# Prevent/Teach/Reinforce Teacher Interview

(Please complete this interview for each of the identified behaviors)

Student: _____    Completed by: _____    Date: _____

**Behavior # _____ of _____**

## Prevent

1. Are there specific *times, activities or circumstances* when problem behavior is ***Most Likely*** to occur? *Please check all that apply.*

| | | | |
|---|---|---|---|
| ☐ Morning | ☐ Reading/LA | ☐ Request to start task | ☐ Transitions (specify) |
| ☐ Afternoon | ☐ Writing | ☐ Told "no" | _____ |
| ☐ Before meals | ☐ Math | ☐ Being told work is wrong | ☐ End of preferred activity |
| ☐ During meals | ☐ Science | ☐ Reprimand or correction | ☐ Removal of preferred item |
| ☐ After meals | ☐ Independent work | ☐ Seated near specific peer | ☐ Start of non-preferred activity |
| ☐ Arrival | ☐ Large group work | ☐ Peer teasing or comments | ☐ Student is alone |
| ☐ Dismissal | ☐ Small group work | ☐ Task too difficult | ☐ Unstructured time |
| ☐ Riding the bus | ☐ One-on-one | ☐ Task too long | ☐ Down time (no task specified) |
| ☐ Free time | ☐ Worksheets, | ☐ Task is boring | ☐ Teacher is attending to other students |
| ☐ Recess | ☐ Seatwork | ☐ Task is repetitive (same task daily) | ☐ Change in schedule |
| ☐ Computer | ☐ Centers | ☐ Novel task | ☐ Discussions/Q&A |
| ☐ Specials (specify) _____ | ☐ Peer/cooperative work | | |

2. Are there specific *times, activities or circumstances* when problem behavior is ***Least Likely*** to occur? *Please check all that apply.*

| | | | |
|---|---|---|---|
| ☐ Morning | ☐ Reading/LA | ☐ Request to start task | ☐ Transitions (specify) |
| ☐ Afternoon | ☐ Writing | ☐ Told "no" | _____ |
| ☐ Before meals | ☐ Math | ☐ Being told work is wrong | ☐ End of preferred activity |
| ☐ During meals | ☐ Science | ☐ Reprimand or correction | ☐ Removal of preferred item |
| ☐ After meals | ☐ Independent work | ☐ Seated near specific peer | ☐ Start of non-preferred activity |
| ☐ Arrival | ☐ Large group work | ☐ Peer teasing or comments | ☐ Student is alone |
| ☐ Dismissal | ☐ Small group work | ☐ Task too difficult | ☐ Unstructured time |
| ☐ Riding the bus | ☐ One-on-one | ☐ Task too long | ☐ Down' time (no task specified) |
| ☐ Free time | ☐ Worksheets, | ☐ Task is boring | ☐ Teacher is attending to other students |
| ☐ Recess | ☐ Seatwork | ☐ Task is repetitive (same task daily) | ☐ Change in schedule |
| ☐ Computer | ☐ Centers | ☐ Novel task | ☐ Discussions/Q&A |
| ☐ Specials (specify) _____ | ☐ Peer/cooperative work | | |

3. Around which ***classmates or adults*** does the student have the most difficulty? _____

4. Around which classmates or adults does the student have the least difficulty? _____

5. Are there circumstances ***unrelated to the school setting*** that may make problem behavior more likely to occur? *Please check all that apply.*

| | | | |
|---|---|---|---|
| ☐ Illness | ☐ No medication | ☐ Drug/alcohol abuse | ☐ Home conflict |
| ☐ Allergies | ☐ Change in medication | ☐ Fatigue | ☐ Stayed with non-custodial parent |
| ☐ Physical condition | ☐ Hunger | ☐ Sleep deprivation | ☐ Parent not home |
| ☐ Hormones | ☐ Change in diet | ☐ Parties or social event | ☐ Bus conflict |
| ☐ Change in routine | | | |

## Teach

What *skills(s)* could the student learn in order to increase appropriate behavior(s) in the future?

- ☐ Peer interaction
- ☐ Play skills
- ☐ Getting attention appropriately
- ☐ Joint or shared attention
- ☐ Sharing objects
- ☐ Sharing attention
- ☐ Conversation skills
- ☐ Making pro-social statements
- ☐ Taking turns

- ☐ Waiting for reinforcement
- ☐ Accepting differences
- ☐ Staying engaged
- ☐ Working independently
- ☐ Recognizing need for help
- ☐ Asking for help
- ☐ Using visual supports to work independently
- ☐ Ignoring peers
- ☐ Losing gracefully

- ☐ Graphic organizers
- ☐ Note-taking strategies
- ☐ Assignment management
- ☐ Working with a peer
- ☐ Move ahead to easier items then go back to difficult items
- ☐ Making an outline
- ☐ Self-management
- ☐ Expressing emotions (frustration, anger, hurt)

- ☐ Requesting information
- ☐ Raising hand for attention
- ☐ Requesting wants
- ☐ Rejecting
- ☐ Active listening
- ☐ Asking for help
- ☐ Commenting
- ☐ Responding to others
- ☐ Making choices from several appropriate options
- ☐ Asking for a break
- ☐ Others: _____

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## Reinforce

1. What *consequence(s)* usually follow the student's *problem behavior*?

- ☐ Sent to time-out
- ☐ Chair time-out
- ☐ Head down
- ☐ Sent to office
- ☐ Sent home
- ☐ Calming/soothing

- ☐ Gave personal space
- ☐ Sent to SW/behavior specialist/counselor
- ☐ Assistance given
- ☐ Verbal redirect
- ☐ Delay in activity

- ☐ Activity changed
- ☐ Activity terminated
- ☐ Verbal reprimand
- ☐ Stated rules
- ☐ Physical prompt

- ☐ Peer reaction
- ☐ Physical restraint
- ☐ Removal of reinforcers
- ☐ Natural consequences
- ☐ _____

2. **How** does praising or rewarding the student impact the student's behavior? Please explain. _____

3. What school-related items and activities are *most enjoyable* to the student? What items or activities could serve as special rewards? *Please check all that apply.*

- ☐ Social interaction with adults
- ☐ Social interaction with peers
- ☐ Playing a game
- ☐ Helping teacher
- ☐ Line leader

- ☐ Sensory activity (specify): _____
- ☐ Music
- ☐ Puzzles
- ☐ Going outside
- ☐ Going for a walk
- ☐ Going to media center

- ☐ Reading
- ☐ Extra PE time
- ☐ Extra free time
- ☐ Art activity
- ☐ Computer
- ☐ Video games

- ☐ Watching TV/video
- ☐ Objects (Specify): _____
- ☐ Food (Specify): _____

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## Function

Does the problem behavior seem to be exhibited to *(check all that apply):*

- ☐ **Gain attention from peers**?
- ☐ **Gain attention from adults**? If so, are there particular adults whose attention is solicited?
- ☐ **Obtain objects** (toys or games, materials, food) from peers or adults?
- ☐ **Delay a transition** from a preferred activity to a non-preferred activity?
- ☐ **Terminate or delay** a non-preferred (difficult, boring, repetitive) task or activity?
- ☐ **Get away from** a non-preferred classmate or adult?
- ☐ **Obtain** sensory input, feelings, or sensations?
- ☐ **Escape/avoid** unwanted sensory input, feelings, or sensations?