

# Functional Assessment Interview Tool – Student Interview Guide

Student: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Interviewer: \_\_\_\_\_

## How would you describe yourself?

*Allow for the student to generate his/her own ideas. If he/she is having a hard time, offer some examples of positive qualities. Write down all the student's statements*

## What are some of your interests or favorite things?

*Give examples of hobbies, interests, activities to help the student think of things they like and like to do.*

## I'm going to show/read you a list of typical school activities. Which ones best answer the question: "I like school when...?"

<input type="checkbox"/> I can work by myself <input type="checkbox"/> I can think creatively <input type="checkbox"/> I get involved in an activity <input type="checkbox"/> I can work with other kids <input type="checkbox"/> I am interested in what I am learning <input type="checkbox"/> There are activities or games	<input type="checkbox"/> I understand and can do the work <input type="checkbox"/> I get to write <input type="checkbox"/> I'm learning new things that interest me <input type="checkbox"/> I get to see and talk with friends <input type="checkbox"/> I get to work with other students	<input type="checkbox"/> List any other things you like about your school day:
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## Now we are going to talk about times when you get in trouble. What are some things you do that typically gets you in trouble with school staff?

*If the student is having difficulty coming up with examples, talk about a recent situation where he/she got into trouble and have them talk about what happened.*

## I would like to talk about each of the behaviors you listed. For each one, I am going to ask you some questions. There is no right or wrong answers. I want to know your opinion about what is happening.

*To complete this section with the student, the interviewer will need to fill in the blank with examples of behaviors listed by the student. If more detailed information is needed, use probing questions. Some examples of probes are provided below. In addition to the examples provided, the interviewer will likely need to come up with "on the spot" probes to get at the information.*

Before you told me about <u>(recall a situation where the student got in trouble)</u> . Right before you <u>(give an example of a behavior)</u> what was happening in the class (or other setting)? Refer to the antecedents on the next page if the student is unable to come up with a description	When you <u>(give an example of a behavior)</u> what are you thinking about? How are you feeling?	How do others (e.g., staff other students) react when you <u>(give an example of a behavior)</u> ? You can refer to the examples of student/staff responses on the next page	When staff (or students) <u>(give an example of how they respond)</u> , how do you feel about their responses/what do you think about how others reacted?
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