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.

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| 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)?
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| 1. When is the target behavior most likely to occur?
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| 1. Where is the target behavior most likely to occur?
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| 1. With whom is the target behavior most likely to occur?
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| 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?
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| 1. What conditions are most likely to trigger the target behavior (antecedents)?
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| 1. How can you tell the target behavior is about to start?
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| 1. What usually happens right after the target behavior? Describe what happens to adult(s), peers, and student responses.
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| 1. What do you think is the function of the target behavior; what reinforces the target behavior? What does the student get or avoid?
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| 1. What socially appropriate replacement behavior will meet the same function (see question 13) and also be acceptable in your classroom?
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| 1. What other information might contribute to creating an effective behavioral intervention plan?

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| 1. What are the student’s skill/performance strengths (learning, academic, social, emotional)?

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| 1. What are the student’s skill/performance deficits (learning academic, social, emotional) that are deemed impactful on the target behavior?
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| 1. Other Observations and/or comments:
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