**PTR Functional Behavior Assessment: Prevent Component-(Form C)**

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| 1a. Are there ***times of the school day*** when problem behavior is ***most likely*** to occur? If yes, what are they? |
| \_\_\_ Morning\_\_\_ Afternoon | \_\_\_ Before meals  | \_\_\_ During meals  | \_\_\_ After meals  | \_\_\_ Arrival \_\_\_ Dismissal |
| Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1b. Are there ***times of the school day*** when problem behavior is ***very unlikely*** to occur? If yes, what are they? |
| \_\_\_ Morning\_\_\_ Afternoon | \_\_\_ Before meals | \_\_\_ During meals | \_\_\_ After meals  | \_\_\_ Arrival \_\_\_ Dismissal |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 2a. Are there ***specific activities*** when problem behavior is ***very likely***to occur? If yes, what are they? |
| \_\_\_ Reading/LA\_\_\_ Independent work\_\_\_ One-on-one\_\_\_ Free time\_\_\_ Worksheets,  seatwork | \_\_\_ Writing\_\_\_ Small group work\_\_\_ Computer\_\_\_ Peer/cooperative  work | \_\_\_ Math\_\_\_ Large group work \_\_\_ Recess\_\_\_ Centers\_\_\_ Specials (specify) \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Science\_\_\_ Riding the bus\_\_\_ Lunch\_\_\_ Discussions/Q&A\_\_\_ Transitions (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 2b. Are there ***specific activities*** in which problem behavior is ***very unlikely*** to occur? What are they?  |
| \_\_\_ Reading/LA\_\_\_ Independent work\_\_\_ One-on-one\_\_\_ Free time\_\_\_ Worksheets,  seatwork | \_\_\_ Writing\_\_\_ Small group work\_\_\_ Computer\_\_\_ Peer/cooperative  work | \_\_\_ Math\_\_\_ Large group work \_\_\_ Recess\_\_\_ Centers\_\_\_ Specials (specify) \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Science\_\_\_ Riding the bus\_\_\_ Lunch\_\_\_ Discussions/Q&A\_\_\_ Transitions (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 3a. Are there ***specific classmates or adults*** whose proximity is associated with a ***high likelihood*** of problem behavior? If so, who are they? |
| \_\_\_ Peers\_\_\_ Teacher(s)\_\_\_ Paraprofessional(s)\_\_\_ Other school staff | Specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Bus driver\_\_\_ Parent\_\_\_ Other family member (Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 3b. Are there ***specific classmates or adults***whose proximity is associated with a high likelihood of problem behavior ***not being*** exhibited? If so, who are they?

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| \_\_\_ Peers\_\_\_ Teacher(s)\_\_\_ Paraprofessional(s)\_\_\_ Other school staff | Specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Bus driver\_\_\_ Parent\_\_\_ Other family member (Specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 4. Are there ***specific circumstances*** in which problem behavior is ***very likely*** to occur?  |
| \_\_\_ Request to start task\_\_\_ Being told work is wrong\_\_\_ Reprimand or correction\_\_\_ Told “no”\_\_\_ Seated near specific peer\_\_\_ Peer teasing or comments \_\_\_ Change in schedule | \_\_\_ Task too difficult\_\_\_ Task too long\_\_\_ Task is boring\_\_\_ Task is repetitive  (same task daily)\_\_\_ Novel task | \_\_\_ Transition\_\_\_ End of preferred  activity \_\_\_ Removal of  preferred item\_\_\_ Start of non- preferred activity | \_\_\_ Student is alone\_\_\_ Unstructured time\_\_\_ ‘Down’ time (no  task specified)\_\_\_ Teacher is attending  to other students |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 5. Are there conditions in the ***physical environment*** that are associated with a high likelihood of problem behavior? For example, too warm or too cold, too crowded, too much noise, too chaotic, weather conditions…. |
| \_\_\_ Yes (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ No |
| 6. Are there circumstances ***unrelated to the school setting*** that occur on some days and not other days that may make problem behavior more likely?  |
| \_\_\_ Illness\_\_\_ Allergies\_\_\_ Physical condition\_\_\_ Hormones or  menstrual cycle | \_\_\_ No medication\_\_\_ Change in medication\_\_\_ Hunger\_\_\_ Parties or social event\_\_\_ Change in diet | \_\_\_ Drug/alcohol abuse\_\_\_ Bus conflict\_\_\_ Fatigue\_\_\_ Change in routine\_\_\_ Parent not home | \_\_\_ Home conflict\_\_\_ Sleep deprivation\_\_\_ Stayed with non- custodial parent |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Additional comments not addressed above in the ***Prevent Component***. |
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**PTR Functional Behavior Assessment: Teach Component-(Form C)**

