Podcast 2: The Teacher Team Functional Assessment Questionnaire

Interviews should be structured to address a predetermined set of questions to ensure the behavior is operationally defined, and that environmental factors associated with the occurrence and nonoccurrence of the problem behavior are identified as well as consequences that may be maintaining the problem behavior. The Teacher Team Functional Assessment Questionnaire can be used either during a structured interview or for respondents to complete on their own.

In Craig’s case, the team completed the interview as a group. Through the process, they were able to expand on their hypotheses with more precision. It is important to notice that the summary statements derived from completing the Teacher Team Functional Assessment Questionnaire corroborate the information gathered by the FACTS: The summary statements are:

1. When reading task or activity is difficult or too long, Craig is off task by playing with items, looking around the room or leaving the area. He does this to avoid the task.
2. When he receives a reprimand that prevents him from avoiding a task or receives a consequence, Craig tantrums to avoid the task.

3. During unstructured activities or settings with low supervision, Craig will playfully poke, shove or hit peers to get and maintain peer attention.

4. When the teacher is working with a student or has given a task to complete independently, Craig will call out to get teacher attention.