

**South Bend Community School Corporation
Special Education Department**

Functional Behavioral Assessment Staff/Parent Interview

Student: _____ School: _____ Grade: _____

Interviewer: _____ Person Interviewed/Position _____ Date Completed: _____

To be used to gather information from parents, school staff or administrators

Strengths: Identify at least three (3) student strengths

- | | | |
|--|--|--|
| <input type="checkbox"/> self-disciplined | <input type="checkbox"/> trustworthy | <input type="checkbox"/> exhibits leadership |
| <input type="checkbox"/> positive about school | <input type="checkbox"/> motivated | <input type="checkbox"/> respectful |
| <input type="checkbox"/> works independently | <input type="checkbox"/> focused on goals | <input type="checkbox"/> humorous |
| <input type="checkbox"/> handles conflicts well | <input type="checkbox"/> efficient | <input type="checkbox"/> athletically talented |
| <input type="checkbox"/> artistically/musically talented | <input type="checkbox"/> verbally expressive | <input type="checkbox"/> academically talented |
| <input type="checkbox"/> other _____ | | |

What is the **specific** primary behavior of concern?

	Never	Sometimes	Frequently	Always
1. Does the problem behavior occur when you tell him/her to perform a task?				
2. When the problem behavior occurs, do you redirect him/her back to the task?				
3. Is the problem behavior more likely to occur when told he/she cannot do something that he/she wants?				
4. During a conflict with peers/siblings, does it involve verbal or physical aggression?				
5. When the problem behavior occurs, do others argue or laugh at the him/her?				
6. Is the problem behavior more likely to occur following a conflict with someone?				
7. Does the problem behavior occur to get your attention?				
8. Does the problem behavior only occur at specific times or places?				
9. Is the problem behavior more likely to continue to occur throughout the day following an earlier episode?				
10. Does he/she engage in the problem behavior if told he/she cannot have a preferred activity or item?				
11. Does the problem behavior stop if others stop interacting with him/her?				
12. Does he/she fall asleep or withdraw after the problem behavior?				

13. Does the problem behavior result in he/she leaving the situation?				
14. Does he/she stop the problem behavior if you stop making requests or stop the activity?				
15. Is the problem behavior more likely to occur following unscheduled events or disruptions in normal routines?				
16. Is the problem behavior likely to occur if you take away a preferred item or activity?				

Why does the behavior occur? In other words, what is the student's desired outcome?

- Attention
- Power/Control
- Approval of Others/Acceptance/Affiliation
- Justice/Revenge
- Gain access to Objects or Activities
- Escape/Avoidance of a Task or an Event
- Self-Gratification/Sensory Stimulation
- Protection
- Communicate Feelings