Functional Assessment
Interview: Teacher Form

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Complete the interview with all adults (e.g., teacher, teacher assistant) who work with the child in the classroom and have knowledge of the challenging behavior. If incident data are collected in the classroom using the Behavior Incident Report System (BIRS), Early Child School-Wide Information System (EC-SWIS), or other data system, look at the data with the teacher to inform each section of this interview.

Child Name: _____   Age: _____   Date: _____

Interviewer: _____

Respondent: _____

A.   Identifying Challenging Behavior and Situations

2.   What is the behavior(s) of concern? What does the behavior(s) look like?

List up to three behaviors in priority of concern. Probe responses to develop a specific description of the actions that make up the behavior (e.g., Gary pushes other children by placing both hands on their body and exerting force). Identify behaviors that are considered dangerous. If using a data system, clarify behavior descriptions with the teacher using operational definitions used in the system.

Behavior	Specific Description of the Behavior	Dangerous?

2.   Do any of the behaviors identified usually occur together (e.g., the child yells and throws toys during each incident)? If so, which ones? If yes, define as one behavior.

Behaviors Occurring Together Example

If you listed running away from task and crying or yelling as separate behaviors in Question 1, but in Question 2 you identified that they occur together, you would define them as one behavior (e.g., disruption or tantrum) for the remainder of this interview.

3. What intervention strategies have been used to address each behavior? Provide information for each behavior or cluster of behaviors separately in the remaining questions. See the response to Question 2 for clusters of behavior that occur together. Add a table for each behavior or cluster, as needed.

Behavior	Intervention Strategies Used Previously

B. Examining Antecedents

3. When is each challenging behavior most likely to occur?

- List all routines or activities (e.g., circle, centers, transition, etc.) in which each behavior occurs, ordered by the most frequent occurrence. For example, if the behavior most frequently occurs during circle, followed by small group and recess, the interviewer should list circle, small group, and recess in that order.

- If the behavior occurs in more than one routine or activity, identify the one that is most problematic by including a check mark next to the routine.

- Describe any observable situations or events in the routine or activity that signal the challenging behavior is about to occur (e.g., waiting, parent leaves, asked to share, etc.)? These go in the column identified as "Triggers."

- Note how often (frequency) the behavior occurs during each routine or activity (e.g., every day during morning circle or an average of five times during center). Be as accurate with the frequency as possible.

Behavior	Routines/Activity	Specific Situations or Event (Triggers)	Frequency

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Beginning with the number one priority behavior, ask each of the remaining questions thinking about one challenging behavior. Use additional pages to gather information on each identified challenging behavior.

Priority Behavior: _____

5. **Are there any routines, activities, or situations in the classroom in which the child's challenging behavior never or rarely occurs? List them.**

6. **Of those routines, activities or situations listed in question #5, are there any in which the child's challenging behavior always occurs? Identify them.**

7. **How long has the behavior been occurring?**

C.   Possible Setting Events

A setting event is a stimulus, condition, or event that occurred in the past (sometimes only minutes in the past) that influences whether an antecedent results in challenging behavior. Setting events can include a variety of stimuli and disruptive events such as a parent moving out of the home or a child being hungry and a meal is late. In these examples, the setting event might result in the child being more likely to respond to an antecedent with challenging behavior. Although you may not be able to change a setting event (e.g., you cannot ensure the child is never hungry), you can identify strategies that help to mitigate the effect of the setting event. For example, offering the child more comfort because they miss their parent or serving the child who is hungry first.

Note: If you suspect something is a setting event, we advise you to collect more data to confirm. For example, if you think that lack of sleep is a setting event, ask the parent to report whether the child has slept well each day.

8. **Does the challenging behavior become worse or more likely to happen when: Specify "Yes" for each item identified as affecting the behavior.**
   - There is an unannounced change in routine, schedule or activity?
   - The preferred teacher is absent?
   - There are different peers, or a favorite peer is not in the classroom?
   - There are unexpected visitors?
   - Contact with a primary caregiver or other family member has been disrupted (e.g., parent away for work, social services restrict contact)?
   - There is a change in schedule at home?
   - The child has moved to a new home?
   - A new family member or visitor has moved into the house?
   - Other: _____

9. Could the behavior be the result of discomfort or deprivation (e.g., allergies, hunger, lack of sleep, thirst, headache, stomachache, ear infection, etc.)? Other conditions?

