

Functional Assessment Interview (FAI)

Person of Concern	KC	Age	11	Sex	M
Date of Interview	October 12, 2013	Interviewer	Andrea Wilson/Amy Johnstone		
Respondents	Amy Johnstone				

SECTION A: Describe the Behavior

- For each of the behaviours of concern, define the topography (how it is performed), frequency (how often it occurs per day, week, or month), duration (how long it lasts when it occurs), and intensity (how damaging or destructive the behaviors are when they occur).

	Behavior	Topography	Frequency	Duration	Intensity
a.	Refusal to do work	"I'm not doing this," (whining - speaking voice volume) leans back in chair, arms crossed, lays down on desk	5-10 x/day	5-15 minutes	Medium to high (due to adult attention required)
b.	Disrupting other students	Poking other students, wanders around the room and talks to others, kicks a pillow soccer ball around the room, throws small items at other students	3-5 x/day	1-3 minutes	Medium to high
c.	Defiance towards non-preferred adults	Talking back to adults ("no," "whatever") arguing, walking away	1-3 x/day	1-3 minutes	Medium to high
d.	Off task when he should be doing independent work	Shaves pencil with scissors, cuts desk with scissors, play with play dough, cuts erasers up	5-10 x/day	1-3 minutes	Low to medium

- Which of the behaviors described above are likely to occur together in some way? Do they occur about the same time? In some kind of predictable sequence or "chain"? In response to the same kind of situation?

Usually more than one (depending on adult intervening):

- refusal to do work/disruption of peers/defiance towards non-preferred adults**

SECTION B: Define Ecological Events/Setting Events That Predict or Set Up the Problem Behavior

1. What medication(s) is the person taking (if any), and how do you believe these may affect his/her behavior?

N/A

2. What medical or physical conditions (if any) does the person experience that may affect his/her behavior (e.g., asthma, allergies, rashes, sinus infections, seizures, problems related to menstruation)?

ADHD

3. Describe the sleep patterns of the individual and the extent to which these patterns may affect his/her behavior.

Some morning KC has to get up early for hockey. This typically results in a more challenging day (increased behaviours).

4. Describe the eating routines and diet of the person and the extent to which these may affect his/her behavior.

Vegetarian - unsure about protein intake, as not a lot of protein is provided for lunch. Typically eats a small sandwich or a salad and a drink for lunch. Often pre-packaged.

5. Briefly list:

- a. The person's typical daily schedule of activities. Check the boxes by those activities the person enjoys and those activities most associated with problems.

Enjoys	Problems		Enjoys	Problems	
<input type="checkbox"/>	<input type="checkbox"/>	6:00	<input checked="" type="checkbox"/>	<input type="checkbox"/>	11:45 Lunch
<input type="checkbox"/>	<input type="checkbox"/>	7:00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12:30 Math
<input type="checkbox"/>	<input checked="" type="checkbox"/>	8:30	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1:15 Study Hall
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	9:15	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2:00 Science or Art
					P.E.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	10:00	<input type="checkbox"/>	<input type="checkbox"/>	2:45 Goes Home
<input type="checkbox"/>	<input type="checkbox"/>	10:15	<input type="checkbox"/>	<input type="checkbox"/>	Tutoring
<input type="checkbox"/>	<input type="checkbox"/>	11:00	<input type="checkbox"/>	<input type="checkbox"/>	Math

- b. To what extent are the activities on the daily schedule predictable for the person, with regard to what will be happening, when it will occur, with whom, and for how long?

Class schedule is predictable from week to week; it is found on the board, and in each child's planner. When possible children informed of any changes ahead of time.

- c. To what extent does the person have the opportunity during the day to make choices about his/her activities and reinforcing events (e.g., food, clothing, social companions, and leisure activities)?

With classroom teacher:

- **Given choice for how to respond to a given task (differentiation)**
- **Choice to ask for a break when necessary; is able to choose from agreed upon activities.**

With tutors and other teachers:

- **Less choice available**

6. How many other persons are typically around the individual at home, school, or work (including housemates, classmates, and staff)? Does the person typically seem bothered in situations that are more crowded and noisy?

- **In classroom: 13 other students and 3 adults**
- **During tutoring: 1 other student and 2 adults**
- **During study hall: 8 other students and 1 adult**

KC is not typically bothered by noise but behaviours can increase in busier environments if participating in non-preferred activity.

7. What is the pattern of staffing support that the person receives in home, school, work, and other settings (e.g., 1:1, 2:1)? Do you believe that the number of staff, the training of staff, or their social interactions with the person affect the problem behaviors?

In class ration 14:3 unless receiving 1:1 support from classroom teacher or aide.

Tutoring is 1:1.

Study Hall is 8:1.

