

FUNCTIONAL ANALYSIS INTERVIEW FORM (A)

Client Name: _____

Age: _____ Gender: M F

Person completing form: _____

A. DESCRIBE THE BEHAVIOUR(S)

1. What are the behaviour(s) of concern? For each, define the topography (how is it performed), frequency (how often it occurs per day, week, or month), duration (how long it lasts when it occurs), and intensity (what is the magnitude of the behaviours -- low, medium, high? Does it cause harm?).

Behaviour	Topography	Frequency	Duration	Intensity
-----------	------------	-----------	----------	-----------

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

2. Which of the behaviours above occur together? (E.g., occur at the same time: occur in a predictable "chain"; occur in response to the same situation).

B. DEFINE POTENTIAL BIO-ENVIRONMENTAL EVENTS THAT MAY AFFECT THE BEHAVIOUR(S)

1. What *medications* is the person taking (if any), and how do you believe these may affect his/her behaviour?

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

2. What *medical complications* (if any), does the person experience that may affect his/her behaviour (e.g., asthma, allergies, rashes, sinus infections, seizures)?

3. Describe the *sleep cycles* of the individual and the extent to which these cycles may affect his/her behaviour.

4. Describe the *eating routines and diet* of the person and the extent to which these routines may affect his/her behaviour.

5. Briefly list below the person's typical daily schedule of activities.

6:00 _____	3:00 _____
7:00 _____	4:00 _____
8:00 _____	5:00 _____
9:00 _____	6:00 _____
10:00 _____	7:00 _____
11:00 _____	8:00 _____
12:00 _____	9:00 _____
1:00 _____	10:00 _____
2:00 _____	11:00 _____

6. Describe the extent to which you believe activities that occur during the day are *predictable* for the person. To what extent does the person know the activities that will be happening, when they occur and the consequences (e.g., when to get up, eat dinner, shower, got to school/work, etc.)?

10. What is the *staffing pattern*? To what extent do you believe the number of staff, training of staff, quality of social contact with staff, etc., affect the targeted behaviour(s).

11. Are the *tasks/activities* presented during the day boring or unpleasant for the person, or do they lead to results that are preferred or valued?

12. What *outcomes* are monitored by staff (frequency of behaviours, skills learned, activity patterns)?

C. DEFINE EVENTS AND SITUATIONS THAT PREDICT OCCURRENCES OF THE BEHAVIOUR(S)

1. Time of Day: When are the behaviours most likely? Least likely?

Most likely _____

Least likely _____

2. Setting: Where are the behaviours most likely? Least likely?

Most likely

Least likely

3. Social Control: With whom are the behaviours most likely? Least likely?

Most likely

Least likely

4. Activity: What activity is most likely to produce the behaviours? Least likely?

Most likely

Least likely

5. Are there particular situations, events, etc. that are not listed above that "set off" the behaviours that cause concern (particular demands, interruptions, transitions, delays, being ignored, etc.)?

6. What would be the one thing you could do that would be most likely to make the undesirable behaviours occur?

D. IDENTIFY THE "FUNCTION" OF THE UNDESIRABLE BEHAVIOUR(S) [WHAT CONSEQUENCES MAINTAIN THE BEHAVIOUR(S)]

1. Think of each of the behaviours listed in Section A and define the function(s) you believe the behaviour serves for the person (i.e., what does she/he get and/or *avoid* by doing the behaviour?)

BEHAVIOUR

***WHAT DOES
HE/SHE GET***

***WHAT DOES
HE/SHE AVOID***

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

3. How much of a *delay* is there between the time the person engages in the behaviour(s) and gets the "payoff"? Is it immediate, a few seconds, longer?

F. DEFINE PRIMARY METHOD(S) USED BY THE PERSON TO COMMUNICATE

1. What are the general expressive communication strategies used by or available to the person? (e.g., vocal speech, signs/gestures, communication books/boards, electronic devices, etc.) How consistently are the strategies used?

2. Indicate which behaviours the person exhibits to achieve the following functions

3. With regard to receptive communication ability:

a. Does the person follow verbal requests or instructions? If so, approximately how many? (List if only a few).

b. Is the person able to imitate physical models for various tasks or activities? (List if only a few).

c. Does the person respond to signed or gestural requests or instructions? If so, approximately how many (List if only a few)

d. How does the person indicate *yes* or *no* (if asked whether he/she wants something, to go somewhere, etc.)?

G. WHAT EVENTS, ACTIONS, AND OBJECTS DOES THE PERSON PERCEIVE AS POSITIVE?

1. In general, what are things (events/activities/objects/people) that appear to be reinforcing or enjoyable for the person?

4. _____

5. _____

6. _____

7. _____