**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?   |  |  |  | | --- | --- | --- | | \_\_\_ 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 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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