

Additional Considerations for Functional Behavior Assessment Interviews

*Discussing the following domains may be helpful to identify strengths and needs specific to students identified with autism and can be used to match interventions and supports. Teams are encouraged to consider additional areas within each domain that may further expand the needs of **students with autism**.*

Basic Communication

- How does student access communication (Verbal, Sign or Gestures, Pictures, or Device)
- Is communication system always available?
- What are levels of receptive and expressive abilities?
- What is the level of receptive comprehension? (Word, 2-3 words, Short sentence, Multiple steps in familiar activity, Multiple steps in unfamiliar activity)
- Does student have expressive ability to . . . ? Name people, places, objects, emotions, and actions, Request objects and activities, Say "all done", Ask for help, Protest and reject

Medical – Neurological – Sensory – Movement

- Is the Sensory Diet designed for the specific movement needs of the student?
- Is student hyper or hypo – sensitive or have vestibular (balance) needs?
- Does the student show signs of synesthesia?
- What if any are the student's needs for movement? What does the student do when stuck?
- What other sensory differences are displayed? (taste, smells, visual, tactile, auditory)
- General medical needs? (glasses, dental needs, or other)
- Are there difficulties with stimulus over selectivity? (responding to few or different stimuli)
- Are there difficulties with identifying people, objects, places?
- Are there difficulties attending to relevant information / directions?

Environment and Visual Supports

- Does the layout of the classroom meet sensory needs?
- Is there easy access to materials, breaks, and reinforcement?
- How does student respond to pictures accompanying written words and verbal directions?
- Does student respond more positively when visual prompts accompany directions?
- Are visual schedules available and accessible?
- Even if the student communicates verbally, have visual supports been considered?
- Is there a visual schedule for how to complete single specific activities (ex: Reading Workshop) as well as a schedule that is an overview of all activities throughout the day?
- Is the visual symbol meaningful to the student? (ex: requires actual object, picture of actual object, general picture of similar object category, word or other symbol)
- Does the student respond better to color, black and white, or grayscale visuals?

Routines, Schedules, Transitions, and Interests

- How much structure and consistency in schedule does the student require?
- Is the schedule for the student predictable and consistent for ...
 - Daily schedule (ex: bus, morning meeting, reading, writing, lunch, ...)
 - Activities and transitions within a daily routine (ex: materials, transitions, content for reading is same or similar every day)?
- How does student cope with transitions within and between activities / locations?
- What is student's adaptive knowledge of schedules for an activity, day, week, and month?
- How is change in schedules taught?
- What is the student's scope of interests?
- How are the students interests incorporated into lessons? How often?
- How are new interests introduced?
- Is the schedule accessible at all times?
- When the schedule changes how is change introduced?
- What are the student's needs for pacing of activities and demands?
- Is down time (unstructured) easy or difficult?
- For each activity, does the student know: What, how long, when end, what next?

Self Determination and Self Efficacy

- Does the student know their strengths & needs?
- Does student know or have opinions about successful accommodations?
- Does the student communicate strengths and needs with others?
- Who does the student communicate her/his needs?
- Are accommodations requested when needed in the natural environment?

Independence, Choice, and Self Monitoring

- Is the student independent during . . ?
 - Structured familiar activities
 - Structured unfamiliar activities
 - Unstructured group activities (recess, lunch)
 - Breaks
 - Transitions (activities and/or settings)
 - With peers vs. alone
 - Large class, small group, and one on one
- How many choices are in the student's day for . . .
 - Activities
 - Materials (pencils, paper, books, etc...)
 - Breaks
 - Schedule
 - Peers
- Does the student know how to self monitor?
- How does the student self monitor?
- What does the student self monitor?
- Does the student self monitor accurately?
- What organizational systems are taught or known?
- How often is organization and self monitoring taught?
- How does the student self regulate?
- What circumstances does self control work best?
- What self-regulations strategies are taught?
- How often are self regulation strategies taught?

Social Relationships and Social Communication

- Does student make accurate attributions about self and other's behavior?
- What is student's understanding of age appropriate figurative language?
- How does the student learn the hidden curriculum?
- Does the student have reciprocal friendships?
- Is student engaged more often with adults or peers?
- How is social interaction structured or taught?

Tolerance in the Teaching & Community Climate

- How does the pattern of behavior(s) that Interfere with learning affect . . .
 - Responses by educators, peers, and family?
 - Student's relationships with educators, peers, and family?
 - Relationships between educators and the family?
- How are educators and non-educators that interact with the student informed and taught about the student's strengths and needs?
- How are peers taught about the student's strengths and needs?
- What materials or resources are used to teach educators, families, students, and peers about autism spectrum disorders? Are these resources age appropriate for the audience?
- What is the capacity to change the student's ...
 - Environment
 - Schedule and Demands