# Brief Functional Behavior Assessment Interview

1. What is the behavior of concern? Please describe the behavior in concrete, observable, and measurable terms.

2. How often does the behavior occur daily? Circle one.

A. <1

B. 1–3

C. 4–6

D. 7–9

E. 10–12

F. >13

**Antecedents**

Think of the things that occur before the behavior and respond to the following questions. If the answer to a question is yes, further describe the behavior or situation.

1. Does the behavior occur during a certain type of task?

2. Does the behavior occur more often during easy tasks?

3. Does the behavior occur more often during difficult tasks?

4. Does the behavior occur more often during certain subjects?

5. Does the behavior occur more often during new subject material?

6. Does the behavior occur more often when a request is made to stop an activity?

7. Does the behavior occur more often when a request is made to start an activity?

8. Does the behavior occur more often during transition times?

9. Does the behavior occur more often when a request has been denied?

10. Does the behavior occur more often when a specific person is in the room?

11. Does the behavior occur more often when a specific person is absent from the room?

12. Are there other behaviors that precede the behavior?

13. Are there events at home that seem to precede the behavior?

14. Does the behavior occur more in certain settings? Circle all that apply.

a. Large group

b. Small group

c. Independent work

d. One-on-on interaction

e. Common areas

f. Lunch/cafeteria

g. Other:

**Consequences**

Think of the things that occur after the behavior and respond to the following questions. If the answer to a question is yes, further describe the behavior or situation.

**[AQ: These aren’t questions below; please reword for clarity. see changes]**

1. Does the student receive access to a preferred activity?

2. Does the student receive access to a preferred object?

3. Does the task the student was given stop?

4. Is the student’s behavior ignored?

5. Is the student removed from the setting (that is, given time alone)?

6. Does the student receive attention from classmates or peers?

7. Does the student receive teacher attention in the form of

A. praise?

B. redirection?

C. interrupting the teacher?

D. a reprimand?

Is there any task that you stopped presenting to the student as a result of the behavior?

Does the student receive any sort of positive benefits or attention from the behavior?

**Strategies Attempted:**

***Environmental Arrangements***

|  |  |  |
| --- | --- | --- |
| \_\_ Teach desired behavior\_\_ 5 to 1 positives\_\_ Preferential Seating\_\_ Pre-correction\_\_ Proximity praise\_\_ Prompts/signals\_\_ Class discussion | \_\_ Provide extra support: What  support? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Modified Assignment: How?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clarify rules\_\_ Practice Expected Behaviors\_\_ Breaks | \_\_ Self-management program\_\_ Behavior Contract\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

***Positive Rewards* *Other Consequences***

|  |  |
| --- | --- |
| \_\_ Increase tangible rewards and tokens\_\_ Used group contingencies\_\_ All stars\_\_ Hoorays!!! How many? \_\_\_\_\_\_\_\_\_ Systematic feedback about behavior\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_ Reprimands\_\_ Removal of privileges\_\_ Time outs\_\_ Owed time\_\_ Apology/Self-reflection\_\_ Individual meeting with student\_\_ Contact parent—How many calls? \_\_\_\_\_\_ Meeting with parents—How many? \_\_\_\_\_\_\_ Office referrals—How many? \_\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Source: Adapted from Steege & Watson, 2009.