

Indirect Assessment Interview

Individual name:		Informant name:	
Home/program:		Informant position:	
Date:		Duration of relationship:	
Interviewer:		In what situations do you interact (e.g., ADLs, job, home, meals):	
Position:			

Target Behaviors				
Behavior	Definition (what does it look like)	Frequency (unknown, hourly, daily, weekly, or less)	Duration of episode	Severity (mild, moderate, or severe)

Precursors to problem behavior (behaviors that reliably come before problem behavior)			
Precursor	Definition (what does it look like)	Behavior that it precedes	Additional Notes

Schedule							
Time	Setting	Activity	Is it likely or unlikely?	Time	Setting	Activity	Is it likely or unlikely?
6:00 AM				2:00 PM			
7:00 AM				3:00 PM			
8:00 AM				4:00 PM			
9:00 AM				5:00 PM			
10:00 AM				6:00 PM			
11:00 AM				7:00 PM			
12:00 PM				8:00 PM			
1:00 PM				9:00 PM			

Communication	
What is the individual's primary form of communication (e.g., speech, signs, picture cards, gestures)? What does it look like?	
How does the individual indicate a want or need?	
How does the individual indicate that they want something to stop or want to no longer engage in a task or activity?	
How does the individual indicate physical pain or illness?	
How do others communicate with the individual (e.g., speech, signs, gestures)? What does this look like?	
Does the individual follow instructions? If so, how many step (one step, two step, etc.) instructions is the Individual able to follow?	
Does the individual imitate tasks or activities that are modeled by others?	

Individual Preferences	
What are the individual's preferred foods?	
What are the individual's preferred leisure activities (on campus and in the community)?	
What are the individual's preferred forms of attention?	
What are the individual's preferred sensory stimuli or activities?	
Is the individual given the opportunity to make choices about his or her schedule, daily activities, and reinforcers? If so, which ones and how often?	

Antecedent Events					
<i>Ask the question for each behavior listed</i>					
1. Situations in which problem behavior is most likely to occur (e.g., days/times, activities, persons present)?					
2. Situations in which problem behavior is least likely to occur (e.g., days/times, activities, persons present)?					
3. What is usually happening to the person right before the problem behavior occurs?					
<i>Ask the question for each behavior listed. Write "Yes" or "No" based on the informant's response. Write additional notes/comments in space below answer</i>					

4. Does the problem behavior occur when the Individual is not receiving attention or when staff/others are paying attention to someone else?					
<i>Comments</i>					
5. Does the problem behavior occur when the Individual's requests for preferred items or activities are denied or when these are taken away (can't have it or do it right now)?					
<i>Comments</i>					
6. If yes to above, what are the items or activities?					
7. Is the problem behavior less likely to occur when the Individual is getting lots of attention?					
<i>Comments</i>					
8. Is the problem behavior less likely to occur when the Individual has free access to preferred items or activities?					
<i>Comments</i>					
9. Does the Individual usually fuss or resist when (s)he is asked to perform a task (vocational, ADLs) or to participate in activities?					
<i>Comments</i>					
10. Does the problem behavior occur when the Individual is asked to perform certain tasks (vocational, ADLs) or participate in certain activities?					
<i>Comments</i>					
11. If yes to above, what are the particular tasks or activities?					
12. Is the problem behavior less likely to occur when the Individual is NOT required to do anything?					
<i>Comments</i>					
13. Does the problem behavior occur even when no one is nearby or watching?					
<i>Comments</i>					
14. Does the problem behavior occur even when leisure items are available?					
<i>Comments</i>					
15. Is the problem behavior less likely to occur when sensory stimulating activities (auditory, visual, tactile, and vestibular) are presented?					
<i>Comments</i>					
16. Is the problem behavior cyclical, occurring for several days and then stopping?					
<i>Comments</i>					
17. Does the Individual have recurring painful conditions such as ear infections or allergies?					

<i>Comments</i>					
18. If yes to above, is the problem behavior more likely to occur when these conditions are present?					
<i>Comments</i>					
19. Is the problem behavior more likely to occur when the Individual is ill?					
<i>Comments</i>					
20. Are there particular situations or events (e.g., noise, lights, physical touch, sleep patterns, transitions, change in schedule, particular interactions) not listed above that seem to trigger problem behavior? If yes, what situations/events?					
<i>Comments</i>					

Consequent Events					
Ask the question for each behavior listed. Write "Yes" or "No" based on the informant's response. Write additional notes/comments in space below answer					
21. What usually happens to the Individual right after the problem behavior occurs?					
22. When the problem behavior occurs, do the staff/others try to calm the Individual down?					
<i>Comments</i>					
23. If yes to above, what is typically done to calm the Individual down?					
24. When the problem behavior occurs, do the staff/others try to get the Individual involved in preferred activities?					
<i>Comments</i>					
25. If the problem behavior occurs while tasks (vocational, ADLs, etc.) are being presented, is the Individual usually given a break or a period of time to calm down before the task is again presented?					
<i>Comments</i>					
26. Does the problem behavior appear to be self-stimulatory (repetitive and occur across all contexts and situations)?					
<i>Comments</i>					
27. If illness or physical problems are treated, does the problem behavior usually go away?					
<i>Comments</i>					

Scoring Summary

Scoring summary Instructions:

1. Circle the number of each question that was answered "yes" in the *antecedent-events* and *consequent-events* sections for each target problem behavior.
2. Enter the total number of questions answered "yes" in the "total" cell.
3. Enter the percentage in the "percentage" cell.

The percentage is determined by dividing the total # of "yes" by the number of questions in that category and multiplying by 100.

(i.e., attention = divide by 3; preferred items = divide by 3; escape = divide by 4; sensory stimulation = 5; pain attenuation = 4).

Target Behavior #1					
Reinforcer	Question Numbers			Total	Percentage
Social positive reinforcement (attention)	4	7	22		
Social positive reinforcement (preferred items)	5	8	24		
Social negative reinforcement (escape)	9	10	12 25		
Automatic (sensory stimulation)	12	13	14 15 26		
Automatic (pain attenuation)	16	17	19 27		

Target Behavior #2					
Reinforcer	Question Numbers			Total	Percentage
Social positive reinforcement (attention)	4	7	22		
Social positive reinforcement (preferred items)	5	8	24		
Social negative reinforcement (escape)	9	10	12 25		
Automatic (sensory stimulation)	12	13	14 15 26		
Automatic (pain attenuation)	16	17	19 27		

Target Behavior #3					
Reinforcer	Question Numbers			Total	Percentage
Social positive reinforcement (attention)	4	7	22		
Social positive reinforcement (preferred items)	5	8	24		
Social negative reinforcement (escape)	9	10	12 25		
Automatic (sensory stimulation)	12	13	14 15 26		
Automatic (pain attenuation)	16	17	19 27		

Target Behavior #4:					
Reinforcer	Question Numbers			Total	Percentage
Social positive reinforcement (attention)	4	7	22		
Social positive reinforcement (preferred items)	5	8	24		
Social negative reinforcement (escape)	9	10	12 25		
Automatic (sensory stimulation)	12	13	14 15 26		
Automatic (pain attenuation)	16	17	19 27		

Additional Notes

Write down any additional notes or comments that may be beneficial for writing your BSP here: