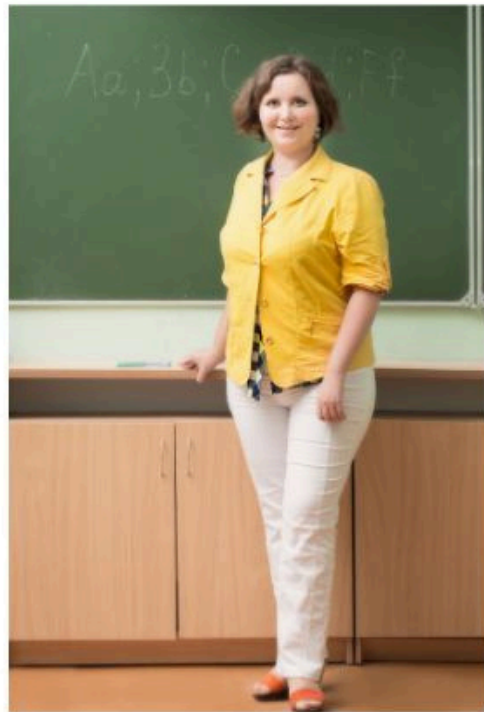


Functional Behavior Assessment *Interviews*



Parent, Teacher, and Student
Interview Forms

Gather meaningful
input from parents,
teachers, and
students to
strengthen your FBA.

SCROLL
to take a look inside!

Why Interviews Matter in an FBA

- Observations alone rarely tell the full story of behavior.
- Interviews capture history, patterns, triggers, and perspective that data sheets cannot.
- Parent, teacher, and student input helps teams avoid assumptions and incomplete hypotheses.
- Better input leads to stronger behavior plans and fewer revisions later.

Why Student Voice Matters in an FBA

- Student input is often overlooked in functional behavior assessments.
- Adults may misinterpret triggers, motivation, or what the student is trying to communicate.
- Including student voice leads to more accurate hypotheses and stronger intervention planning.
- It also increases student buy-in and ownership of behavior goals.

What's Included in This Resource?

- ★ Parent Interview Form
- ★ Teacher Interview Form
- ★ Student Interview Form
- ★ Printable PDF
- ★ Editable form fields for digital completion
- ★ Clickable checklists for faster data collection

The image shows two overlapping 'Parent Interview Form' documents. The top form is titled 'Parent Interview Form' and includes fields for 'Student Name', 'Age', 'Grade', 'Birthdate', and 'Today's Date'. It contains three numbered questions: 1. 'What are your child's strengths and interests? (Check all that apply)' with a list of traits like 'Caring', 'Creative', 'Organized', etc.; 2. 'What are some of your child's favorite terms or activities? What might they like to earn as an incentive or reward for good behavior?'; and 3. 'Does your child have any medical diagnoses? If yes, please explain.' The bottom form is partially visible and shows a question about medications.

The image shows two overlapping 'Teacher Interview Form' documents. The top form includes fields for 'Student Name', 'Age', 'Grade', 'Birthdate', and 'Today's Date'. It features a table for rating student behavior compared to a typical grade-level peer, with columns for 'Poor', 'Below Average', 'Average', and 'Above Average'. The table lists various behaviors such as 'attendance', 'understands oral directions', 'follows oral directions', etc. Below the table is a 'Comments' section. The bottom form is partially visible and shows a question about the problem behavior.

The image shows two overlapping 'Student Interview Form' documents. The top form includes fields for 'Student Name', 'Age', 'Grade', 'Birthdate', and 'Today's Date'. It contains four numbered questions: 1. 'What are some things you do that get you in trouble or that are a problem at school? (e.g., talking out, fighting, not doing work, etc.)'; 2. 'How often do these behaviors happen? (e.g., every day, once a week, etc.)'; 3. 'How long does it usually last when the behaviors happen?'; and 4. 'How serious is it when these behaviors happen? (e.g., are other students distracted, is anything damaged, is anyone hurt?)'. The bottom form is partially visible and shows a question about the problem behavior.

Parent Interview Forms

Get family insight that strengthens hypotheses and reinforcer planning.

Key Areas Include:

- Strengths + interests (motivation)
- Reinforcers and preferred activities
- Diagnoses, medication, outside services
- Concerns + what's going well at school
- Behaviors at home + what parents try

The image shows two overlapping copies of a 'Parent Interview Form' from 'The Responsive Educator'. The top form is page 1 and contains the following sections:

- Parent Interview Form**
- Student Name _____ Age _____ Grade _____
- Birthdate _____ Today's Date _____
- 1. What are your child's strengths and interests? (Check all that apply)
- Two columns of checkboxes for traits: friendly, helpful, sociable, organized, natural leader, liked by peers, has lots of friends, self-starter, socially aware, follows directions, honest, easygoing, attentive to instruction, kind to adults, kind to other children, good sense of humor, positive attitude/outlook, good communication skills, hard-worker, and other.
- 2. What are some of your child's favorite items or activities? What might they like to earn as an incentive or reward for good behavior?
- 3. Does your child have any medical diagnoses? If yes, please explain.
- Page 1 | The Responsive Educator logo

