Kansas Institute for Positive Behavior Support

FUNCTIONAL BEHAVIORAL ASSESSMENT INTERVIEW FORM

Focus person _____ **Date of Birth** _____ **Sex** M F

Interviewer _____ **Date** _____

Person answering the interview questions _____

DESCRIBE THE PROBLEM BEHAVIORS.

Define each problem behavior that is of concern. Include information about what it looks like, how often it occurs (per day, week, month), how long the behavior lasts and how damaging or destructive the behaviors are when they occur.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

DESCRIBE THE PERSON'S SOCIAL BEHAVIORS.

Define positive social behaviors you have observed the person perform. Include information about what it looks like, how often it occurs (per day, per, week, month) and when you are most likely to see the behavior.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Which of the behaviors described above are likely to occur together in some way? Do you see positive behaviors occurring before problem behaviors occur? Do all of the behaviors occur about the same time? If you see behaviors occurring in a sequence from least to more problematic, describe the order in which they occur.

_____

_____

DESCRIBE ANY SETTING EVENTS THAT YOU THINK ARE ASSOCIATED WITH A HIGHER LIKELIHOOD OF PROBLEM BEHAVIORS.

Physiological Setting Events

Is the person taking any medications that may have an effect on the person's behavior?

_____

_____

Does the person have medical or physical problems that may affect his or her behavior (e.g., gastro-intestinal problems, allergies, ear or sinus infections, seizures, headaches)?

_____

_____

_____

Does the person have normal sleeping patterns or does he or she have any problems getting enough rest each night?

_____

_____

_____

Are there any dietary or eating problems that might have an impact on problem behavior?

_____

_____

_____

Environmental & Social Setting Events

Make a list of the activities where the person is successful and does not engage in problem behavior. Include the times when these activities occur.

Successful Activities	*Problematic Activities*
_____	_____
_____	_____
_____	_____
_____	_____

Are the activities on the daily schedule predictable for the person? Does the person know what to expect after one activity ends and the next begins? Is it clear to the person who they will be spending time with and for how long?

_____

_____

_____

Does the person get a chance to make choices about what he or she will be doing each day? Does the person choose what to wear in the morning, the activities that she will be experiencing and when she will be able to engage in fun and reinforcing events?

_____

_____

_____

Are there usually a lot of people around at home, school, or work (including staff, classmates, family members or roommates)? How does the person respond to crowded or noisy settings?

_____

_____

_____

What kinds of support does a person receive at home, school, work, and other settings? Do you believe there may be issues related to the number of staff, level of family support, staff or family training needs, or certain types of social interactions that may be related to the person's problem behaviors?

_____

_____

_____

Define specific immediate antecedent events that predict when the behaviors are likely and not likely to occur.

Settings that are most and least likely to trigger problem behavior

Most Likely	*Less Likely*
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Times that are most and least likely to trigger problem behavior

Most Likely	*Less Likely*
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

People who are most and least likely to trigger problem behavior

Most Likely   *Less Likely*

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Activities that are most and least likely to trigger problem behavior

Most Likely   *Less Likely*

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Describe something that you could do or say that almost always results in problem behavior. This may include a certain tone of voice (authoritarian, aloof, overly concerned, etc), particular words or phrases (e.g. "no, that's not right, do it again.")

_____

_____

Briefly describe what the person would do in the following situations.

The person is asked to complete a difficult task.

_____

_____

A highly preferred activity naturally ends or is interrupted.

_____

_____

There is a sudden and unexpected change in the person's daily schedule.

_____

_____

A preferred item or activity is visible but the person needs assistance to obtain it.

_____

_____

The person is left alone (e.g., for 15 minutes).

_____

_____

The person is in the room with other people but no one is interacting with him or her.

_____

_____

IDENTIFY THE CONSEQUENCES OR OUTCOMES OF THE PROBLEM BEHAVIORS (WHAT HAPPENS RIGHT AFTER THE BEHAVIOR OCCURS)

Think of each of the behaviors you listed previously, and identify a specific routine (e.g. getting up in the morning, going to the store, etc.). Describe what happens right after the behavior. Does the person obtain something? Does the person escape or avoid something?

