



Functional Assessment Interview Form – Danny

Child with Challenging Behavior(s): Danny Interview Date: 9/18

Age: Years _____ Months 22 Sex: Male Female Interviewer: Lise

Respondent(s): Teacher, Mother

A. Describe the Behavior(s)

1. What are the behaviors of concern? For each, define how it is performed, how often it occurs per day, week, or month, how long it lasts when it occurs, and the intensity in which it occurs (low, medium, high).

	Behavior	How Is It Performed	How Often	How Long	Intensity
1.	<i>Drops to floor, resists moving</i>	<i>With much strength</i>	<i>10-20x/day</i>	<i>2-5 min.</i>	<i>High</i>
2.	<i>Whining, screaming</i>	<i>Loudly</i>	<i>10-20x/day</i>	<i>5-15 min.</i>	<i>High</i>
3.	<i>Hitting</i>	<i>Good force, open hand</i>	<i>4-5x/day</i>	<i>5-15 sec.</i>	<i>High</i>
4.	<i>Walks around while eating</i>	<i>Ongoing with meals</i>	<i>All meals</i>	<i>Entire meal</i>	<i>Medium</i>
5.					
6.					

2. Which of the behaviors described above occur together (e.g., occur at the same time; occur in a predictable “chain”; occur in response to the same situation)?

Drops, resists moving, whining, screaming

B. Identify Events that may Affect the Behavior(s)

1. What medications does the child take, and how do you believe these may affect his/her behavior?

None

2. What medical complication (if any) does the child experience that may affect his/her behavior (e.g., asthma, allergies, rashes, sinus infections, seizures)?

None

3. Describe the sleep cycles of the child and the extent to which these cycles may affect his/her behavior.

Mother reports that it takes a while for him to fall asleep. He resists the transition going to bed.

Adapted from: O’Neill, R.E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., and Newton, J. S. (1997). *Functional Assessment and Program Development for Problem Behavior*. Pacific Grove, CA: Brooks/Cole Publishing.



4. Describe the eating routines and diet of the child and the extent to which these routines may affect his/her behavior.

Picky eater, prefers salty foods, walks around while eating meals/snacks, continually comes back to the table for more food until he is done. He never sits to eat.

5. Briefly list the child's typical daily schedule of activities and how well he/she does within each activity.

Daily Activities

	Behavior	Child's Reaction
7:00 AM	<i>Gets up/dressed/breakfast</i>	<i>Screams and drops between each, doesn't sit to eat</i>
8:00 AM	<i>To car</i> <i>8:30 Mom leaves school</i> <i>Danny plays</i>	<i>Screams/drops/ carried to car, sometimes hits</i> <i>Cries, clings</i> <i>Rigid, only plays with puzzles or computer</i>
9:00 AM	<i>9:00 Planning</i> <i>9:15 Centers</i>	<i>Doesn't want to try new things</i>
10:00 AM	<i>10:45 Clean-up</i> <i>Handwashing, snack</i>	<i>O.K., but won't participate</i> <i>Washes hands, then wanders/resists direction</i>
11:00 AM	<i>Movement circle</i> <i>11:30 Small group</i>	<i>Resists, plugs ears, cries</i> <i>Wanders, resists, cries</i>
12:00 PM	<i>Lunch</i> <i>Outside</i>	<i>If touched—screams/drops; roams room while eating</i> <i>Resists direction, only wants to stand by gate</i>
1:00 PM	<i>Out of car to house</i> <i>Diaper change/nap</i>	<i>Cries, resists, carried</i> <i>O.K. with diaper change, takes about 30-40 min. to fall asleep, stares at spinning mobile</i>
3:00 PM	<i>3:45 Wakes/diaper change</i>	<i>O.K.</i>
4:00 PM	<i>Plays with toys</i>	<i>Goes from toy to toy, spins, hums</i>
5:00 PM	<i>Outside (pool or swings)</i> <i>5:45 Inside/change clothes</i>	<i>Loves</i> <i>Cries, resists</i>
6:00 PM	<i>Videos/toys</i> <i>6:45 Dinner</i>	<i>O.K.</i> <i>Roams house while eats</i>
7:00 PM	<i>7:15 Bath</i> <i>7:40 Dress in pajamas</i>	<i>O.K.</i> <i>Cries, resists getting out of tub</i>
8:00 PM	<i>Rock in rocking chair</i> <i>8:15 Bed</i>	<i>O.K.</i> <i>Takes about 30-40 minutes to fall asleep, stares at spinning mobile</i>
9:00 PM		

6. Describe the extent to which you believe activities that occur during the day are predictable for your child. To what extent does the child know what he/she will be doing and what will occur during the day (e.g., when to get up, when to eat breakfast, when to play outside)? How does your child know this?

General class schedule, Danny doesn't seem aware of what he should do.

7. What choices does the child get to make each day (e.g., food, toys, activities)?

Classroom activity choices, Danny's pretty limited in what he tries. At home, he will choose toys and sometimes snacks.



C. Identify Events and Situations that may Trigger Behavior(s)

1. **Time of Day:** *When* are the behaviors most and least likely to happen?

Most likely: *After 11 a.m.*
Coming in from outside

Least likely: *Choice time, unless adult makes demands. After nap, during play.*

2. **Settings:** *Where* are the behaviors most and least likely to happen?

Most likely: *Structured activities; Moving from one location to another.*

Least likely: *Free choice, no structure; At home, in pool, on swing.*

3. **Social Control:** *With whom* are the behaviors most and least likely to happen?

Most likely: *Unfamiliar people; Teacher.*

Least likely: *Mother*

4. **Activity:** *What* activities are most and least likely to produce the behaviors?

