OF THE UNDESIRABLE BEHAVIOR

1. What amount of physical effort is involved in the behaviors (e.g., prolonged intense tantrums, simple verbal outbursts, etc.)?

2. Does engaging in the behaviors result in a “payoff” (getting attention, avoiding work) every time? Almost every time? Once in awhile?

3. How much of a delay is there between the time the student engages in the behavior and gets the “payoff?” Is it immediate, a few seconds, or longer?

E. WHAT EVENTS, ACTIONS, AND OBJECTS ARE PERCEIVED AS POSITIVE BY THE PERSON?

1. In general, what are things (events/activities/objects/people) that appear to be reinforcing or enjoyable for this student?

<table>
<thead>
<tr>
<th>Events/Activities</th>
<th>Objects/Tangible/Edibles</th>
<th>People</th>
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F. WHAT “FUNCTIONAL ALTERNATIVE” BEHAVIORS ARE KNOWN BY THE STUDENT?

1. What socially appropriate behaviors/skills does the student perform that may be ways of achieving the same function(s) as the behaviors of concern?

2. What things can you do to improve the likelihood that a teaching session will occur smoothly?

3. What things can you do to interfere with or disrupt a teaching session?
G. PROVIDE A HISTORY OF THE INTERVENTIONS THAT HAVE BEEN ATTEMPTED.

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<thead>
<tr>
<th>Interventions</th>
<th>Length of Time</th>
<th>Effect</th>
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H. SUMMARY