

Student FBA Interview

Student: _____ Grade: _____ Sex: M F IEP: Y N
Teacher: _____ School: _____
Interviewer: _____ Date: _____

OPENING

We are meeting today to find ways to change school, so that you like it more. This interview will take about 30 minutes. I can help you best if you answer honestly. You will not be asked anything that might get you in trouble.

STUDENT STRENGTH AND SKILLS

1. What are things you like to do, or do well, while at school? (e.g. activities, helping others).
2. What are classes/topics you do well in?

DEFINE THE BEHAVIORS OF CONCERN

Assist the student to identify specific behaviors that are resulting in problems in the school or classroom. Making suggestions or paraphrasing statements can help the student clarify her or his ideas.

What are the things you do that get you in trouble or are a problem? *Prompts: - late to class?, talk out in class?, don't get work done?, fighting?*

How often do you _____? (Insert the behavior listed by the student)

How long does _____ usually last each time it happens?

How serious is _____? (Do you or another student end up getting hurt?
Are other students distracted?)

**DEFINE THE ANTECEDENT
COMPLETE STUDENT SCHEDULE AND ROUTINE MATRIX**

Assist the student to complete the schedule and routine matrices to show the routines and activities where they have difficulty with the behaviors they talked about. First, have the student complete the schedule column (or have this completed before the interview). Add any routines unique to the teacher’s classroom.

Identifying Routines: When, where, and with whom are problem behaviors most likely? Say to the student: “We know that some times and activities are harder and easier for different people. Can you tell me which times during your day are easy and which are difficult? A ‘6’ indicates it is likely that you will have a problem and a ‘1’ indicates that no or few problem(s) occur. (Repeat for routines)

Schedule (Times)	Routine or Activity	Specific Problem Behavior	Likelihood of Problem Behavior						With Whom Does Problem Occur?
			Low	High					
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
	Getting help		1	2	3	4	5	6	
	Getting material/drink, sharpening pencil		1	2	3	4	5	6	
	Working in groups		1	2	3	4	5	6	
	Working alone		1	2	3	4	5	6	
	Getting permission and going to the restroom		1	2	3	4	5	6	
	Transitions (between activities or locations)		1	2	3	4	5	6	
	Working with substitute teachers/volunteers		1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	

SUMMARIZE ANTECEDENT (AND SETTING EVENTS)

What kind of things make it more likely that you will have this problem? (difficult tasks, transitions, structured activities, small-group settings, teacher's request, particular individuals, etc.).

What kinds of things make it more likely that you will have this problem? (difficult tasks, transitions, structured activities, small-group settings, teacher's request, particular individuals, etc.)

When and where is the problem most likely to happen? (days of week, specific classes, hallways, bathrooms)

When is the problem behavior least likely to occur? (days of week, specific classes, hallways, bathrooms)

Setting Events: Is there anything that happens before or after school or in between classes that makes it more likely that you'll have a problem? (missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history of problems with peers, etc.)

DESCRIBE THE CONSEQUENCE

What usually happens after the problem occurs? (what is the teacher's reaction, how do other students react, is the student sent to the office, does the student get out of doing work, does the student get in a power struggle, etc.)