City School District of Albany

Functional Behavioral Assessment

Teacher Interview Form

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| Student:       Date:  School:       Grade:  Teacher: |
| 1. Describe the behavior of concern (target behavior) using observable, measurable language. |
| 1. How often does the target behavior occur (frequency)?   How long does the target behavior last (duration)?  How intense is the target behavior?  INTENSITY RUBRIC:  *1= The behavior is confined only to the observed student.*  *2= Behavior disrupts others in the student’s immediate area.*  *3= Behavior disrupts everyone in the class.*  *4= Behavior disrupts other classrooms or common areas of the school.*  *5= Behavior causes or threatens to cause physical injury to student or others.* |
| 1. What is happening when the target behavior occurs (setting events)? |
| 1. When is the target behavior most likely to occur? |
| 1. Where is the target behavior most likely to occur? |
| 1. With whom is the target behavior most likely to occur? |
| 1. With whom is the target behavior least likely to occur? |
| 1. When is the target behavior least likely to occur? |
| 1. Where is the target behavior least likely to occur? |
| 1. What conditions are most likely to trigger the target behavior (antecedents)? |
| 1. How can you tell the target behavior is about to start? |
| 1. What usually happens right after the target behavior? Describe what happens to adult(s), peers, and student responses. |
| 1. What do you think is the function of the target behavior; what reinforces the target behavior? What does the student get or avoid? |
| 1. What socially appropriate replacement behavior will meet the same function (see question 13) and also be acceptable in your classroom? |
| 1. What other information might contribute to creating an effective behavioral intervention plan? |
| 1. What are the student’s skill/performance strengths (learning, academic, social, emotional)? |
| 1. What are the student’s skill/performance deficits (learning academic, social, emotional) that are deemed impactful on the target behavior? |
| 1. Other Observations and/or comments: |