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PABA FUNCTIONAL BEHAVIOR ASSESSMENT QUESTIONNAIRE

Introduction:

When interviewing, it is crucial to have a thoughtful and open mindset to effectively deal with challenging behaviors. In order to understand the situation better, have the interviewee point out the particular behaviors that worry them and when these behaviors happen. Motivate them to consider any factors or events that may be influencing these behaviors.

Requesting information about the purpose or function of the behavior for that person is also crucial. This can assist in gaining a more comprehensive comprehension of the behavior and its potential connection to the individual's requirements and objectives.

When discussing these actions, think about posing additional questions to investigate methods that the person being interviewed has previously attempted. Inquire about the efficacy of these methods and if they have taken into account environmental aspects that could impact the behaviors, like noise or interruptions.

Another important aspect to investigate is the way in which an individual reacts to outcomes, including both rewards and punishments. Urge the interviewee to think about their answers regarding implications and whether they have attempted utilizing positive reinforcement techniques or alternative methods.

Other factors such as medical or psychological conditions, along with cultural or social influences, could also impact the behaviors. Urge the interviewee to provide any pertinent details regarding these factors.

In the end, it is crucial to work together with the interviewee to clearly establish objectives for addressing these behaviors. What results are they hoping for? By taking into account these factors and gaining a thorough comprehension of the situation, you can strive towards formulating a successful plan to deal with troublesome behaviors.

Instructions for use:

Defining Challenging Behaviors:



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1. What are the challenging behaviors? What do they look like?

Interviewer Note: Emphasize specific actions (e.g., hitting, yelling, throwing objects)

Prioritizing Target Behaviors

2. What is the single most concerning challenging behavior?
3. What are the top 3 most concerning challenging behaviors? Are there other behaviors of concern?

Safety Considerations

4. Describe the range of intensities of the challenging behaviors. Have these behaviors ever led to injuries? Could anyone get hurt if these behaviors occur?

Identifying Precursors

5. Do the different types of challenging behavior tend to happen together? Does one behavior often lead to another?

Interviewer Note: Example: Does the child start to whine and then escalate to tantrums?

Understanding Antecedents

6. Do you see the behaviors more often at specific times of day, subjects, or transitions?
7. Do the challenging behaviors usually happen during certain activities?
8. What specific instructions or requests typically happen right before the behavior?

Interviewer Note: Look for patterns – difficulty with certain tasks, changes in routine, etc.

Understanding Consequences

9. How do you and others usually react to the challenging behavior?
10. Does the behavior stop when you give attention or try to redirect?
11. What, if anything, helps to calm the child down after the behavior occurs?

Hypothesizing Function

12. What does the child usually get, or get out of, when they do this behavior?

Interviewer Note: Tangible things (toy, food), avoiding a task, gaining attention...

13. Could any part of the behavior somehow feel good to the child? If so, what makes you think that?
_ (Sensory input – sounds, textures, movement etc.) _

14. What's your best guess about why the child might behave in these behaviors?

Additional Notes

- **Purpose:** This interview aims to gather information about the context and potential functions of the child's behavior. It's helpful to emphasize to the respondent that you're trying to understand how to help the child.
- **Avoid Why:** Be careful about questions starting with "Why do you think..." since they can sometimes invite speculation rather than direct observations.
- **Focus on Examples:** Encourage the respondent to provide specific instances of when the behavior happened, what happened before, and what happened after.
- **Tailor Questions:** Adapt the questions based on the child's age and specific behaviors.
- **Follow-Up:** "Can you think of a time when...?" or "Tell me more about how that usually goes..."
- **Data, not Judgment:** The goal is to gather facts to understand the behavior pattern, not place blame on anyone.