**Basic FBA- Student Interview**

Complete the interview with 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).

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| **Demographic Information:**  |
| **Student:** | **Grade:**  |
| **Interviewer:** | **Date:** |

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| **What is your favorite class at school?** |
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| **What do you like about that class?** |
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| **What are some things you do very well?** |
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| **When do you have the most difficulty at school?** *OR* **What things are really hard for you to do at school?** |
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| **What is it about** (above answer) **that you find to be the most difficult?** *OR* **Why do you think (**above answer**) is so hard?**  |
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| **The following is a list of possible rewards for doing good work. Read the options to the student and check any the student is interested in earning.**  |
| **ACCESS** |
| **Attention** [ ] Helper to an adult in the building[ ] Helper to younger student[ ] Work with a friend[ ] Positive note/call home [ ] Pick seat for a period[ ] Use teacher’s chair/desk[ ] Lunch bunch[ ] Tell a joke/story to class[ ] Deliver announcements[ ] Share work, art, or item with class[ ] Earn a reward for the whole class[ ] Change name for the period or day | **Activity/ Tangible** [ ] Drawing time[ ] Treasure box[ ] Use preferred writing tool[ ] Choose video for class to watch or movement break[ ] Special snack[ ] Stickers[ ] Extra technology time[ ] Listen to music at end of class | **Other** [ ] Use of sensory tools during instruction (e.g., wiggle cushion, ball chair, etc.) *(only read this option if available at the school)*[ ] Movement breaks[ ] Extra time for a sensory activity (e.g., swings, water play, listening to music)[ ] Class helper for sensory tasks (e.g., erase board, take down chairs, carry books) |
| **AVOID** |
| **Attention**[ ] Exemption from portion of assignment requiring public speaking[ ] Participation based on written responses rather than oral responses[ ] Choice of small group or individual work[ ] Questions posed to class presented to the student before the activity/period[ ] No speaking pass (get out of answering questions out loud for the period) | **Activity/Tangible**[ ] Helper to adult in the building during a non-preferred activity [ ] Helper to younger student during a non-preferred activity[ ] \_\_\_\_\_ minutes of free choice time[ ] Go to lunch/recess early[ ] Listen to music for part of non-preferred activity[ ] Do only part of an assignment[ ] No bell-ringer activity for a day[ ] ”No Homework” pass | **Other**[ ] Temporary break from non-preferred sensation/activity (e.g., break from swinging, break from noisy cafeteria)[ ] Exemption from non-preferred sensation/activity (e.g., stay inside during recess, eat lunch in classroom instead of cafeteria)[ ] Temporary control of volume, intensity, duration of an activity or experience[ ] Choice of seating, lighting, noise level in classroom[ ] Break pass |
| **Other tangible or nontangible items the student would like to earn:** (List options shared by student) |
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| **Summary Statement:** *(To be completed by the interviewer)* |
| Identify the hypothesis that will be used to build a behavior support plan. Mark your confidence in the hypothesis statement.  |
| **Antecedent(s):**  | **Problem Behavior:**  | **Consequences:**  |
|       |       |       |
| **Not Real Sure 100% Sure** [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 |