**Step 2: PTR Functional Behavior Assessment-Elementary**

**Directions:**

1. The following PTR Functional Behavior Assessment is comprised of three sections, Prevent, Teach, and Reinforce, and is 4-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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | | |
| 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 the problem behavior is ***very likely*** to occur? Please indicate the **top 3-5** circumstances that are the most likely to trigger the problem 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 non-  preferred activity | | | | \_\_\_ Student is alone  \_\_\_ Unstructured time  \_\_\_ ‘Down’ time (no  task specified)  \_\_\_ Teacher is attending  to other students | | |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  If the problem behavior happens most often during academic time/work, does the student have the skills to do the work being requested?  Yes  No | | | | | | | | | | | | | | | |
| 1. Are there ***specific circumstances*** in which the problem 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 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 but 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 | | | | | | \_\_\_ 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 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: Reinforce Component**

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| 1.What responses (**consequences**) typically occur after the student engages in the ***problem behavior?*** Identify the top 3-5 responses that adults or peers almost always do immediately after the student does 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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