Early Childhood Functional Assessment Interview

Name: ___________________________ Age: ______ Date: ________________
Respondent(s): ____________________________ ____________________________

PART A

Child strengths (identify at least 3 strengths and contributions the child brings to school and/or home):

________________________________________________________________________

Identify the problem behavior(s):

___ Withdrawn  ___ Physical Aggression  ___ Disruptive  ___ Theft
___ Unresponsive  ___ Verbally Inappropriate  ___ Work not done  ___ Tantrums
___ Self-injury  ___ Verbal Harrassment  ___ Noncompliance/not following directions
___ Other: ____________________________

What does the problem behavior look like? __________________________________

What do you do now when problem behavior occurs? __________________________

PART B

Daily Routines and Behavior Analysis:

<table>
<thead>
<tr>
<th>Activity/Routine</th>
<th>Type of Problem Behavior</th>
<th>How likely is problem behavior during this routine?</th>
<th>What strategies are you currently using?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Low 1 2 3 4 5 6</td>
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<td>1 2 3 4 5 6</td>
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<td>1 2 3 4 5 6</td>
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</tbody>
</table>

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Problematic activity/routine #1: Choose the activity/routine that is the most problematic and complete the following section.

Activity/Routine: ____________________________________________

Behavior: ____________________________________________________

How often does problem behavior occur? _________________________

How long does it usually last when it does occur? ________________

How concerned are you about this problem behavior?

A little                                           Somewhat                                           Very

1        2        3        4        5        6

What happens before the problem behavior (antecedents/triggers)?

  __ structured activity
  __ with peers
  __ difficult task
  __ other, describe ____________

  __ unstructured time/transition
  __ reprimand/correction
  __ tasks too boring

  __ socially isolated
  __ physical demand
  __ activity too long

What happens after the problem behavior (response/consequence)?

  __ adult attention (including correction/reprimand)
  __ preferred activity
  __ escapes an undesired activity
  __ escapes adult attention
  __ other, describe: __________

  __ gets money/things
  __ escapes physical effort
  __ escapes peer negatives

  __ peer attention
  __ escapes a hard task
  __ escapes reprimand

PART C

SUMMARY

<table>
<thead>
<tr>
<th>Antecedents/ Triggers</th>
<th>Problem Behavior</th>
<th>Response/ Consequence</th>
<th>Maintaining Function</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Get peer attention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Get adult attention</td>
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<td>□ Access preferred activity</td>
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<td>□ Access tangible</td>
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<td>□ Escape task</td>
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<td></td>
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<td>□ Escape peer attention</td>
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<tr>
<td></td>
<td></td>
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<td>□ Escape adult attention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Sensory</td>
</tr>
</tbody>
</table>

How accurately does this summary describe your experience with this child?

Low

1  2  3  4  5  6

High

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