D. Maintaining Consequences

5. What usually happens after the behavior occurs? What does the teacher do? What do peers do? Be specific.

6. Does the child's challenging behavior usually gain attention from adults or peers (e.g., help, reprimand, consolation)? If so, who are adults or peers?

7. Does the child's challenging behavior usually result in obtaining objects (e.g., toys, food) and/or access to an activity (e.g., sliding, dancing)? If so, what objects; what activity?

8. Does the child's challenging behavior usually result in avoiding or escaping from demands (e.g., clean up), or non-preferred activities (e.g., meal) or people (e.g., non-preferred teacher or new teacher)? If so, what or who?

9. Does the child's challenging behavior usually result in obtaining sensory stimulation? If so, what sensory stimulation?

15. Does the child's challenging behavior usually result in avoiding sensory stimulation (e.g., noises, many people in the room)? If so, what sensory stimulation?

This table provides a summary of your responses to questions 10 – 15. Place a Y (yes) for any possible motivation identified in the interview, whether it gained or avoided something, and what that something was (e.g., which specific adult, peer, object, activity, demand, or sensory stimulation).

Possible Motivation	Obtain	Avoid/Escape
Adult Attention		
Peer Attention		
Object		
Demand/Instruction		
Activity		
Sensory/Stimulation		

16.   What strategies have been used to try to change the child's challenging behavior?

E. Skills

6.   Can the child appropriately communicate wants or needs? Does the child understand the language spoken in the classroom? What are the general expressive communication strategies used by or available to the child (e.g., vocal sound, signs/gestures, communication books/boards, etc.)?

7.   Does the child have a social skills deficit (e.g., problem solving, friendship skills)? Describe the skills that need to be strengthened.

8.   Does the child play with other children their age? What toys or games?

20.   What are the types of social interactions (e.g., reading picture books with teacher), things (e.g., preferred toy, food) or activities (e.g., painting) that the child really enjoys that may prevent them from engaging in the behavior?

Additional comments:

Use the information from this interview and your observations to complete the interview and Observation Summary Table.

Interview and Observation Summary Table

The Interview and Observation Summary Table provides a simple matrix for summarizing the information and data that you have collected through the Functional Behavioral Assessment (FBA). Read step-by-step instructions before completing the summary table.

Interview Information:

- Information from each section of the interview is included in the summary table in an Antecedent (A) – Behavior (B) – Maintaining Consequence (C) format.
- Setting Events: From Section C of the interview, list any events that have been identified as affecting the behavior in column one. If there are none, add NA to column one.
- Routines/activities and triggers provide ideas of the possible antecedent stimuli that trigger the behavior.
- Skill deficits and other information from the interview are identified in a separate table. These may provide ideas for intervention strategies and replacement behaviors.

Remember that the interview information only identifies possibilities. Observation data are also needed to develop a hypothesis that can be used to design a behavioral support plan from the FBA.

Observation data:

- Observation data come directly from the ABC data collection form.
- Identify each consequence or antecedent and provide a frequency of how often each occurred

If you are going to intervene in more than one behavior, complete a separate table for each. The steps and examples for how to complete the Summary Table are provided in the instructions.

Summary Table for Challenging Behavior

Setting Event(s)		
Antecedent (A)	**Routine or Activity**	**Possible Trigger**
Challenging Behavior (B)		
Consequences (C)		

All the interview information can be used in selecting and developing an intervention. Interview information might highlight data, suggest further interviews, or observations that should be addressed or may inform prevention strategies. For example, skill deficits identified in Section D might highlight a skill deficit that affects the child's ability to perform the replacement behavior.

Other Information from Interview That May Inform the Intervention

Challenging Behavior: _____

Section & Information	Description	Notes/Ideas for intervention
Section A: What intervention strategies have been used.		
Section B: Are there routines in which behavior never occurs		
Section C: Possible Setting Event		
Section D: Skill deficit		

Summary Statement:

Write a summary or hypothesis statement that includes the antecedents (when/where), the observed behaviors, and the maintaining consequences. If there is a setting event, state it's affect on the behavior.

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