APPENDIX 4.1 **PTR Functional Behavioral Assessment Checklist**

Student Responder Behavior

**Directions:**

1. The following PTR Functional Behavioral Assessment (FBA) comprises three sections—Prevent, Teach, and Reinforce—and is five pages in length.
2. Complete one PTR-FBA for each challenging behavior targeted on the Individualized Behavior Rating Scale Tool (IBRST). For example, if “hitting others” and “screaming” are listed on the IBRST, then two PTR-FBAs will be completed.
3. Do not complete the assessment on any prosocial/desired behaviors targeted on the IBRST.
4. List the challenging behavior on the top of each assessment form to ensure responses are given only for that behavior.
5. Answer each question by checking all the appropriate areas that apply or by writing the response(s) that best describes events related to the challenging behavior specified.

**PTR Functional Behavioral Assessment: *Prevent* Component**

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| 1a. Are there ***times of the school day*** when challenging 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 challenging 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/routines*** when challenging behavior is ***very likely*** to occur? If yes, what are they? | | |
| \_\_\_ Reading/language arts  \_\_\_ Independent work  \_\_\_ One to one  \_\_\_ Free time  \_\_\_ Worksheets, seat work  \_\_\_ Writing  \_\_\_ Small-group work | \_\_\_ Computer  \_\_\_ Tablet  \_\_\_ Peer/cooperative work  \_\_\_ Math  \_\_\_ Large-group work  \_\_\_ Recess  \_\_\_ Centers | \_\_\_ Specials (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ Science  \_\_\_ Riding the bus  \_\_\_ Lunch  \_\_\_ Discussions/question and answer  \_\_\_ Transitions (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other: | | |
| 2b. Are there ***specific activities/routines*** in which challenging behavior is ***very unlikely*** to occur? What are they? | | |
| \_\_\_ Reading/language arts  \_\_\_ Independent work  \_\_\_ One to one  \_\_\_ Free time  \_\_\_ Worksheets, seat work  \_\_\_ Writing  \_\_\_ Small-group work | \_\_\_ Computer  \_\_\_ Tablet  \_\_\_ Peer/cooperative work  \_\_\_ Math  \_\_\_ Large-group work  \_\_\_ Recess  \_\_\_ Centers | \_\_\_ Specials (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ Science  \_\_\_ Riding the bus  \_\_\_ Lunch  \_\_\_ Discussions/question and answer  \_\_\_ Transitions (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other: | | |

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| 3a. Are there ***specific classmates or adults*** whose proximity is associated with a ***high likelihood*** of challenging 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: | | |
| 3b. Are there ***specific classmates or adults*** whose proximity is associated with a high likelihood of challenging behavior ***not being*** exhibited? 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: | | |
| 4. Are there ***specific circumstances*** in which the challenging behavior is ***very likely*** to occur? Please indicate the top 3–5 circumstances that are the most likely to trigger the challenging behavior. | | |
| \_\_\_ 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 nonpreferred activity  \_\_\_ Student is alone  \_\_\_ Unstructured time  \_\_\_ Down time (no task specified)  \_\_\_ Teacher is attending to other students |
| Other:  If the challenging behavior happens most often during academic time/work, does the student have the skills to do the work being requested?  Yes No | | |
| 5. Are there ***specific circumstances*** in which the challenging behavior is ***very unlikely*** to occur? | | |
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| 6. Are there conditions in the ***physical environment*** that are associated with a high likelihood of challenging behavior? For example, too warm or too cold, too crowded, too much noise, too chaotic, or weather conditions. | | |
| \_\_\_ Yes (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | \_\_\_ No |
| 7. Are there circumstances ***unrelated to the school setting*** that occur on some days but not on other days that may make challenging 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 noncustodial parent |
| Other: | | |
| Additional comments not previously addressed in the *Prevent* component. | | |
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**PTR Functional Behavioral Assessment: *Teach* Component**

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| 1. Does the *(behavior)* seem to be exhibited in order to ***gain attention from peers?*** | | |
| \_\_\_ Yes *List the specific peers:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | \_\_\_ No |
| 2. Does the *(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 *(behavior)* seem to be exhibited in order to ***obtain items or preferred activities*** (e.g., games, electronics, materials, food) from peers or adults? | | |
| \_\_\_ Yes *List the specific objects:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | \_\_\_ No |
| 4. Does the *(behavior)* seem to be exhibited in order to ***avoid or delay a transition*** from a preferred activity to a nonpreferred activity? | | |
| \_\_\_ Yes *List the specific transitions:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | \_\_\_ No |
| 5. Does the *(behavior)* seem to be exhibited in order to ***avoid or delay*** a nonpreferred (e.g., difficult, boring, repetitive) task or activity? | | |
| \_\_\_ Yes *List the specific nonpreferred tasks or activities:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | \_\_\_ No |
| 6. Does the *(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 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. | | |
| Academically engage  Socially engage (e.g., works cooperatively with peers and adults, interacts appropriately)  Participate, persist, and be engaged | Homework completion  Organizational strategies  Communicate effectively  Self-regulation (e.g., controls temper,  obeys rules, copes with stress) | Work productively (complete and turn in assignments)  Time management  Attend school regularly |
| Additional comments not previously addressed in the *Teach* component. | | |
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**PTR Functional Behavioral Assessment: *Reinforce* Component**

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| 1. What responses (**consequences**) typically occur after the student engages in the ***challenging behavior?*** Identify the top 3–5 responses that adults or peers almost always do immediately after the student exhibits the challenging 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 ***challenging 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 physical education time  \_\_\_ Extra free time | | \_\_\_ Art activity  \_\_\_ Computer  \_\_\_ Video games  \_\_\_ Watching television/video  \_\_\_ Objects (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ Food (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Other: | | | | | |
| Additional comments not previously addressed in the *Reinforce* component. | | | | | |
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