**Step 2: PTR Functional Behavior Assessment/Secondary Multiple teachers-Prevent Component**

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| 1a. Are there ***times of the period/class*** when (problem behavior) is ***most likely*** to occur? If yes, what are they? | | | | | |
| \_\_\_ Upon entry into the class  \_\_\_ Beginning of the class  \_\_\_ Midpoint of the class | \_\_\_\_ Last half of the class  \_\_\_\_ End of class/Dismissal | | |  |  |
| Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| 1b. Are there ***times of the period/class*** when (problem behavior) is ***least likely*** to occur? If yes, what are they? | | | | | |
| \_\_\_ Upon entry into the class  \_\_\_ Beginning of the class  \_\_\_ Midpoint of the class | \_\_\_\_ Last half of the class  \_\_\_\_ End of class/Dismissal | | |  |  |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| 2a. Are there ***specific activities*** within the class/subject when (problem behavior) is ***very likely***to occur? If yes, what are they? | | | | | |
| \_\_\_ Large group  Work  \_\_\_ Independent work  \_\_\_ One-on-one  \_\_\_ Free time | | \_\_\_ Writing tasks  \_\_\_ Small group  work  \_\_\_ Computer  \_\_\_ During announcements | \_\_\_ Hands-on tasks  \_\_\_ Discussions/Q&A  \_\_\_ Other (specify)  \_\_\_ Peer or  cooperative  work | | |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| 2b. Are there ***specific activities or subjects*** when (problem behavior) is ***very unlikely*** to occur? What are they? | | | | | |
| \_\_\_ Large group  Work  \_\_\_ Independent work  \_\_\_ One-on-one  \_\_\_ Free time | | \_\_\_ Writing tasks  \_\_\_ Small group  work  \_\_\_ Computer  \_\_\_ During announcements | \_\_\_ Hands-on tasks  \_\_\_ Discussions/Q&A  \_\_\_ Other (specify)  \_\_\_ Peer or  cooperative  work | | |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |

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| 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 person (specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| 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 person (specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |  | | | | | | | | | | | |
| 4. Are there ***specific circumstances*** that are associated with a high likelihood of (problem behavior)? | | | | | | | | |
| \_\_\_ Request to start work  \_\_\_ Telling student work is  wrong  \_\_\_ Reprimanding or correcting  \_\_\_ 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 academic demands are associated with (problem behavior)s, does the student possess the skills to engage in the academic activity without assistance? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | |
| 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 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  \_\_\_ Conflict with  girlfriend or  boyfriend | | | | \_\_\_ Home conflict  \_\_\_ Stayed with non-  custodial parent  \_\_\_ Conflict with  parents  \_\_\_ Conflict with  friends |
| 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 Secondary: Reinforce Component**

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| 1.What ***consequence(s)/responses of others*** typically happen immediately after the student’s *(problem behavior)*? Select the top 3-5 that adults and/or peers almost always do immediately after the problem behavior. | | | | | | |
| \_\_\_ Sent to time-out  \_\_\_ Sent to crisis room  \_\_\_ Asked to put head  down  \_\_\_ Sent to office/ODR  \_\_\_ ISS  \_\_\_ OSS  \_\_\_ Ignored | | \_\_\_ De-escalation (e.g., LSCI or other)  \_\_\_ Sent to behavior specialist/counselor  \_\_\_ Assistance given  \_\_\_ Allowed to delay activity  \_\_\_ Changed the activity  \_\_\_ Ended the activity  \_\_\_ Calmed/soothed | | | | \_\_\_ Verbally reprimanded  \_\_\_ Verbally redirected  \_\_\_ Stated rules  \_\_\_ Physically prompted  \_\_\_ Peers react (laugh, make  comments)  \_\_\_ Physically restrained  \_\_\_ Removed 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  \_\_\_ Teacher or office assistant  \_\_\_ Going to media center  \_\_\_ Sensory activity (specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ Given leadership opportunities | | | \_\_\_ Listening to music  \_\_\_ Being outside  \_\_\_ Going for a walk  \_\_\_ Reading  \_\_\_ Extra PE time  \_\_\_ Extra free time | | \_\_\_ Doing art  \_\_\_ Using the computer  \_\_\_ Video/electronic games/apps  \_\_\_ Watching TV/DVD/Movie  \_\_\_ Objects (Specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ Food (Specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Other(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| Additional comments not addressed above in the ***Reinforce Component.*** | | | | | | |
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