**Basic FBA- Family Interview**

Complete the interview below with student’s parent(s)/guardian(s). Item written in **bold** are the questions to ask parents/guardians. Answers should be written or typed in the white spaces below the questions. The summary statement at the bottom should be completed by the interviewer (not the parent/guardian).

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| **Demographic Information** |
| Student:      | Grade:      | Date:      |
| Respondent:       | Interviewer:       |

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| **What are your child’s strengths? (*Can select more than 1 option*)** |
| [ ] Friendly[ ] Helpful[ ] Sociable[ ] Organized[ ] Natural leader | [ ] Liked by peers[ ] Self-starter[ ] Follows directions[ ] Honest | [ ] Easygoing[ ] Respectful[ ] Kind[ ] Funny[ ] Positive | [ ] Hard worker[ ] Good communicator[ ] Other:       |

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| **What are your child’s preferences?** *(Can list multiple) (Examples: preferred items, activities, food/snacks, peers)* |
| List the preferences below:       |
| **What does your child like to do during his/her free time?** *(Please describe)* |
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| **What behavior(s) are you most concerned about at home?** *(Please describe)* |
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| **Possible Antecedents: When problem behavior happens at home, describe what happens right before that problem behavior occurs**. *(Please describe)* |
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| *If parent/guardian has difficulty identifying antecedents, the interviewer can ask the questions in the row below, and check off antecedents that match what the parent says. You do not need to read off every check box, but some check boxes can be read if a parent is struggling to give examples or identify an antecedent.*  |
| **Does the problem behavior happen if you give your child a task to complete (e.g. group work, independent work, etc.)** | **Does the problem behavior happen if your child has unstructured time at home?** | **Does the problem behavior happen if you reprimand your child for something? (e.g., tell them “no,” “stop,” don’t give them something they want)** | **Does problem behavior happen if your child has to transition to or away from something?** | **Does problem behavior happen if your child is not getting any attention/isolated?** | [ ] Other:       |
| [ ] When asked to do a chore or task[ ]  When it is time to do homework[ ]  When told to do something non-preferred | [ ] Tasks that are difficult or confusing[ ] Not prepared with necessary materials[ ] Multi-step work or projects[ ] Given a direction to follow  | [ ] Unstructured situations or settings | [ ]  When told “no” or “stop” [ ] When corrected[ ] When he/she cannot have something they want[ ] When given an ultimatum | [ ] Transitions[ ]  When there is a change in routine | [ ] When working or playing independently[ ] When adult attention is on others |

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| **Possible Consequences: thinking about the problem behaviors you are concerned about, please tell how you or others at home typically respond when those problem behaviors occur.** *(Please describe)* |
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| *If parent/guardian has difficulty identifying consequences, the interviewer can ask the questions in the row below, and check off consequences that match what the parent says. You do not need to read off every check box, but some check boxes can be read if a parent is struggling to give examples or identify a consequence.*  |
| **When problem behavior happens, do you give your child attention in some form?** (e.g., give “the look,” correct my child, comfort/soothe my child, etc.)*Obtain attention…* | **When problem behavior happens, do you give your child what they’re asking for?***Obtain item/activity…* | **When problem behavior happens, do you give your child access to sensory things?** (e.g., squeezes, bear hugs, swing time, etc.)*Obtain other…* | **When problem behavior happens, does your child then spend time by themselves? (**e.g., sent to timeout, sent to bedroom)*Avoid attention…* | **When problem behavior happens, does your child get anything taken away, or have to stop doing a task he/she was supposed to be doing?***Avoid activity or task…* | *Avoid other…* |
| [ ] Give a nonverbal cue (e.g., give “the look”)[ ] Verbally correct or prompt[ ] Assist my child [ ] Speak to my child afterward[ ] Provide a reminder of what is and isn’t appropriate[ ] Explain and discuss the issue[ ] Comfort/ soothe child | [ ] Let him/her have what they are asking for | [ ] Other:       | [ ] Send child to bedroom or quiet area by themselves | [ ] He/she gets out of or delays doing the task[ ] Take away an activity or free time[ ] Take a privilege away[ ] Send child to bedroom or quiet area by themselves (they don’t have to do what they were supposed to do) | [ ] Other:       |

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| **Summary Statement:**  |
| Identify the hypothesis that will be used to build a behavior support plan. Mark your confidence in the hypothesis statement.  |
| **Antecedent(s)** | **Problem Behavior:** | **Consequences:** |
|       |       |       |
|  **Not Real Sure 100% Sure**  [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6  |