Structuring a functional interview can help give the FBA & BIP development team information regarding the behavior of concern and its social, affective, and/or environmental content. Here are some sample interview questions and responses, along with space for recording actual teacher responses.

**Q: “In what settings and under what conditions do you observe the behavior?”** *A: “Group discussion, usually when discussing what students learned from the previous night’s reading assignment.”*

**Q: “Are there any setting/situation in which the behavior does not occur?”** *A: “When Mandy is working alone or on small cooperative group project.”*

**Q: “Who is present when the behavior occurs?”** *A: “The entire class and me.”*

**Q: “What activities or interactions take place just prior to the behavior?”** *A: “The class is asked to take out their notes on the reading assignment.”*

**Q: “What activities or interactions usually take place immediately following the behavior?”** *A: “The class looks at Mandy and smiles; actually, there are times I can’t help laughing myself; she is funny. But, it takes us a long time to get back on track and often a significant amount of valuable instruction time is lost.”*

**Q: “Are there other behaviors that occur along with the problem behavior?”** *A: “None that I can think of.”*

**Q: “Can you think of any reasons why Mandy might behave this way?”** *A: “I think she really enjoys the attention. But, there are other, more appropriate ways for her to get attention; maybe I could begin with that thought.”*

**Q: “What would be a more acceptable way for the student to achieve the same outcome?”** *A: “I’m not sure. I could give it some thought. Maybe if she contributed to the discussion instead of getting us all off track, or if she could at least wait until we are finished to tell us what she finds funny about the subject.”*