

Student-Guided Functional Assessment Interview (Primary)

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 STRENGTHS AND SKILLS

1. What are things that 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?

| Behavior | Comment |
|----------|---------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |
| 6. _____ | _____ |
| 7. _____ | _____ |

Which of the behaviors described are likely to occur together in some way? Do they occur about the same time? In some kind of predictable sequence or "chain"? In response to the same type of situation?

a. _____

b. _____

c. _____

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Of those groups of behaviors, which one is the most concern? The rest of the interview will focus on those behaviors.

a. _____

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 behavior(s) they talked about. First have the student complete the schedule column (or have this column completed before the interview). Add any routines unique to the teacher's classroom.

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 problems(s) occur. (Repeat for routines).

Student Schedule and Routine Matrix

| Typical Schedule | Rating |
|------------------|-------------|
| | 6 5 4 3 2 1 |
| | 6 5 4 3 2 1 |
| | 6 5 4 3 2 1 |
| | 6 5 4 3 2 1 |
| | 6 5 4 3 2 1 |
| | 6 5 4 3 2 1 |
| | 6 5 4 3 2 1 |
| | 6 5 4 3 2 1 |
| | 6 5 4 3 2 1 |

| Routines | Rating |
|--|-------------|
| Getting help | 6 5 4 3 2 1 |
| Getting material/drink Sharpening pencil | 6 5 4 3 2 1 |
| Working in groups | 6 5 4 3 2 1 |
| Working independently (alone) | 6 5 4 3 2 1 |
| Getting permission and going to the restroom | 6 5 4 3 2 1 |
| Transitions (between activities or locations) | 6 5 4 3 2 1 |
| Working with substitute Teachers/volunteers | 6 5 4 3 2 1 |
| | 6 5 4 3 2 1 |
| | 6 5 4 3 2 1 |