

Student-Assisted Functional Assessment Interview

Student: _____ **Grade:** __ **Age:** __ **Date:** _____

School: _____ **Interviewer:** _____

Comments to the student: *We are meeting today to find ways to help you have a more successful time at school. This interview will take about 30 minutes.*

1. Say to the student: Tell me about your hopes and dreams for school:

2. Ask the student to describe his/her behaviour: *What is challenging for you at school (e.g., finishing work, handing in assignments, reading, writing, ...)? What things do you do that get you into trouble (e.g., talking, fighting, swearing, throwing things, ...)? (A list of behaviours from the referring teacher would be helpful.)*

Behaviours of Concern	Comments: <i>how often? when and with whom,? how long does it last?</i>
a.	
b.	
c.	
d.	
e.	

3. Fill in this schedule with the student to identify when and where the behaviours of concern occur. Use the letters from the previous page as codes to identify specific behaviours. Get the student to rate how often these behaviours happen from not often (#1) to most often (#5).

Daily Schedule for the Student

Rating Times:	1----- not often	2----- often	3----- most often	4-----	5
before school					
classes before recess:					
recess					
classes after recess:					
lunch					
classes after lunch:					
before going home					
after school					
in the hallways					
on the school grounds					

Referring to the schedule above, have the student answer these questions:

a. When do you _____ ?
 (behaviour of concern that is occurring most often)

Response: _____

b. Why do you think you have problems during this/these time(s)?

Response: _____

c. What changes could be made so you would have fewer problems with _____ ?

Response: _____

4. Have the student rate how much he/she likes the following subjects:

☹ 1----- 2 ----- ☹ 3 ----- 4 ----- 5 ☺

	not at all	a little	fair	a lot	very much
Reading	1	2	3	4	5
Math	1	2	3	4	5
Spelling	1	2	3	4	5
Handwriting	1	2	3	4	5
Science	1	2	3	4	5
Social Studies	1	2	3	4	5
Music	1	2	3	4	5
P.E.	1	2	3	4	5
Computers	1	2	3	4	5
Art	1	2	3	4	5

Referring to the matrix, have the student answer these questions:

a. What do you like about: _____ ?

(a subject rated 4 or 5)

_____ ?

(a subject rated 4 or 5)

b. What do you *not* like about: _____ ?

(a subject rated 1 or 2)

_____ ?

(a subject rated 1 or 2)

5. Read these questions aloud to the student and have him/her answer with *yes, sometimes, or no*. Probe for any additional information and record this under each question.

Possible function of the behaviour: A = Attention T = Tangibles E = Escape

(E)	1.	Is some of your work too hard for you?	yes	sometimes	no
(E)	2.	Is some of your work too easy for you?	yes	sometimes	no
(E) (A)	3.	When you ask for help, do you get it?	yes	sometimes	no
(E)	4.	Do you think work periods for each subject are too long?	yes	sometimes	no
(E)	5.	Do you think work periods for each subject are too short?	yes	sometimes	no
(A)	6.	When you do seatwork, do you do better when someone works with you?	yes	sometimes	no
(A)	7.	Do you think people notice when you do a good job?	yes	sometimes	no
(T)	8.	Do you think your teacher knows when you do good work?	yes	sometimes	no
(T)	9.	Do you think you would do better in school if you got more rewards?	yes	sometimes	no
(E)	10.	Do you find your work interesting?	yes	sometimes	no
(E)	11.	Are there things in the classroom that distract you?	yes	sometimes	no
(E)	12.	Is some of your work challenging enough for you?	yes	sometimes	no

6. Have the student answer these questions:

a. What are your favourite activities at school?

b. What are your hobbies or interests?

c. What kind of rewards would you like to earn for good behaviour or good school work?

d. If you had the chance, what would you like to do that you can't do now?

e. What else can you tell me about your behaviour?

f. What other questions should I ask you?

g. What else would you like to say?

Adapted by the Burnaby Learning Support Team (Burnaby School District #41, Burnaby, BC) from:

- Kem, L., Dunlap, G., Clarke, S., & Childs, K.E. (1994). Student-assisted functional assessment interview. *Diagnostique*, 192(3), 29-39.
- 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 behaviour: A practical handbook*. New York: Brooks/Cole

Scatter Plot #3

Date: _____ Data Collected by: _____

Name: _____ Grade: _____ Age: _____

Teacher: _____ School: _____

Behaviour: _____

Date																						
	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
9:00-9:30																						
9:30-10:00																						
10:00-10:30																						
10:30-11:00																						
11:00-11:30																						
11:30-12:00																						
12:00-12:30																						
12:30-1:00																						
1:00-1:30																						
1:30-2:00																						
2:00-2:30																						
2:30-3:00																						

Behaviour (B): did occur did not occur

Activities (A): TD - Teacher Directed L - Listening
 G - Group Work T - Transition
 I - Independent Work