Student Functional Assessment
Interview and Reinforcement Survey

Student: __________________________  School: __________________________
Date of Birth: __________  Age: ___  Grade: ___  Date Completed: __________________________
Interviewer: __________________________

Section A

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In general, is your work too hard for you?</td>
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<tr>
<td>2. In general, is your work too easy for you?</td>
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<tr>
<td>3. When you ask for help appropriately, do you get it?</td>
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<tr>
<td>4. Do you think work periods for each subject are too long?</td>
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<tr>
<td>5. Do you think work periods for each subject are too short?</td>
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<tr>
<td>6. When you do seatwork, do you do better when someone works with you?</td>
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<tr>
<td>7. Do you think people notice when you do a good job?</td>
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<tr>
<td>8. Do you think you get the points or rewards you deserve when you do good work?</td>
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<tr>
<td>9. Do you think you would do better in school if you received more rewards?</td>
<td></td>
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<tr>
<td>10. In general, do you find your work interesting?</td>
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<tr>
<td>11. Are there things in the classroom that distract you?</td>
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<tr>
<td>12. Is your work challenging enough for you?</td>
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</tbody>
</table>

From Worthington & Gargiulo, 1998
Section B

1. When do you think you have the fewest problems with target behavior 1 in school?
   Why do you not have problems during this/these time(s)?
   Why do you have problems during this/these time(s)?
   What changes could be made so that you have fewer problems with this behavior?

2. When do you think you have the fewest problems with target behavior 2 in school?
   Why do you not have problems during this/these time(s)?
   Why do you have problems during this/these time(s)?
   What changes could be made so that you have fewer problems with this behavior?

3. When do you think you have the fewest problems with target behavior 3 in school?
   Why do you not have problems during this/these time(s)?
   Why do you have problems during this/these time(s)?
   What changes could be made so that you have fewer problems with this behavior?

4. When do you think you have the fewest problems with target behavior 4 in school?
   Why do you not have problems during this/these time(s)?
   Why do you have problems during this/these time(s)?
   What changes could be made so that you have fewer problems with this behavior?

5. When do you think you have the fewest problems with target behavior 5 in school?
   Why do you not have problems during this/these time(s)?
   Why do you have problems during this/these time(s)?
   What changes could be made so that you have fewer problems with this behavior?

From Worthington & Gargiulo, 1998
Section C

Rate how much you like the following subjects:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Not at All</th>
<th>Fair</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Spelling</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Handwriting</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>English/Language</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Other (specify: _____________)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Section D

What do you like and dislike about:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Like</th>
<th>Dislike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
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<td>Other (specify: _____________)</td>
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From Worthington & Gargiulo, 1998
Section E – Reinforcement Survey

Directions: To complete this survey, it is recommended that each question be read to the student in an informal manner. While you should guard against pressuring a student to complete each statement, please be sure to follow-up or clarify any vague responses.

For younger children, you may want to consider placing each item on cards and use them to play a game (using a generic game board). The items can be made less threatening in a game-like format because you will be completing the statements along with the student.

Your primary goal of this survey is to determine those reinforcers that have the greatest potential for use in a plan for behavior support.

Part I: Sentence Completion

1. My favorite adult at school is:  
   The things I like to do with this adult are:

2. My best friend at school is:  
   Some things I like to do with my best friend at school are:

3. Some other friends I have at school are:  
   Some things I like to do with them are:

4. When I do well in school, a person I’d like to know about it is:

5. When I do well in school, I wish my teacher would:

6. At school, I’d like to spend more time with:  
   Some things I’d like to do with this person are:

7. One thing I’d really like to do more in school is:

8. When I have free time at school I like to:

9. I feel great in school when:

10. The person who likes me best at school is:  
    I think this person likes me because:

11. I will do almost anything to keep from:

12. The kind of punishment at school that I hate most is:

13. I sure get mad at school when I can’t:

14. The thing that upsets my teacher the most is:

15. The thing that upsets me the most is:

From Worthington & Gargiulo, 1998
16. Some things I like are (check all that apply):

**Favorite Edible Reinforcers**
- candy (specify ________________)
- fruit (specify ________________)
- drinks (specify ________________)
- cereal (specify ________________)
- snacks (specify ________________)
- nuts (specify ________________)
- vegetables (specify ________________)
- other (specify ________________)

**Favorite Tangible Items**
- stuffed animals
- pencils, pens, crayons
- paper (specify ________________)
- trucks, tractors
- sports equipment (specify ________________)
- toys (specify ________________)
- books (specify ________________)
- puzzles

**Academic Reinforcers**
- going to library
- having good work displayed
- getting good grades
- having parents praise good school work
- giving reports
- making projects
- completing creative writing projects
- earning teacher praise
- helping grade papers
- getting a good note home
- earning stickers, points, etc.
- other (specify ________________)

**Social Reinforcers**
- teaching things to other people
- being the teacher’s helper
- spending time with my friends
- spending time with the teacher
- spending time with the principal
- spending time with ________________
- having class parties
- working with my friends in class
- being a tutor
- being a leader in the class
- other (specify ________________)
- other (specify ________________)

**Activity Reinforcers**
- coloring/drawing/painting
- making things (specify ________________)
- going on field trips
- taking care of/playing with animals
- going shopping
- eating out in a restaurant
- going to movies
- spending time alone
- reading
- having free time in class
- having extra gym/recess time
- working on the computer
- other (specify ________________)

**Recreation/Leisure Reinforcers**
- listening to music
- singing
- playing a musical instrument
- watching TV
- cooking
- building models
- woodworking/carpentry
- favorite sports (specify ________________)
- working with crafts
- other (specify ________________)
- other (specify ________________)
- other (specify ________________)
- other (specify ________________)
- other (specify ________________)

From Worthington & Gargiulo, 1998