STEP 2: PTR ASSESSMENT (FBA)

Process by which a Functional Behavior Assessment is established

The functional behavior assessment (FBA) step of the Prevent-Teach-Reinforce model helps to identify specific information about the student’s most challenging behaviors.

The purpose of an FBA is:

* To identify the causes or events that trigger the student to engage in challenging behaviors
* To determine the purpose of the student’s inappropriate behavior
* To find out the people, situations, items and/or activities that reinforce the student’s behavior

To complete an FBA, each member of the team, including the parents, will complete the FBA checklist.

The PTR facilitator summarizes the input and develops a draft “hypothesis” based on responses from the team. A “hypothesis” explains what starts a behavior, what behaviors are exhibited and what the student “gets” or “avoids” by doing that behavior. Below is an example of a hypothesis.[[1]](#endnote-1)

The team then meets and reaches a consensus.

To get a feel for an FBA, here are some examples from real students.

*Example: Assessment Summary Table of Problem Behavior*

*Example: Assessment of Appropriate Behavior*

*Example: Example Hypothesis*

The following forms can be used and adapted to achieve the objectives of Step 2:

* *Functional Behavior Assessment Checklist (link to PBS)*
* *Functional Behavior Assessment Summary Table (link to PBS)*

\*\*An in-depth guide to implementing the PTR process is provided in a manual entitled Prevent, Teach, Reinforce: The School Based Model of Individualized Positive Behavior Support and can be purchased through Amazon.

1. Sample Hypothesis: When Diana is required to end art or music classes and begin independent work activities in reading or math classes, she will yell, scream, throw objects, and/or hit (i.e. tantrums). As a result she is allowed to 1) delay or escape the independent work activities when she is sent to time-out or to the behavior specialist or allowed to stay in art or music classes and 2) get attention from the behavior specialist. [↑](#endnote-ref-1)