**Step 2: PTR Functional Behavior Assessment/Secondary Multiple teachers-Prevent Component**

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| 1a. Are there ***times of the period/class*** when (problem behavior) is ***most likely*** to occur? If yes, what are they? |
| \_\_\_ Upon entry into the class\_\_\_ Beginning of the class\_\_\_ Midpoint of the class | \_\_\_\_ Last half of the class\_\_\_\_ End of class/Dismissal |  |  |
| Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1b. Are there ***times of the period/class*** when (problem behavior) is ***least likely*** to occur? If yes, what are they? |
| \_\_\_ Upon entry into the class\_\_\_ Beginning of the class\_\_\_ Midpoint of the class | \_\_\_\_ Last half of the class\_\_\_\_ End of class/Dismissal |  |  |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 2a. Are there ***specific activities*** within the class/subject when (problem behavior) is ***very likely***to occur? If yes, what are they? |
| \_\_\_ Large group  Work\_\_\_ Independent work\_\_\_ One-on-one\_\_\_ Free time | \_\_\_ Writing tasks\_\_\_ Small group  work\_\_\_ Computer\_\_\_ During announcements | \_\_\_ Hands-on tasks\_\_\_ Discussions/Q&A\_\_\_ Other (specify) \_\_\_ Peer or  cooperative  work |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 2b. Are there ***specific activities or subjects*** when (problem behavior) is ***very unlikely*** to occur? What are they?  |
| \_\_\_ Large group  Work\_\_\_ Independent work\_\_\_ One-on-one\_\_\_ Free time | \_\_\_ Writing tasks\_\_\_ Small group  work\_\_\_ Computer\_\_\_ During announcements | \_\_\_ Hands-on tasks\_\_\_ Discussions/Q&A\_\_\_ Other (specify) \_\_\_ Peer or  cooperative  work |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 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 person (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 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 person (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| 4. Are there ***specific circumstances*** that are associated with a high likelihood of (problem behavior)?  |
| \_\_\_ Request to start work\_\_\_ Telling student work is  wrong\_\_\_ Reprimanding or correcting\_\_\_ 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_If academic demands are associated with (problem behavior)s, does the student possess the skills to engage in the academic activity without assistance? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 5. Are there ***specific circumstances*** in which (problem behavior) is ***very unlikely to occur?*** Please specify. |
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| 6. 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 |
| 7. Are there circumstances ***unrelated to the school setting*** that occur on some days and not on 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\_\_\_ Conflict with  girlfriend or  boyfriend | \_\_\_ Home conflict\_\_\_ Stayed with non- custodial parent\_\_\_ Conflict with  parents\_\_\_ Conflict with  friends |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Additional comments not addressed above in the ***Prevent Component***. |
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**PTR Functional Behavior Assessment Secondary: Teach Component**

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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 items or preferred activities*** (games, electronics, materials, food) from peers or adults?  |
| \_\_\_ Yes *List the specific objects:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| \_\_\_ No |
| 4. Does the *(problem behavior)* seem to be exhibited in order to ***avoid or 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 ***avoid or delay*** 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 non-preferred classmate or adult?  |
| \_\_\_ Yes *List the specific peers or adults*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| \_\_\_ No |
| 7. What behaviors could the student be taught to do that would help meet academic goals? Select **3-5** behaviors that would academically enable the student to participate and meet academic goals. |
| [ ]  Study skills[ ]  Socially engage (e.g., working cooperatively with peers, cooperate)[ ]  Participate, persist, and be engaged | [ ]  Homework completion[ ]  Organizational strategies[ ]  Attend class[ ]  Self-regulation (controls temper, obeys rules, copes with stress) | [ ]  Work productively (complete and turn in assignments)[ ]  Time management[ ]  Arrive to class on time |

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| Additional comments not addressed above in the ***Teach Component.*** |
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**PTR Functional Behavior Assessment Secondary: Reinforce Component**

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| 1.What ***consequence(s)/responses of others*** typically happen immediately after the student’s *(problem behavior)*? Select the top 3-5 that adults and/or peers almost always do immediately after the problem behavior.  |
| \_\_\_ Sent to time-out\_\_\_ Sent to crisis room\_\_\_ Asked to put head  down\_\_\_ Sent to office/ODR\_\_\_ ISS\_\_\_ OSS\_\_\_ Ignored | \_\_\_ De-escalation (e.g., LSCI or other)\_\_\_ Sent to behavior specialist/counselor\_\_\_ Assistance given\_\_\_ Allowed to delay activity\_\_\_ Changed the activity\_\_\_ Ended the activity\_\_\_ Calmed/soothed | \_\_\_ Verbally reprimanded\_\_\_ Verbally redirected\_\_\_ Stated rules\_\_\_ Physically prompted\_\_\_ Peers react (laugh, make  comments)\_\_\_ Physically restrained\_\_\_ Removed 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\_\_\_ Teacher or office assistant\_\_\_ Going to media center\_\_\_ Sensory activity (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Given leadership opportunities | \_\_\_ Listening to music\_\_\_ Being outside\_\_\_ Going for a walk\_\_\_ Reading\_\_\_ Extra PE time\_\_\_ Extra free time | \_\_\_ Doing art\_\_\_ Using the computer\_\_\_ Video/electronic games/apps\_\_\_ Watching TV/DVD/Movie\_\_\_ Objects (Specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Food (Specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Additional comments not addressed above in the ***Reinforce Component.*** |
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