**Student-Guided Functional Assessment Interview for**

**Work-Based Learning (FAI-W)**

Student/ Grade: Date:

Interviewer: Location of Work Study:

**Student Job Skills (Strengths) Profile:** Identify at least three contributions or strengths the student brings to the work setting.

|  |  |  |
| --- | --- | --- |
| \_\_ Good attendance | \_\_ Begins task on time | \_\_ Stays on task |
| \_\_ Seeks help if needed | \_\_ Follows directions | \_\_ Shows pride in one’s work |
| \_\_ Helps coworkers voluntarily | \_\_ Works under pressure | \_\_ Manages time appropriately |
| \_\_ Shows respect for others | \_\_ Problem solving skills | \_\_ Keeps clean work area |
| \_\_ Follows safety protocols | \_\_ Appropriate work attire | \_\_ Uses break time properly |
| \_\_ Social skills for workplace | \_\_ Flexibility to change | \_\_ Care for property/ materials |
| \_\_ Willingness to learn | \_\_ Assumes responsibility | \_\_ Responsible for own actions |
| \_\_ | \_\_ | \_\_ |
| \_\_ | \_\_ | \_\_ |

Based on the student’s job skills (strengths) indicated above, evaluate how well the student preforms these general job skills by rating the top three contributions or strengths in a 1 (being best) to 3 (being not as good) order. Describe how these behaviors (strengths) look for the student.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**A. Describe the Problem Behavior(s) in the Work Setting**: For each, define what it looked like, how often it occurs per day, week, or month, how long it lasts when it occurs, and the intensity in which it occurs (low, medium, high).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **What behavior?** | **Look like?** | **How often?** | **How long?** | **How intense?** |

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do any of the problem behaviors in the workplace occur together or at the same time? (e.g., as in a predictable sequence or “chain” that occur in response to specific situation). If so, which problem behaviors, and what is the order that they occur?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Of the problem behavior(s) indicated above, which one is the *most important* (**PRIMARY**) problem behavior to address first, and in which work setting?

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**B. Describe the Immediate Antecedent Events in the Work Setting**: What situation(s) and setting(s) make the identified *most important* (**PRIMARY**) problem behavior MOST likely to occur?

|  |  |  |
| --- | --- | --- |
| **Identify routines** | **Description** | **Likelihood or problem behavior** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Low** | | | **High** | | |
| **Time of the day** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **1** | **2** | **3** | | **4** | **5** |
| **Settings** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **1** | **2** | **3** | | **4** | **5** |
| **People** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **1** | **2** | **3** | | **4** | **5** |
| **Activity** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **1** | **2** | **3** | | **4** | **5** |

Are there any situations or events not listed above that sometimes seem to “set off” the behaviors, such as particular coworkers, on the job demands, noises in the work environment, lights, or clothing/ or uniforms?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Of the immediate antecedent event(s) indicated above, which is the *most important* influencer to trigger the primary problem behavior in the work setting?

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**C. Define Ecological Events (SETTING EVENTS) that Predict or Make the Problem Behavior(s) more LIKELY to Occur:** What makes the problem behavior(s) worse?

**Identify Events that Increase Likelihood of the Problem Behavior**

|  |  |  |
| --- | --- | --- |
| **Events** | **Description** | **Likelihood** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Low** | | | **High** | | |
| **\_\_ Lack of sleep** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **1** | **2** | **3** | | **4** | **5** |
| **\_\_ Illness/ pain** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **1** | **2** | **3** | | **4** | **5** |
| **\_\_ Conflict at work** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **1** | **2** | **3** | | **4** | **5** |
| **\_\_ Conflict at school** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **1** | **2** | **3** | | **4** | **5** |
| **\_\_ Meds/ Substance** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **1** | **2** | **3** | | **4** | **5** |
| **\_\_ Hunger** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **1** | **2** | **3** | | **4** | **5** |
| **\_\_ Prior Reprimand** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **1** | **2** | **3** | | **4** | **5** |
| **\_\_** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **1** | **2** | **3** | | **4** | **5** |
| **\_\_** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **1** | **2** | **3** | | **4** | **5** |

Of the ecological events (setting events) indicated above, which is the *most important* influencer that make the primary problem behavior(s) more likely to occur in the work setting?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**D. Identify the Consequences or Outcomes of the Problem Behaviors that may be Maintaining them (I.E., the Functions they Serve for the Person in Particular Situations)**: What makes the problem behavior(s) in the workplace continue to reoccur?

**Identify the Reasons (FUNCTIONS) as to why the Student Worker Engages in the Problem Behavior(s) Listed in Section (A).**

|  |  |  |  |
| --- | --- | --- | --- |
| **Problem behavior** | **What is being obtained?** | **OR** | **What is being avoided?** |

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Consider the **PRIMARY** problem behavior occurring in the workplace identified in the list above, and in section A. How *efficient* is the problem behavior(s) for the student worker in order to get or avoid a particular consequence? Efficiency is determined by (1) how much physical effort is required, (2) how often the behavior is performed before it is rewarded, and (3) how long the person must wait to get the reward.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Primary problem Behavior** |  | **Efficiency** | | | | | |
|  |  | **Low** | | | **High** | | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | **1** | **2** | **3** | | **4** | **5** |

List the types of interventions or changes to the student worker’s routines that have been attempted in the past to decrease or eliminate the student’s problem behaviors from occurring in the workplace?

|  |  |  |  |
| --- | --- | --- | --- |
| **Problem behavior?** | **Work situation?** | **What was changed?** | **What was the result?** |

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Hypothesis Statement (summarize information from above into most likely)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Setting Event**  **(Question C)** | **Triggering Antecedent**  **(Question B)** | **Problem Behavior**  **(Question A)** | **Maintaining Consequence**  **(Question D)** |
|  |  |  |  |
| *Need more information?*  *Consider conducting a setting event assessment* | *Need more information? Consider conducting a routine analysis* | *Need more information?*  *Consider conducting direct observations* | *Need more information?*  *Consider conducting escalating chain/response class* |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competing Pathway Analysis** | | |  | **Desired Behavior**  *Outcome/goal* |  | **Consequence**  *Result of desired behavior* |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Setting Event**  *Makes behavior more likely* |  | **Triggering Anteceden**t  *What sets off the behavior* |  | **Behavior**  *What currently is happening* |  | **Maintaining Consequence**  *What keeps behavior happening* |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  | **Alternative Behavior**  *More appropriate way to meet need* |  |  |
|  |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Setting Event Strategies** | **Predictor**  **Strategies** | **Behavior**  **Strategies** | **Consequence**  **Strategies** |
| *Focus on ways to neutralize setting events* | *Focus on making problem behaviors irrelevant* | *Focus on teaching more appropriate behaviors* | *Focus on increasing alternative behavior and decreasing problem behavior* |
|  |  |  |  |