SECTION C: Define Specific Immediate Antecedent Events That Predict When the Behaviors are Likely and Not Likely to Occur

1. Times of the Day: When are the behaviors most and least likely to happen?

Most Likely: **p.m., writing, reading, new tasks**

Least Likely: **recess, lunch, math in the a.m. (when movement is involved in math task)**

2. Settings: Where are the behaviors most and least likely to happen?

Most Likely: **in the classroom, study hall**

Least Likely: **tutoring**

3. People: With whom are the behaviors most and least likely to happen?

Most Likely: **(greater intensity, frequency and duration) less familiar, less consistent adults (SS teacher, TOC's, most tutors)**

Least Likely: **(less intensity, frequency and duration) more familiar, more consistent adults (classroom teacher, two preferred SEA's)**

4. Activity: What activities are most and least likely to produce the behaviors?

Most Likely: **any tasks that involve writing or reading, tasks with perceived difficulty/unfamiliar tasks, games he is not winning**

Least Likely: **activities when he is moving around or engaged physically, activities that are familiar and have been successful in the past, games he is winning**

5. Are there particular or idiosyncratic situations or events not listed above that sometimes seem to “set off” the behaviors (e.g., particular demands, noises, lights, clothing)?

Public criticism or correction

6. What one thing could you do that would most likely make the undesirable behaviors occur?

Have him work independently on a piece of writing or reading, in his seat, and then offer corrective feedback in front of the class.

7. Briefly describe how the person's behavior would be affected if:

- a. You asked him/her to perform a difficult task.

The likelihood of behaviours would increase and escalate quickly (refusal to work – disrupting other students) without adult intervention (i.e. working independently)

- b. You interrupted a desired activity, such as eating ice cream or watching TV.

The likelihood of behaviours would increase (i.e. ending a PE activity/game he is enjoying leads to whining, defiance, walking out)

- c. You unexpectedly changed his/her typical routine or schedule of activities.

Does not typically increase behaviours, unless the change is the absence of the classroom teacher (TOC/unfamiliar adult present)

- d. He/she wanted something but wasn't able to get it (e.g., a food item up on a shelf).

The likelihood of behaviours would increase (i.e. wanted his choice in PE activity but didn't get it; wanted to keep playing but time was up)

- e. You didn't pay attention to the person or left him/her alone for a while (e.g., 15 minutes).

The likelihood of behaviours would increase and escalate (increase in intensity) during classroom activities.

SECTION D: Identify the Consequences or Outcomes of the Problem Behaviors That May Be Maintaining Them (i.e., The Functions They Serve for the Person in Particular Situations)

1. Think of each of the behaviors listed in SECTION A and try to identify the specific consequences or outcomes the person gets when the behaviors occur in different situations.

Behavior	Particular Situations	What Does He/She Get?	What Exactly Does He/She Avoid?
a. Refusal to do work	Writing or reading, new task, partnered with a non-preferred peer, non-preferred adult presenting the demand	Attention from adults - reminders, offer for help	Delays beginning the task
b. Disrupting other students	Later in the day, non-preferred task, partnered with a non-preferred peer, non-preferred adult presenting the demand	Attention from adults - reminders, offer for help; peer attention – “stop it,” snickering, engagement in activity	Delays beginning/completion of task
c. Defiance towards non-preferred adults	non-preferred adult presenting the demand, seatwork in study hall, transitions (in the hallways), when given corrective feedback	Attention from adults – verbal reprimand (corrective feedback); peer attention – laughing, watching	Delays demand/task
d. Off task when he should be doing independent work	In the morning, writing or reading, new task	Adult attention – reminder, offer for help	Delays completion of task

SECTION E: Consider the Overall Efficiency of the Problem Behavior. Efficiency is the Combined Result of (a) How Much Physical Effort is Required, (b) How Often the Behavior is Performed Before It is Rewarded, and (c) How Long the Person Must Wait to Get the Reward.

Behavior	Low Efficiency				High Efficiency
a. Refusal to do work	1	2	3	<u>4</u>	5
b. Disrupting other students	1	2	3	<u>4</u>	5
c. Defiance towards non-preferred adults	1	2	<u>3</u>	4	5
d. Off task when he should be doing independent work	1	2	3	4	<u>5</u>

3. With regard to the person's receptive communication, or ability to understand other persons:
- Does the person follow spoken requests or instructions? If so, approximately how many?

Can follow 1 to 2 step verbal instructions, when interested/engaged with topic/activity – more likely in the morning than the afternoon.

Can follow multi-step visual instructions, when interested/engaged with topic/activity

- Does the person respond to signed or gestural requests or instructions? If so, approximately how many? (List only a few)

Follows instructions better when verbal directions are accompanied with visual prompts

- Is the person able to imitate if you provide physical models for various tasks or activities? (List only a few)

Yes, if provided with a visual model (step by step) and sample completed task/project, he is more likely to engage with the task and experience success.

