

**DESOTO PARISH SCHOOLS
FUNCTIONAL BEHAVIOR ASSESSMENT
Teacher Interview**

Student: _____ Student #: _____ Grade: _____

Teacher: _____ School: _____ Subject: _____

How long have you known this student? Please identify strengths/contributions presented by this student.

Current Behavior(s) of Concern to be assessed and addressed through an individualized Behavior Intervention Plan (BIP).

Identify the behavior(s) of concern:

What does this behavior(s) look like?

Are other students prevented from learning due to this behavior? _____

After the behavior(s) ends how long does it take for the student to be able to return and engage appropriately in classroom activities? _____

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What are the events/settings that predict when this behavior will occur? Check all that apply under each section.

Location	Person	Time	Academic Settings	Setting Event(s)
<input type="checkbox"/> In Class	<input type="checkbox"/> Peer(s)	<input type="checkbox"/> Before School	<input type="checkbox"/> All Classes	<input type="checkbox"/> Use of Medication
<input type="checkbox"/> Hall	<input type="checkbox"/> Teacher(s)	<input type="checkbox"/> Morning	<input type="checkbox"/> Reading	<input type="checkbox"/> Illness
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Staff	<input type="checkbox"/> Lunch	<input type="checkbox"/> Math	<input type="checkbox"/> Conflict at Home
<input type="checkbox"/> Bus	<input type="checkbox"/> Alone	<input type="checkbox"/> Afternoon	<input type="checkbox"/> Science	<input type="checkbox"/> Academic Failure
<input type="checkbox"/> Recess		<input type="checkbox"/> Transition	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Negative Social Skills
<input type="checkbox"/> Bathroom		<input type="checkbox"/> After school	<input type="checkbox"/> Enrichment	<input type="checkbox"/> Other
<input type="checkbox"/> Other		<input type="checkbox"/> Other		

Environmental Features

<input type="checkbox"/> Reprimand/Correction	<input type="checkbox"/> Independent Activity	<input type="checkbox"/> Task too boring
<input type="checkbox"/> Physical Demands	<input type="checkbox"/> Group Activity	<input type="checkbox"/> Activity too long
<input type="checkbox"/> Socially Isolated	<input type="checkbox"/> Unstructured time	<input type="checkbox"/> Task too Difficult
<input type="checkbox"/> Other _____	<input type="checkbox"/> Structured Activity	<input type="checkbox"/> Task too Easy

What consequences seem to maintain this behavior? Check all that apply in both sections.

Things Student Obtained	Things Student Avoided or Escaped
<input type="checkbox"/> Adult attention	<input type="checkbox"/> Preferred activity
<input type="checkbox"/> Peer attention	<input type="checkbox"/> Money/Things
<input type="checkbox"/> I don't know	<input type="checkbox"/> Difficult tasks
	<input type="checkbox"/> Peer negatives
	<input type="checkbox"/> Physical effort
	<input type="checkbox"/> Reprimands
	<input type="checkbox"/> Adult attention
	<input type="checkbox"/> I don't know

What current efforts have been used to manage/control this problem behavior? (Check all that apply.)

<input type="checkbox"/> Change Seating	<input type="checkbox"/> Detention	<input type="checkbox"/> Reward System
<input type="checkbox"/> Contact Parent	<input type="checkbox"/> Reprimand/Redirect	<input type="checkbox"/> Referral to Counselor
<input type="checkbox"/> Send to Office	<input type="checkbox"/> Loss of Privilege	<input type="checkbox"/> Reteach Expected Behavior(s)
<input type="checkbox"/> Time Out	<input type="checkbox"/> Meet with Student	<input type="checkbox"/> Other

Teacher's Signature

Date