**PTR Blank Forms**

**Step 3: PTR Assessment**

**PTR Functional Behavior Assessment: Step 3**

**Directions:**

1. The following PTR Functional Behavior Assessment is comprised of three sections, Prevent, Teach, and Reinforce, and is 5-pages in length.
2. Complete one PTR Functional Behavior Assessment for ***each* problem behavior** targeted on the Behavior Rating Scale. For example, if both ‘hitting others’ and ‘screaming’ are listed on the BRS, two PTR Functional Behavior Assessments will be completed.
3. Do not complete the assessment on any prosocial/desired behaviors targeted on the Behavior Rating Scale
4. List the problem behavior on the top of each assessment form to ensure responses are given for that behavior only.
5. Answer each question by checking all the appropriate areas that apply, or by writing the response(s) that best describe events related to the problem behavior specified.

**PTR Functional Behavior Assessment: Prevent Component**

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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 ***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 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**

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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**

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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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PTR Form 4a

**PTR Functional Behavior Assessment Summary Table: “Cheat Sheet” for Step 3**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: ­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
|  | **Behavior** | **Prevent Data** | **Teach Data** | **Reinforce Data** |
| Problem behavior | Name of problem behavior | Include information from the Prevent component of the PTR assessment (items #1a, 2a, 3a, 4, 5, 6) | Include information from the Teach component of the PTR assessment (items #1 through #6) | Include information from the Reinforce component of the PTR assessment (items #1 & 4) |
| Appropriate behavior | Name of pro-social or replacement behavior | Include information from the Prevent component of the PTR assessment (items #1b, 2b, 3b) | Include information from the Teach component of the PTR assessment (items #7 through #9) | Include information from the Reinforce component of the PTR assessment (items #2, 3, & 5) |

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| **Possible Hypotheses** |
|  | **When….** | **He/she will…..** | **As a result, he/she ……** |
| Problem Behavior | Include the relevant data from the problem behavior prevent data above | Behavior being evaluated | Function (from problem behavior teach data) |
| Replacement Behavior | Copy what you have in the row above (problem behavior when) | Write in the new behavior/skill or, replacement behavior | Copy what you have in the row above (problem behavior function). |

**PTR Functional Behavior Assessment Summary Table: Step 3**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: ­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Behavior** | **Prevent Data** | **Teach Data** | **Reinforce Data** |
| Problem behavior |  |  |  |  |
| Appropriate behavior |  |  |  |  |
| **Possible Hypotheses** |
|  | **When….** | **He/she will…..** | **As a result, he/she ……** |
| Problem Behavior |  |  |  |
| Replacement Behavior |  |  |  |