Student Interview Guide

Functional Assessment Interview Tool – Student Interview Guide

Student: ___________________________ Date Completed: ____________ Interviewer: ____________

How would you describe yourself?

Allow for the student to generate his/her own ideas. If he/she is having a hard time, offer some examples of positive qualities. Write down all the student’s statements.

What are some of you interests or favorite things?

Give examples of hobbies, interests, activities to help the student think of things they like and like to do.

I’m going to show/read you a list of typical school activities. Which ones best answer the question: “I like school when...”?

- I can work by myself
- I can think creatively
- I get involved in an activity
- I can work with other kids
- I am interested in what I am learning
- There are activities or games
- I understand and can do the work
- I get to write
- I’m learning new things that interest me
- I get to see and talk with friends
- I get to work with other students
- List any other things you like about your school day:

Now we are going to talk about times when you get in trouble. What are some things you do that typically gets you in trouble with school staff?

If the student is having difficulty coming up with examples, talk about a recent situation where he/she got into trouble and have them talk about what happened.

I would like to talk about each of the behaviors you listed. For each one, I am going to ask you some questions. There is no right or wrong answers. I want to know your opinion about what is happening.

To complete this section with the student, the interviewer will need to fill in the blank with examples of behaviors listed by the student. If more detailed information is needed, use probing questions. Some examples of probes are provided below. In addition to the examples provided, the interviewer will likely need to come up with “on the spot” probes to get at the information.

<table>
<thead>
<tr>
<th>Before you told me about (recall a situation where the student got in trouble). Right before you (give an example of a behavior) what was happening in the class (or other setting)? Refer to the antecedents on the next page if the student is unable to come up with a description.</th>
<th>When you (give an example of a behavior) what are you thinking about? How are you feeling?</th>
<th>How do others (e.g., staff other students) react when you (give an example of a behavior)? You can refer to the examples of student/staff responses on the next page.</th>
<th>When staff (or students) (give an example of how they respond), how do you feel about their responses/what do you think about how others reacted?</th>
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### Antecedent Examples:

- Hard class material
- Easy class material
- Have to work alone
- Group work
- Not being prepared for class
- Multi-step work or projects
- Lecture: note taking required
- Lecture: listening only
- Have to read aloud or answer a question in front of class
- Peers teasing

- Beginning of class
- Changing activities
- Not knowing what to do
- Teacher gives a direction to class
- Teacher gives a direction to me
- Being corrected in front of class
- Not allowed to do something I want
- My friends are around
- Given an ultimatum
- When work feels long

### Teacher/Staff/Other Student Response Examples:

- Teacher gives me a look
- Teacher talks to me privately
- Teacher corrects me in front of others
- Teacher helps me with work
- Teacher speaks to me after class
- Teacher calls my parents
- Teacher takes away recess or other free time

- Teacher takes a privilege away
- Teacher deducts points from an assignment
- I get sent to an administrator
- Other students laugh or “egg” me on
- I go to guidance or CST
- Teacher has me take a break (e.g., go to the bathroom)
- Teacher assigns me detention