

INTERVIEW/SELF-REPORT FORM

Student _____ Respondent _____ Date ____/____/____

I. Problem Definition

1. Describe the student's target behavior(s)—primary problem behavior(s)—in objective terms.

II. Events and Situations Related to the Occurrence and Nonoccurrence of the Target Behavior(s)

2. In what situations does/do the target behavior(s) occur?

<i>Location</i>	<i>Time</i>	<i>Person(s)</i>	<i>Instructional Context</i>
<input type="checkbox"/> In class	<input type="checkbox"/> Arrival to school	<input type="checkbox"/> Teacher(s)	<input type="checkbox"/> Entire group
<input type="checkbox"/> Hallways	<input type="checkbox"/> Morning	<input type="checkbox"/> Specialist(s)	<input type="checkbox"/> Small group
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Lunch	<input type="checkbox"/> Support staff	<input type="checkbox"/> Individual
<input type="checkbox"/> Special classes	<input type="checkbox"/> Afternoon	<input type="checkbox"/> Bus driver	<input type="checkbox"/> Transition
<input type="checkbox"/> Bus	<input type="checkbox"/> Recess/break	<input type="checkbox"/> Peer(s)	<input type="checkbox"/> Other _____
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	

Comments: _____

3. In what situations are the student's behaviors most appropriate?

<i>Location</i>	<i>Time</i>	<i>Person(s)</i>	<i>Instructional Context</i>
<input type="checkbox"/> In class	<input type="checkbox"/> Arrival to school	<input type="checkbox"/> Teacher(s)	<input type="checkbox"/> Entire group
<input type="checkbox"/> Hallways	<input type="checkbox"/> Morning	<input type="checkbox"/> Specialist(s)	<input type="checkbox"/> Small group
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Lunch	<input type="checkbox"/> Support staff	<input type="checkbox"/> Individual
<input type="checkbox"/> Special classes	<input type="checkbox"/> Afternoon	<input type="checkbox"/> Bus driver	<input type="checkbox"/> Transition
<input type="checkbox"/> Bus	<input type="checkbox"/> Recess/break	<input type="checkbox"/> Peer(s)	<input type="checkbox"/> Other _____
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	

Comments: _____

4. Are there any other internal and external events that influence the target behavior(s)?

<i>Internal Events</i>	<i>External Events</i>
<input type="checkbox"/> Medication _____	<input type="checkbox"/> Conflict at home _____
<input type="checkbox"/> Physical health _____	<input type="checkbox"/> Illegal drug use _____
<input type="checkbox"/> Academic skills _____	<input type="checkbox"/> Negative peer influence (gangs, etc.) _____
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____

Comments: _____

III. Events That Occur Prior to (Antecedents) and After (Consequences) the Target Behavior(s)

5. What typically happens prior to the student exhibiting the target behavior(s)?

<input type="checkbox"/> Low levels of adult attention	<input type="checkbox"/> Presentation of activity or task	<input type="checkbox"/> Under varied
<input type="checkbox"/> Low levels of peer attention	<input type="checkbox"/> Social interaction with adult	<input type="checkbox"/> conditions
<input type="checkbox"/> Unavailability of object/activity	<input type="checkbox"/> Social interaction with peers	<input type="checkbox"/> Other _____

Comments: _____

6. What typically happens after the student exhibits the target behavior(s)?

<input type="checkbox"/> Start-up request	<input type="checkbox"/> Reprimand	<input type="checkbox"/> Ultimatum	<input type="checkbox"/> Time out
<input type="checkbox"/> Ignore	<input type="checkbox"/> Response cost	<input type="checkbox"/> Office referral	<input type="checkbox"/> Other _____

Comments: _____