The bottom form is page 2 and contains:

- Parent Interview Form**
- Take any medications? If yes, please list medications, dosages, and time taken.
- Receive any services outside of school such as counseling, speech, OT, please list.
- Doing well at school for your child?
- Have about school for your child?
- Page 2 | The Responsive Educator logo

Teacher Interview Forms

Clarify patterns, academic factors, and what's already been tried

Key Areas Include:

- Peer comparison ratings (skills + behavior)
- Academic snapshot + missing work patterns
- Clear definitions of top problem behaviors
- Triggers, peer reactions, time-of-day patterns
- Strategy history (reinforce / reteach / correct)

The image shows two overlapping 'Teacher Interview Form' documents from 'The Responsive Educator'. The top form is page 1, featuring a table for rating student behavior compared to a typical peer. The table has columns for 'Poor', 'Below Average', 'Average', and 'Above Average', and rows for various skills and behaviors. The bottom form is page 2, containing questions about communication with parents/guardians and attempted strategies for behavior reinforcement.

Teacher Interview Form

Student Name _____ Age _____ Grade _____
Birthdate _____ Today's Date _____

Rate the student compared to a typical grade-level peer	Poor	Below Average	Average	Above Average
attendance	☐	☐	☐	☐
understands oral directions	☐	☐	☐	☐
follows oral directions	☐	☐	☐	☐
effective verbal communication	☐	☐	☐	☐
focus/attention skills	☐	☐	☐	☐
uses time effectively	☐	☐	☐	☐
able to complete classwork independently	☐	☐	☐	☐
organization	☐	☐	☐	☐
class participation	☐	☐	☐	☐
adapts to change	☐	☐	☐	☐
homework completion	☐	☐	☐	☐
follows school rules	☐	☐	☐	☐
follows classroom rules	☐	☐	☐	☐
controls impulsivity	☐	☐	☐	☐
takes responsibility	☐	☐	☐	☐
accepts correction	☐	☐	☐	☐
displays self-confidence	☐	☐	☐	☐
self-advocacy	☐	☐	☐	☐
social/interpersonal skills with peers	☐	☐	☐	☐
social/interpersonal skills with school staff	☐	☐	☐	☐
consistently daily performance	☐	☐	☐	☐
other:	☐	☐	☐	☐
other:	☐	☐	☐	☐

Comments _____

1 | Page The Responsive Educator

Teacher Interview Form

9. Have you communicated with parents/guardians regarding these behaviors? When? _____

Attempted Strategies: Reinforcement of Appropriate Behavior (check all used)
☐ Increase acknowledgement of appropriate behaviors (for example, increase in verbal praise, use of tokens or other earned items). Briefly describe: _____

☐ Whole class reward system for appropriate behavior. Briefly describe: _____

☐ Individual reward system. Briefly describe: _____

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Student Interview Forms

Capture perspective that adults often miss to improve accuracy & buy-in

Key Areas Include:

- What the behavior looks like (frequency/intensity)
- When/where it happens most and least
- Triggers + setting events
- What happens after (adult/peer reactions)
- Coping strategies + what support helps

The image shows two overlapping 'Student Interview Form' documents. The forms are white with black text and a blue border. The top form is slightly offset to the left and top, showing its full content. The bottom form is offset to the right and bottom, showing only its top portion. Both forms include fields for Student Name, Age, Grade, Birthdate, and Today's Date. They also have a section for 'Target/Problem Behaviors' with four numbered questions: 1. What are some things you do that get you in trouble or that are a problem at school? (e.g., talking out, fighting, not doing work, etc.) 2. How often do these behaviors happen? (e.g., every day, once a week, etc.) 3. How long does it usually last when the behaviors happen? 4. How serious is it when these behaviors happen? (e.g., are other students distracted, is anything damaged, is anyone hurt?) The forms also have a section for 'What happens after' with questions about adult/peer reactions and coping strategies. The logo 'The Responsive Educator' is visible at the bottom of both forms.

How These Forms Support Better FBAs & BIPs

- ✓ Reduces missing information that leads to weak interventions
- ✓ Builds stronger hypotheses using multiple perspectives
- ✓ Improves team collaboration and shared understanding
- ✓ Supports ethical, data-informed decision making
- ✓ Saves time during meetings and documentation

Flexible Use in Real Schools

- ★ Send forms home or complete during conferences
- ★ Use for in-person or phone interviews
- ★ Assign digitally or print as needed
- ★ Use with general education, special education, and behavior teams
- ★ Works as a stand-alone tool or as part of a full FBA system

Pair With the Full FBA & BIP System

These FBA Interview Forms are part of a larger behavior support system designed to guide the full cycle of assessment, intervention, and progress monitoring.

The Mega Behavior Bundle includes:

- ABC data charts & graphing
- Interview Forms
- Observation Tools
- Editable FBA & BIP Templates
- Progress Monitoring Charts & Graphing