Most likely: *Any activity an adult directs; Stopping swinging, stopping bath, end swimming; Sitting at a table.*

Least likely: *Videos, spin toys, toys with wheels, balls, pool, swing.*

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

Interruption of pool play or bath, transitions.

6. What one thing could you do that would most likely make the challenging behavior occur?

Ask him to sit for a story, ask him to sit at a table

7. What one thing could you do to make sure the challenging behavior did not occur?

Play with water activity.



D. Describe the Child's Play Abilities and Difficulties

1. Describe how your child plays (with what? how often?).

Solitary play, balls, wheels, trains

2. Does your child have challenging behavior when playing? Describe.

Only if adult joins or makes him stop.

3. Does your child play alone? What does he/she do?

Balls, wheels, trains, hums while he does the activity.

4. Does your child play with adults? What toys or games?

Only in rigid ways. Trains always need to be in same order and connected.

5. Does your child play with other children his/her age? What toys or games?

No, leaves area when other children join him.

6. How does your child react if you join in a play activity with him/her?

Cries, screams, or leaves

7. How does your child react if you stop playing with him/her?

Will ignore you or come and bring you back (if you play his way)

8. How does your child react if you ask him/her to stop playing with a toy and switch to a different toy?

Has challenging behavior.



E. Identify the "Function" of the Challenging Behavior(s)

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

Behavior	What does he /she get?	OR	What exactly does he/she avoid?
1. <i>Drops, resists moving</i>	<i>Picked up by adult</i>		<i>Transition is delayed,</i>
2. <i>Cries, screams when you play wrong way</i>	<i>Adult plays "his way"</i>		
3. <i>Roams room while eating</i>			<i>Ignored, gets out of sitting</i>
4.			
5.			
6.			
7.			
8.			
9.			
10.			

2. Describe the child's most typical response to the following situations:

a. Are the above behavior(s) more likely, less likely, or unaffected if you present him/her with a difficult task?

More likely

b. Are the above behavior(s) more likely, less likely, or unaffected if you interrupt a desired event (eating ice cream, watching a video)?

More likely

c. Are the above behavior(s) more likely, less likely, or unaffected if you deliver a "stern" request/command/reprimand?

Does not occur

d. Are the above behavior(s) more likely, less likely, or unaffected if you are present but do not interact with (ignore) the child for 15 minutes?

Less likely

e. Are the above behavior(s) more likely, less likely, or unaffected by changes in routine?

More likely

f. Are the above behavior(s) more likely, less likely, or unaffected if something the child wants is present but he/she can't get it (i.e., a desired toy that is visible but out of reach)?

More likely

g. Are the above behavior(s) more likely, less likely, or unaffected if he/she is alone (no one else is present)?

Less likely



F. How Well Does the Behavior Work?

1. What amount of physical effort is involved in the behaviors (e.g., prolonged intense tantrums vs. simple verbal outbursts, etc.)?

Tantrums last 5-15 minutes; Roaming while eating is during the whole meal.

2. Does engaging in the behaviors result in a “payoff” (getting attention, avoiding work) every time? Almost every time? Once in a while?

Almost every time, we try to keep him happy.

3. How much of a delay is there between the time the child engages in the behavior and gets the “payoff?” Is it immediate, a few seconds, longer?

Few seconds

G. How Does the Child Communicate?

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

Pulls you to object or area and hums loudly

2. If your child is trying to tell you something or show you something and you don't understand, what will your child do? (repeat the action or vocalization? modify the action or vocalization?)

Repeats movement, hums louder and may whine.



3. Tell me how your child expresses the following:

FUNCTION OF COMMUNICATION	FORM OF COMMUNICATION																								
	NONSYMBOLIC FORM															SYMBOLIC FORM									
	Proximity	Facial Expression	Laughing/Squealing	Crying/ Whining	Tapping/Touching	Pulling by the Hand	Tantrum	Aggression (hit, pinch)	Self-injury	Giving	Pulling/Pushing Away	Showing	Reaching	Waving	Pointing	Head Shake	Head Nod	Vocalizing	Other:	Single Words (spoken)	Echolalia	Word Combinations	Sign Language	Pictures/ Written Words	Other:
Regulate Behavior																									
Request Object				X			X	X				X											X		
Request Action/Activity				X			X	X		X		X													
Protest Object				X			X	X		X															
Protest Action/ Activity				X			X	X		X															
Draw Attention to Self																									
Request Social Game																									
Request Comfort	X						X																		
Greet																									
Call																									
Take Turn				X			X																		
Show Off															X										
Draw Attention to Object or Event																									
Label or Comment																					X				
Provide Information				X			X	X		X															
Request Information				X			X	X																	

4. With regard to receptive communication ability:

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

Hold hand; show me; etc.

b. Is the child able to imitate someone demonstrating how to do a task or play with a toy?

Resists new tasks.

c. Does the child respond to sign language or gestures? If so, approximately how many? (List, if only a few.)

Gestures – Hold hand, eat, drink.

d. How does the child tell you “yes” or “no” (if asked whether he/she wants to do something, go somewhere, etc.)?

Whines or hums louder for “no,” pushes hand or item for “no,” takes item for “yes.”



H. Explain Child's Preferences and Previous Behavior Interventions

1. Describe the things that your child really enjoys. For example, what makes him/her happy? What might someone do or provide that makes your child happy?

Swings, water, toy mower, "Thomas the Train" videos.

2. What kinds of things have you or your child's care providers done to try and change the challenging behaviors?

Following through, don't give up. Tell him "show me." At home they verbally reprimand.

I. Develop Summary Statements for Each Major Trigger and/or Consequence

Setting Event	Triggers	Challenging Behavior	Maintaining Consequence	Function