- How does the person typically indicate *yes* or *no* when asked if he/she wants something, wants to go somewhere, and so on?

Uses simple or complex language to indicate yes or no.

SECTION H: What are the Things You Should Do and Things You Should Avoid in Working With and Supporting This Person?

- What things can you do to improve the likelihood that a teaching session or other activity will go well with this person?

Provide visuals, do hands-on or kinesthetic activities, provide 1:1 support, provide choice, build in breaks, breakdown tasks, scribe, graphic organizers, preferential seating, works best alone or with a preferred academic partner (not a friend), familiar/preferred tasks

- What things should you avoid that might interfere with or disrupt a teaching session or activity with this person?

Large quantities of writing or reading, public corrective feedback, lengthy seatwork without breaks or chunking, providing only verbal instructions, left to work alone on a non-preferred task, introducing a new task/concept

SECTION I: What are the Things the Person Likes and are Reinforcing for Him/Her?

- Food items: N/A
- Toys and objects:

Pillow soccer ball, play dough, fidget tools (stress balls), free time on the computer

3. Activities at home: **Unknown.**
4. Activities/outings in the community: **Hockey, dirt biking, skateboarding, enjoys spending time with Aunt and older brothers (do not live in the same home)**
5. Other: **Praise (preferably public)**

SECTION J: What Do You Know About the History of the Undesirable Behaviors, the Programs That Have Been Attempted to Decrease or Eliminate Them, and the Effects of Those Programs?

Behavior	How has this been a problem?	Programs	Effects
a. Refusal to do work	Grade 1/2	Public verbal reprimands, time outs, sent to office, sent to the hallway	Minimal
		<i>(in current class)</i> Choice, given breaks, 1:1 attention, consistency, completes unfinished work during recess	Decrease in duration, intensity and frequency - tasks complete eventually
b. Disrupting other students	Grade 2	Public verbal reprimands, time outs, sent to office, sent to the hallway, seat moved	Minimal
		<i>(in current class)</i> 1:1 attention, choice, given breaks, consistency, completes unfinished work during recess	Decrease in duration, intensity and frequency - tasks complete eventually
c. Defiance towards non-preferred adults	Grade 2	Public verbal reprimands, time outs, sent to office, sent to the hallway	Minimal
d. Off task when he should be doing independent work	Grade 1/2	Public verbal reprimands	Minimal
		<i>(in current class)</i> 1:1 attention, choice, given breaks, consistency, completes unfinished work during recess	Decrease in duration, intensity and frequency - tasks complete eventually

SECTION K: Develop Summary Statements for Each Major Predictor and/or Consequence

Distant Setting Event	Immediate Antecedent (Predictor)	Problem Behavior	Maintaining Consequence
<p>More likely if he is tired (hockey before school)</p> <p>More likely because he has difficulty sustaining attention, poor impulse control (ADHD), poor writing skills, poor reading skills (LD)</p>	<p>When KC is asked to do a writing task consisting of more than 5 sentences, asked to read a passage longer than a few sentences, or asked to perform a novel task</p>	<p>He will refuse to do work</p> <p>Looks/Sounds like: "I'm not doing this," (whining - speaking voice) leans back in chair, arms crossed, lays down on desk</p>	<p>In order to obtain adult attention/support and avoid starting the task independently</p>
<p>More likely if he is tired (afternoon)</p> <p>More likely because he has difficulty sustaining attention, poor impulse control (ADHD), poor writing skills, poor reading skills (LD)</p>	<p>When KC does not get preferred adult support/attention during a non-preferred activity</p>	<p>He will disrupt other students</p> <p>Looks like: Poking other students, wanders around the room and talks to others, kicks a pillow soccer ball around the room, throws small items at other students</p>	<p>In order to obtain preferred adult attention/support and avoid starting the task with a non-preferred adult</p>
<p>More likely if interacting with non-preferred adult</p> <p>More likely because he has poor impulse control (ADHD)</p>	<p>When KC is given public corrective feedback, in regards to his behaviour, during unstructured or transitional times</p>	<p>He will defy non-preferred adults</p> <p>Sounds/looks like: Talking back to adults ("no," "whatever") arguing, walking away</p>	<p>In order to "save face," and preserve social identity (i.e. look "cool" in front of peers); peer attention</p>
<p>More likely if he is tired (hockey before school)</p> <p>More likely because he has difficulty sustaining attention, poor impulse control (ADHD), poor writing skills, poor reading skills (LD)</p>	<p>When KC is left alone at his desk in the morning to complete a short written task</p>	<p>He will fidget with items in his desk</p> <p>Looks like: Shaves pencil with scissors, cuts desk with scissors, play with play dough, cuts erasers up, play with his calculator</p>	<p>In order to avoid task</p>

Diagram Summary Statement and Competing Behavior Paths