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| 1. Does the *problem behavior* seem to be exhibited in order to ***gain attention from peers***?  |
| \_\_\_ Yes *List the specific peers:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| \_\_\_ No |
| 2. Does the *problem behavior* seem to be exhibited in order to ***gain attention from adults***? If so, are there particular adults whose attention is solicited? |
| \_\_\_ Yes *List the specific adults:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| \_\_\_ No |
| 3. Does the *problem behavior* seem to be exhibited in order to ***obtain objects*** (toys or games, materials, food) from peers or adults?  |
| \_\_\_ Yes *List the specific objects:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| \_\_\_ No |
| 4. Does the *problem behavior* seem to be exhibited in order to ***delay a transition*** from a preferred activity to a non-preferred activity? |
| \_\_\_ Yes *List the specific transitions:*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| \_\_\_ No |
| 5. Does the *problem behavior* seem to be exhibited in order to ***terminate or dela***y a non-preferred (difficult, boring, repetitive) task or activity?  |
| \_\_\_ Yes *List the specific non-preferred tasks or activities*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| \_\_\_ No |
| 6. Does the *problem behavior* seem to be exhibited in order to ***get away from*** a nonpreferred classmate or adult?  |
| \_\_\_ Yes *List the specific peers or adults*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| \_\_\_ No |
| 7. What ***social skills(s)*** could the student learn in order to reduce the likelihood of the *problem behavior* occurring 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\_\_\_ Losing gracefully\_\_\_ Waiting for reinforcement\_\_\_ Accepting differences |
| Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 8. What ***problem-solving skill(s)*** could the student learn in order to reduce the likelihood of the problem behavior occurring in the future? |
| \_\_\_ Recognizing need for help\_\_\_ Asking for help\_\_\_ Using visual supports to work independently \_\_\_ Ignoring peers\_\_\_ Graphic organizers | \_\_\_ Note-taking strategies\_\_\_ Assignment management\_\_\_ Working with a peer\_\_\_ Move ahead to easier items then go back to  difficult items | \_\_\_ Staying engaged \_\_\_ Working independently\_\_\_ Making an outline\_\_\_ Self-management\_\_\_ Making choices from several  appropriate options |
| Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 9. What ***communication skill(s)*** could the student learn in order to reduce the likelihood of the problem behavior occurring in the future? |
| \_\_\_ Asking for a break\_\_\_ Expressing emotions  (frustration, anger, hurt)\_\_\_ Requesting information | \_\_\_ Raising hand for attention\_\_\_ Requesting wants\_\_\_ Rejecting\_\_\_ Active listening | \_\_\_ Asking for help\_\_\_ Commenting\_\_\_ Responding to others |
| Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Additional comments not addressed above in the ***Teach Component.*** |
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**PTR Functional Behavior Assessment: Reinforce Component-(Form C)**

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| 1.What responses (**consequences**) typically occur after the student engages in the ***problem behavior?***  |
| \_\_\_ Sent to time-out\_\_\_ Chair time-out\_\_\_ Head down\_\_\_ Sent to office\_\_\_ Sent home\_\_\_ Calming/soothing | \_\_\_ Gave personal space\_\_\_ Sent to 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 (Specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 2.Does the student ***enjoy praise*** from teachers and other school staff? Does the student enjoy praise from some teachers more than others? |
| \_\_\_ Yes *List specific people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*\_\_\_ No |
| 3.What is the likelihood of the student’s***appropriate behavior*** (e.g., on-task behavior; cooperation; successful performance) resulting in acknowledgment or praise from teachers or other school staff? |
| \_\_\_ Very likely | \_\_\_ Sometimes | \_\_\_ Seldom | \_\_\_ Never |
| 4.What is the likelihood of the student’s ***problem behavior*** resulting in acknowledgment (e.g., reprimands, corrections) from teachers or other school staff? |
| \_\_\_ Very likely | \_\_\_ Sometimes  | \_\_\_ Seldom | \_\_\_ Never |
| 5. What school-related items and activities are ***most enjoyable*** to the student? What items or activities could serve as special rewards? |
| \_\_\_ Social interaction with adults\_\_\_ Social interaction with peers\_\_\_ Playing a game\_\_\_ Helping teacher\_\_\_ Line leader \_\_\_ Going to media center\_\_\_ Sensory activity (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Music\_\_\_ Puzzles\_\_\_ Going outside\_\_\_ Going for a walk\_\_\_ Reading\_\_\_ Extra PE time\_\_\_ Extra free time | \_\_\_ Art activity\_\_\_ Computer\_\_\_ Video games\_\_\_ Watching TV/video\_\_\_ Objects (Specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Food (Specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Additional comments not addressed above in the ***Reinforce Component.*** |
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