Problem Behavior	Routine	*What does the person obtain?*	*What does the person escape or avoid?*
1.			
2.			
3.			
4.			
5.			
6.			

Positive Behavior	Routine	*What does the person obtain?*	*What does the person escape or avoid?*
1.			
2.			
3.			
4.			
5.			
6.			

CONSIDER HOW MUCH EFFORT IT TAKES TO ENGAGE IN EACH OF THE **PROBLEM AND POSITIVE BEHAVIORS**. THINK ABOUT (A) HOW MUCH PHYSICAL EFFORT IT TAKES TO ENGAGE IN EACH BEHAVIOR, (B) HOW OFTEN A BEHAVIOR OCCURS BEFORE IT IS REINFORCED, AND (C) HOW LONG THE PERSON HAS TO WAIT TO GET THE REINFORCER.

Problem Behaviors	*Low Effort*				*High Effort*
	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

Positive Behaviors					
_____	1	2	3	4	5
_____	1	2	3	4	5

_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

WHAT *FUNCTIONAL ALTERNATIVE* BEHAVIORS DOES THE PERSON ALREADY KNOW HOW TO DO?

Which socially appropriate behaviors or skills listed previously generate the same outcomes or reinforcers produced by the problem behaviors?

_____

_____

HOW DOES THE PERSON COMMUNICATE WITH OTHER INDIVIDUALS?

Describe the most common strategies a person uses express himself and what communication strategies are available to the person. Communication used may involve speech, signs and gestures, communication boards, or electronic devices. Are there any problems with assistive communication systems that are currently being used?

_____

_____

Describe the person's receptive communication skills and ability to understand others.
Can the person follow spoken requests or instructions that are simply stated? Give examples of simple and more complicated (if applicable) requests or instructions that can be followed.

_____

_____

Does the person seem to understand and respond to requests or instructions that are signed or gestural? Give several examples of signed or gestural instructions that can be followed.

_____

_____

Can person imitate actions if you show the person how to do something? Give several examples of the types of actions that can be imitated.

_____

_____

How does the person typically communicate *yes or no* when given a choice or being told to do something?

_____

_____

DESCRIBE THINGS THAT YOU SHOULD DO AND THAT SHOULD BE AVOIDED WHEN WORKING WITH AND SUPPORTING THIS PERSON.

Describe what you do to improve the likelihood that activities or other things will go well when you are with this person.

_____

_____

Describe the things you do to avoid interfering with or disrupting an event or activity when you are with this person.

_____

_____

_____

DESCRIBE THE THINGS THAT THE PERSON LIKES AND FINDS REINFORCING

Favorite foods: _____

_____

_____

Toys, games, or items: _____

_____

_____

In-home activities: _____

_____

_____

Community activities: _____

_____

_____

Other events, people or activities: _____

_____

_____

DESCRIBE WHAT YOU KNOW ABOUT THE HISTORY OF PROBLEM BEHAVIORS IDENTIFIED PREVIOUSLY OR OTHER PROBLEM BEHAVIORS THAT NO LONGER ARE PRESENT. INCLUDE INFORMATION ABOUT ANY INTERVENTIONS THAT HAVE BEEN TRIED IN THE PAST AND HOW EFFECTIVE THOSE INTERVENTIONS WERE AT THE TIME.

List past problem behaviors	*Interventions*	*Effectiveness*
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

WRITE DOWN HYPOTHESIS STATEMENTS FOR EACH MAJOR TRIGGER AND/OR CONSEQUENCE.

Setting Event	*Immediate Antecedent (Trigger)*	*Problem Behavior*	*Consequence Maintaining Behavior*
—	—	—	
—	—	—	
—	—	—	
—	—	—	
—	—	—	

Adapted From:

O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). Functional assessment and program development for problem behavior: A practical handbook (2nd ed.). Pacific Grove, CA: Brooks/Cole.