

Functional Assessment Interview Tool: Staff Form (FAIT)

Student: _____ Date Completed: _____ Staff Person: _____

What Works Well for the Student?

What have you observed are the student's strengths or preferences?

Positive Things About the Student	Student's Preferences or Interests	Successful Learning Conditions
<input type="checkbox"/> Friendly <input type="checkbox"/> Helpful <input type="checkbox"/> Sociable <input type="checkbox"/> Organized <input type="checkbox"/> Natural leader <input type="checkbox"/> Liked by peers <input type="checkbox"/> Has lots of friends <input type="checkbox"/> Self starter <input type="checkbox"/> Socially aware <input type="checkbox"/> Follows directions <input type="checkbox"/> Honest <input type="checkbox"/> Easygoing <input type="checkbox"/> Attentive to instruction <input type="checkbox"/> Kind to adults <input type="checkbox"/> Kind to other students <input type="checkbox"/> Good sense of humor <input type="checkbox"/> Has a positive attitude/outlook <input type="checkbox"/> Good communication skills <input type="checkbox"/> Hard worker <input type="checkbox"/> Other: <input type="checkbox"/> Other: <input type="checkbox"/> Other: <input type="checkbox"/> Other:	List known or suspected preferences:	Lessons/activities that: <input type="checkbox"/> Encourage reflective thinking <input type="checkbox"/> Use analytical skills <input type="checkbox"/> Involve building/constructing <input type="checkbox"/> Involve applying concepts or formulas <input type="checkbox"/> Involve experiments or testing <input type="checkbox"/> Use creative writing <input type="checkbox"/> Utilize the computer <input type="checkbox"/> Allow for artistic expression of concepts <input type="checkbox"/> Other: <input type="checkbox"/> Other: <input type="checkbox"/> Other: <input type="checkbox"/> Other:

What Behaviors are a Concern for You?

In the blank space provided, please list behaviors that are a concern for you in your classroom or area. Please be specific and provide examples of behaviors you have observed. Please check whether the student behavior in your class is: **redirectable** (i.e., occurs once or twice and then not again after redirections), **repeated** (i.e., occurs on and off throughout class, typically stops after a redirection but then occurs again a short time later), or **unmanageable** (i.e., the behavior is too disruptive for the student to remain in class). Finally, list any strategies you have tried to deal with this behavior.

Problem Behavior and Definition	How would you describe this behavior
	<input type="checkbox"/> Redirectable <input type="checkbox"/> Repeated <input type="checkbox"/> Unmanageable
	<input type="checkbox"/> Redirectable <input type="checkbox"/> Repeated <input type="checkbox"/> Unmanageable

	<input type="checkbox"/> Redirectable <input type="checkbox"/> Repeated <input type="checkbox"/> Unmanageable
	<input type="checkbox"/> Redirectable <input type="checkbox"/> Repeated <input type="checkbox"/> Unmanageable
	<input type="checkbox"/> Redirectable <input type="checkbox"/> Repeated <input type="checkbox"/> Unmanageable

What Contributes to Occurrences of Problem Behavior?

Thinking about the problem behaviors you identified that occurred in your classroom, please review the following list and check off any conditions that serve as triggers for the student’s problem behavior (i.e. set the student off):

- | | |
|---|--|
| <input type="checkbox"/> When asked to do a chore or helping task | <input type="checkbox"/> Transition at the beginning of a class/routine/activity |
| <input type="checkbox"/> When it is time to do academic work | <input type="checkbox"/> Unstructured situations or settings |
| <input type="checkbox"/> When told to do something non preferred | <input type="checkbox"/> When given a direction to follow |
| <input type="checkbox"/> When held to a time limit (e.g., curfew or time for class) | <input type="checkbox"/> When corrected |
| <input type="checkbox"/> Tasks that are difficult or confuse the student | <input type="checkbox"/> When he/she can not have something they want |
| <input type="checkbox"/> When working/playing/entertaining independently | <input type="checkbox"/> Preferred peer group present |
| <input type="checkbox"/> When working in group activities | <input type="checkbox"/> When given an ultimatum |
| <input type="checkbox"/> Not prepared with materials | <input type="checkbox"/> When he or she is told “no” or stop |
| <input type="checkbox"/> Multi-step work or projects | <input type="checkbox"/> When there is a change in routine |
| <input type="checkbox"/> Lecture: with note taking OR without note taking | <input type="checkbox"/> When adult attention is on others |
| <input type="checkbox"/> Public response required (e.g., read aloud) | <input type="checkbox"/> When there are visitors to the setting |
| <input type="checkbox"/> Being teased or being joked around with | <input type="checkbox"/> Other: |

When problem behavior occurs, how do you (or students in the class) typically respond?

- | | |
|--|---|
| <input type="checkbox"/> Give a non verbal cue (e.g., look at student) | <input type="checkbox"/> Deduct points from an assignment |
| <input type="checkbox"/> Verbally correct the student privately | <input type="checkbox"/> Send the student to an administrator |
| <input type="checkbox"/> Verbally correct the student publicly | <input type="checkbox"/> Other students laugh or “egg” the student on |
| <input type="checkbox"/> Help the student to get on task | <input type="checkbox"/> Give the student a pass to guidance or CST |
| <input type="checkbox"/> Speak to the student after class | <input type="checkbox"/> Have the student take a break (e.g., go to the bathroom) |
| <input type="checkbox"/> Call the student’s parents | <input type="checkbox"/> Teacher assigned detention |
| <input type="checkbox"/> Take away recess or other free time | <input type="checkbox"/> Student gets out of or delays doing work |
| <input type="checkbox"/> Moved seat | <input type="checkbox"/> Provide a reminder of what is and isn’t appropriate in class |
| <input type="checkbox"/> Student – teacher conference | <input type="checkbox"/> Try to explain and discuss the issue |
| <input type="checkbox"/> Take a privilege away | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Let the student have what they are asking for | |

What is your best guess as to why the problem behavior is occurring?

- | | |
|--|--|
| <p>To Get of / Escape:</p> <input type="checkbox"/> Situations/work that is too hard
<input type="checkbox"/> Situations/work that is perceived as boring / irrelevant
<input type="checkbox"/> Situations where they may be embarrassed or need to save face
<input type="checkbox"/> Situations where they are not sure what to do or what is expected
<input type="checkbox"/> Situations that are too stimulating
<input type="checkbox"/> Other:
<input type="checkbox"/> Other: | <p>To Get / Gain Access to:</p> <input type="checkbox"/> The validation of peers (reputation/ perceived popularity)
<input type="checkbox"/> Time alone
<input type="checkbox"/> Control over the situation and / or predictability
<input type="checkbox"/> Adult attention (even if it is negative)
<input type="checkbox"/> Peer attention (even if it is negative)
<input type="checkbox"/> To get something he/she wants
<input type="checkbox"/> Other: |
|--|--|