**INTERVIEW QUESTIONS FOR ASSESSING A STUDENT WITH A BEHAVIOR PROBLEM**

**Questions for the Teacher**

Obtain the teacher’s description of the behavior in question.

1. What is the specific behavior of concern (i.e., the target behavior)?
2. When did it begin?
3. When does it occur (i.e., time of day, in relationship to a class or activity)?
4. How frequently does the behavior occur?
5. What precedes the behavior (i.e., antecedent stimuli)?
6. In what type of setting does it occur (i.e., large group/small group interactions, in math class but not music class, on the playground, in the cafeteria)?
7. What occurs immediately following the behavior (i.e., consequences)?
8. What strategies have you tried to change the behavior? What has worked?
9. Why do you think this behavior is occurring (i.e., function of the behavior)?

Assess the student’s social skills and academic performance.

1. How is the student performing academically? What are the student’s grades? Are there specific areas of difficulty? Are there patterns to the student’s grades, such as a sudden drop in grades?
2. Is there an increase in school absences?
3. How is the student doing socially? Does the student have friends?
4. How does the student’s behavior compare with other students his or her age? Is the behavior age appropriate but excessive or inappropriate for a student this age?
5. Is the student a target of bullies? Does the student bully other children?

Assess the teacher-student and the teacher-parent relationships.

1. Does the student’s behavior affect the teacher’s ability to teach?
2. Does the student’s behavior affect other students’ ability to learn?
3. Did the student have similar behavior problems in previous grades? If not, what has changed in his or her life?
4. Has the teacher talked with the student’s family about this concerning behavior? What was their response?
5. What does the teacher think would improve the student’s behavior?

**Questions for the Student**

Assess the student’s perception of his or her academic and social activities and home environment.

1. How does the student feel he or she is doing in school?
2. Who are the student’s friends?
3. In what activities is the student involved? What is his or her favorite/least favorite class or activity and why?

Obtain the student's description of the behavior in question.

1. Is the student aware of the problem?
2. If no, why does the student think the teacher says there is a problem?
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<td>3.</td>
<td>If yes, what does the student think causes the problem?</td>
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<td>4.</td>
<td>According to the student, what precedes the behavior and possibly triggers the problem (i.e., antecedent stimuli)?</td>
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<td>5.</td>
<td>What does the student report occurs immediately following the behavior (i.e., consequences)?</td>
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<td>6.</td>
<td>According to the student, what do others think causes the problem?</td>
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<td>7.</td>
<td>What has he or she done to alleviate the problem (or make it worse)?</td>
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<td>8.</td>
<td>What do adults or peers do that help or hinder the student’s ability to control the behavior?</td>
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<td>9.</td>
<td>How does the student feel about what is happening?</td>
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<td>10.</td>
<td>Has the student been prescribed medication for behavior or other mental health reasons, and is he or she currently taking the medication? If not, why not?</td>
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<td>11.</td>
<td>What does the student think would help?</td>
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**Questions for the Family**

Obtain the parents’ descriptions of the behavior in question.

1. Are the parents aware of the behavior that is concerning to school personnel?
2. Do they see similar behaviors at home? In other social situations, such as scouts or church?
3. Has the student had the behavior before or is it new?
4. If they have seen the behavior, what do they report occurs just before the behavior to trigger the occurrence of the behavior (i.e., antecedent stimuli)?
5. If they have seen the behavior, what occurs immediately following the behavior (i.e., consequences)?
6. If they have seen the behavior, what strategies have they tried to change the behavior? Have any of the strategies they have tried been effective?
7. Is the student under a healthcare provider’s care or taking medication? Is the student taking the medication? If not, why not?
8. Is anything different going on in the home?
9. Why do the parents think the student is behaving this way?
10. Do the parents have any additional information that would be helpful?

Assess social interactions within the family and the home environment.

1. How do the parents describe the child’s social interactions? Who are the child’s friends?
2. In what activities does the child participate?
3. If there are other adults in the home, how do other adults in the home respond to the child’s behavior?
4. If there are other children in the family, do they have similar behavior problems? How do the other children in the home handle the child’s problem behavior?
5. Have other family members had similar behavior problems?

Evaluate the teacher–parent relationship.

1. What has the student told his or her parents about what is happening at school?
2. Have the parents talked with the teacher about this?
3. What did the teacher say? What do the parents think the teacher and school personnel have tried to address the student’s behavior problem?
4. What do the parents think would improve the child’s behavior?