

APPENDIX C

Functional Assessment Interview Form

Interviewer(s) Mr. Church Date(s) 10/3

Student(s) Trish

Respondent(s) Ms. Pasillas Title Paraprofessional

1. Describe the behavior of concern. Trish gets mad on playground and yells at other kids. She sometimes hits other students or kicks them. None of the kids want to play with her.

2. How often does the behavior occur? It seems like everyday.

How long does it last? Not long. I keep my eye on her and stop her before it gets out of hand.

How intense is the behavior? I don't think she has drawn blood, but she hits and kicks so hard I bet she bruises kids.

3. What is happening when the behavior occurs? Trish wants to play with others who are already involved in a game.

4. When/where is the behavior most/least likely to occur? It happens everywhere.

5. With whom is the behavior most/least likely to occur? Usually with other girls. I don't think I remember her fighting with a boy.

6. What conditions are most likely to precipitate (“set-off”) the behavior? *Trish doesn’t get her way.*

7. How can you tell the behavior is about to start? *She usually yells before she hits.*

8. What usually happens after the behavior? Describe what happens according to adult(s), peers, and student responses. *When she starts yelling I usually make her stand by me for a while. If it is a major hit, I send her to the office. If it is a shove or something like that I usually just have her stand by me.*

9. What is the likely function (intent) of the behavior; that is, why do you think the student behaves this way? What does the student get or avoid? *I think she does it to get her way.*

10. What behavior(s) might serve the same function (see question 9) for the student that is appropriate within the social/environmental context? *She needs to learn to wait her turn, ask nicely and control her temper. She needs to learn to make friends, too. Nobody wants to play with her.*

11. What other information might contribute to creating an effective intervention plan (e.g., under what conditions does the behavior not occur)? *She’s pretty good when she is talking with me or when she is playing games that I supervise.*

12. Who should be involved in planning and implementing the intervention plan? *I think I should. I’m the one out here with her. Also, Mr. Church seems to keep her under control while we’re in the lunchroom.*

Functional Assessment Interview Form

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Student(s) _____

Respondent(s) _____ Title _____

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2. How often does the behavior occur? _____

How long does it last? _____

How intense is the behavior? _____

3. What is happening when the behavior occurs? _____

4. *When/where* is the behavior *most/least* likely to occur? _____

5. With whom is the behavior *most/least* likely to occur? _____

6. What conditions are most likely to precipitate (“set-off”) the behavior? _____

7. How can you tell the behavior is about to start? _____

8. What usually happens after the behavior the behavior? Describe what happens according to adult(s), peers, and student responses. _____

9. What is the likely function (intent) of the behavior; that is, why do you think the student behaves this way? What does the student get or avoid? _____

10. What behavior(s) might serve the same function (see question 9) for the student that is appropriate within the social/environmental context? _____

11. What other information might contribute to creating an effective intervention plan (e.g., under what conditions does the behavior not occur)? _____

12. Who should be involved in planning and implementing the intervention plan? _____

