

## Student-Directed Functional Assessment Interview

Student Name: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Referring Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

- I. Explain interview process to youth:** Including... *“We are meeting today to find ways to change school so that you like it more and you are more successful. This interview will take about 30 minutes. I can help you best if you answer honestly. You will not be asked anything that might get you in trouble.”*

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Assist the student to identify their strengths, preferences and specific behaviors that are resulting in problems in the school or classroom. Making suggestions or paraphrasing statements can help the student clarify his or her ideas. You should also have a list of strengths and problem behaviors nominated by the referring teacher.

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**II. Identify youth strengths and preferences**

*(What things do you like to do at school? What makes you feel proud/successful?)*

1.

2.

3.

4.

5.

**Define the behaviors of concern**

*(What do you do that gets you in trouble?)*

1.

2.

3.

4.

5.

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**III. Complete student schedule.** Use the Student Daily Schedule matrix to identify the times and classes in which the student performs problem behavior. Focus the interview on those times that are **most likely** to result in problem behavior.

\* You will use the numbers to the left as codes for the identified behaviors as you complete the rest of the interview

### Student Daily Schedule

Please place an "X" in each column to show the times and classes where you have difficulty with the behaviors we talked about. If you have a lot of difficulty during a period, place an "X" on or near the 6. If you have a little difficulty during the class or hall time, place the "X" on or near the 1. We can practice on a couple together before we start.

	Before School	1 <sup>st</sup> Prd.	Hall	2 <sup>nd</sup> Prd.	Hall	3 <sup>rd</sup> Prd.	Hall	4 <sup>th</sup> Prd.	Lunch	5 <sup>th</sup> Prd.	Hall	6 <sup>th</sup> Prd.	Hall	7 <sup>th</sup> Prd.	Hall	8 <sup>th</sup> Prd.	After School	Bed-time
Subject:																		
Teacher:																		
Most Difficult (6)																		
5																		
4																		
3																		
2																		
Least Difficult (1)																		

