

## Basic FBA- Student Interview

Complete the interview with the student. Items written in **bold** are the questions to ask the student. Answers should be written or typed in the white spaces below the questions. The summary statement at the bottom should be completed by the interviewer (not the student).

<b>Demographic Information:</b>	
<b>Student:</b>	<b>Grade:</b>
<b>Interviewer:</b>	<b>Date:</b>

<b>What are your favorite classes or time periods at school or teachers?</b>
<b>What do you like about each of these classes or time periods? What makes them your favorite classes or time periods or teachers? (subject, activities, people, teacher, room, time of day, friends, etc.)</b>
<b>What are your least favorite classes or time periods or teachers at school?</b>
<b>What don't you like about each of these classes, time periods, teachers? What makes them your least favorite classes? (subject, activities, people, teacher, room, time of day, peers, etc.)</b>
<b>What are some things you do very well? (classes, subjects at school, sports, art, singing, etc.)</b>
<b>What are some things you would like to do better?</b>
<b>When do you have the most difficulty at school? OR What things are really hard for you to do at school? Are there things that happen at school that make it difficult for at school work?</b>
<b>What is it about (<u>above answer</u>) that you find to be the most difficult? OR Why do you think (<u>above answer</u>) is so hard?</b>
<b>Describe situations where and when you think you are able to learn and participate the best.</b>

**Describe situations where and when you think you are able to learn and participate the least.**

**The following is a list of possible rewards for working hard in school. Read the options to the student and check any the student enjoys or is interested in earning.**

**ACCESS**

<b>Attention</b>	<b>Activity/ Tangible</b>	<b>Other</b>
<input type="checkbox"/> Helper to an adult in the building <input type="checkbox"/> Helper to younger student <input type="checkbox"/> Work with a friend <input type="checkbox"/> Positive note/call home <input type="checkbox"/> Pick seat for a period <input type="checkbox"/> Use teacher's chair/desk <input type="checkbox"/> Lunch bunch <input type="checkbox"/> Tell a joke/story to class <input type="checkbox"/> Deliver announcements <input type="checkbox"/> Share work, art, or item with class <input type="checkbox"/> Earn a reward for the whole class <input type="checkbox"/> Change name for the period or day <input type="checkbox"/> Other	<input type="checkbox"/> Drawing time <input type="checkbox"/> Treasure box <input type="checkbox"/> Use preferred writing tool <input type="checkbox"/> Choose video for class to watch or movement break <input type="checkbox"/> Special snack <input type="checkbox"/> Stickers <input type="checkbox"/> Extra technology time <input type="checkbox"/> Listen to music at end of class <input type="checkbox"/> Other	<input type="checkbox"/> Use of sensory tools during instruction (e.g., wiggle cushion, ball chair, etc.) <i>(only read this option if available at the school)</i> <input type="checkbox"/> Movement breaks <input type="checkbox"/> Extra time for a sensory activity (e.g., swings, water play, listening to music) <input type="checkbox"/> Class helper for sensory tasks (e.g., erase board, take down chairs, carry books) <input type="checkbox"/> Other

**AVOID**

<b>Attention</b>	<b>Activity/Tangible</b>	<b>Other</b>
<input type="checkbox"/> Exemption from portion of assignment requiring public speaking <input type="checkbox"/> Participation based on written responses rather than oral responses <input type="checkbox"/> Choice of small group or individual work <input type="checkbox"/> Questions posed to class presented to the student before the activity/period <input type="checkbox"/> No speaking pass (get out of answering questions out loud for the period) <input type="checkbox"/> Other	<input type="checkbox"/> Helper to adult in the building during a non-preferred activity <input type="checkbox"/> Helper to younger student during a non-preferred activity <input type="checkbox"/> _____ minutes of free choice time <input type="checkbox"/> Go to lunch/recess early <input type="checkbox"/> Listen to music for part of non-preferred activity <input type="checkbox"/> Do only part of an assignment <input type="checkbox"/> No bell-ringer activity for a day <input type="checkbox"/> "No Homework" pass <input type="checkbox"/> Other	<input type="checkbox"/> Temporary break from non-preferred sensation/activity (e.g., break from swinging, break from noisy cafeteria) <input type="checkbox"/> Exemption from non-preferred sensation/activity (e.g., stay inside during recess, eat lunch in classroom instead of cafeteria) <input type="checkbox"/> Temporary control of volume, intensity, duration of an activity or experience <input type="checkbox"/> Choice of seating, lighting, noise level in classroom <input type="checkbox"/> Break pass <input type="checkbox"/> Other

**Other tangible or nontangible items the student would like to earn:** (List options shared by student)

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<b>Summary Statement:</b> <i>(To be completed by the interviewer)</i>		
Identify the hypothesis that will be used to build a behavior support plan. Mark your confidence in the hypothesis statement.		
<b>Antecedent(s):</b>	<b>Problem Behavior:</b>	<b>Consequences:</b>
<b>Not Real Sure</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6		<b>100% Sure</b>