**Open-Ended Functional Assessment Interview** Date of Interview: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Child/Client: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Respondent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Respondent’s relation to child/client: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Interviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RELEVANT BACKGROUND INFORMATION

1. **His/her date of birth and current age: \_\_\_\_-\_\_\_\_\_-\_\_\_\_\_\_\_\_\_ \_\_\_\_yrs \_\_\_\_mos Male/Female**
2. **Describe his/her language abilities.**
3. **Describe his/her play skills and preferred toys or leisure activities.**
4. **What else does he/she prefer?**

QUESTIONS TO INFORM THE DESIGN OF A FUNCTIONAL ANALYSIS

*To develop objective definitions of observable problem behaviors:*

1. **What are the problem behaviors? What do they look like?**

*To determine which problem behavior(s) will be targeted in the functional analysis:*

1. **What is the single-most concerning problem behavior?**
2. **What are the top 3 most concerning problem behaviors? Are there other behaviors of concern?**

*To determine the precautions required when conducting the functional analysis:*

1. **Describe the range of intensities of the problem behaviors and the extent to which he/she or others may be hurt or injured from the problem behavior.**

T*o assist in identifying precursors to dangerous problem behaviors that may be targeted in the functional analysis instead of more dangerous problem behaviors:*

1. **Do the different types of problem behavior tend to occur in bursts or clusters and/or does any type of problem behavior typically precede another type of problem behavior (e.g., yells preceding hits)?**

To determine the antecedent conditions that may be incorporated into the functional analysis test conditions:

1. **Under what conditions or situations are the problem behaviors most likely to occur?**
2. **Do the problem behaviors reliably occur during any particular activities?**
3. **What seems to trigger the problem behavior?**
4. **Does problem behavior occur when you break routines or interrupt activities? If so, describe.**
5. **Does the problem behavior occur when it appears that he/she won’t get his/her way? If so, describe the things that the child often attempts to control.**

*To determine the test condition(s) that should be conducted and the specific type(s) of consequences that may be incorporated into the test condition(s):*

1. **How do you and others react or respond to the problem behavior?**
2. **What do you and others do to calm him/her down once he/she engaged in the problem behavior?**
3. **What do you and others do to distract him/her from engaging in the problem behavior?**

*In addition to the above information, to assist in developing a hunch as to why problem behavior is occurring and to assist in determining the test condition(s) to be conducted:*

1. **What do you think he/she is trying to communicate with his/her problem behavior, if anything?**
2. **Doyou think this problem behavior is a form of self stimulation? If so, what gives you that impression?**
3. **Why do you think he/she is engaging in the problem behavior?**