

# Open-Ended Functional Assessment Interview

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## Step 1: Basic Information

Date of Interview: \_\_\_\_\_

Child/Client: \_\_\_\_\_

Respondent: \_\_\_\_\_

Respondent's relation to child/client: \_\_\_\_\_

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

### RELEVANT BACKGROUND INFORMATION

1. His/her date of birth and current age: \_\_\_\_ - \_\_\_\_ - \_\_\_\_    \_\_\_\_ yrs \_\_\_\_ mos

Male/Female

2. Describe his/her language abilities.

Non-verbal     1-word utterances     Short disfluent sentences     Full fluency

Comments:

3. Does he/she attend private / public / home school / no school / other: \_\_\_\_\_

4. Describe his/her play skills and preferred toys or leisure activities.

5. What else does he/she prefer?

6. Is your child taking any medication(s) for their problem behavior? If yes list all medications below:

## Step 2: Questions to Inform the Design of the Functional Analysis

*TO DEVELOP OBJECTIVE DEFINITIONS OF OBSERVABLE PROBLE BEHAVIORS*

7. What are the problem behaviors? What do they look like?

Aggression       Disruption       SIB       Other

*Comments:*

8. What is the single-most concerning problem behavior?

9. What are the top 3 most concerning problem behaviors? Are there other behaviors of concern?

1.

2.

3.

*Other:*

*TO DETERMINE THE PRECAUTIONS REQUIRED WHEN CONDUCTING THE FUNCTIONAL ANALYSIS*

10. Describe the range of intensities of the problem behaviors and the extent to which he/she or others may be hurt or injured from the problem behavior.

*High range:*

*Moderate range:*

*Low range:*

*Comments:*

*TO ASSIST IN IDENTIFYING PRECURSORS TO DANGEROUS PROBLEM BEHAVIOR*

- 11. Do the different types of problem behavior tend to occur in bursts or clusters and/or does any type of problem behavior typically precede another type of problem behavior (e.g., yelling preceding hitting)?**

*TO DETERMINE THE ANTECEDENT CONDITIONS*

- 12. Under what conditions or situations are the problem behaviors most likely to occur?**

- 13. Do the problem behaviors reliably occur during any particular activities?**

- 14. What seems to trigger the problem behavior?**

- 15. Does problem behavior occur when you break routines or interrupt activities? If so, describe.**

**16. Does the problem behavior occur when it appears that he/she won't get his/her way? If so, describe the things that the child often attempts to control.**

*TO DETERMINE THE CONSEQUENCES*

**17. How do you and others react or respond to the problem behavior?**

**18. What do you and others do to calm him/her down once he/she engaged in the problem behavior?**

**19. What do you and others do to distract him/her from engaging in the problem behavior?**

*FINAL QUESTIONS*

**20. What do you think he/she is trying to communicate with his/her problem behavior, if anything?**

**21. Do you think this problem behavior is a form of self stimulation? If so, what gives you that impression?**

**22. Why do you think he/she is engaging in the problem behavior?**