## PTR Functional Behavior Assessment Checklist

### Directions:
1. The following Prevent-Teach-Reinforce (PTR) functional behavioral assessment (FBA) has three sections—Prevent, Teach, and Reinforce—and is 6 pages in length.
2. Complete one FBA for each problem behavior targeted on the behavior rating scale (BRS). For example, if both hitting others and screaming are listed on the BRS, two FBAs will be completed.
3. Do not complete the assessment on any prosocial/desired behaviors targeted on the BRS.
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

<table>
<thead>
<tr>
<th>PTR Functional Behavior Assessment</th>
<th>PREVENT Component</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1a.</strong> Are there times of the school day when problem behavior is most likely to occur?</td>
<td></td>
</tr>
<tr>
<td>If yes, what are they?</td>
<td></td>
</tr>
<tr>
<td>☐ Morning</td>
<td>☐ Before meals</td>
</tr>
<tr>
<td>☐ Afternoon</td>
<td>☐ Dismissal</td>
</tr>
<tr>
<td><strong>1b.</strong> Are there times of the school day when problem behavior is least likely to occur?</td>
<td></td>
</tr>
<tr>
<td>If yes, what are they?</td>
<td></td>
</tr>
<tr>
<td>☐ Morning</td>
<td>☐ Before meals</td>
</tr>
<tr>
<td>☐ Afternoon</td>
<td>☐ Dismissal</td>
</tr>
<tr>
<td><strong>2a.</strong> Are there specific activities when problem behavior is very likely to occur? If yes, what are they?</td>
<td></td>
</tr>
<tr>
<td>☐ Reading/LA</td>
<td>☐ Writing</td>
</tr>
<tr>
<td>☐ Independent work</td>
<td>☐ Small-group work</td>
</tr>
<tr>
<td>☐ One-on-one</td>
<td>☐ Computer</td>
</tr>
<tr>
<td>☐ Free time</td>
<td>☐ Peer/cooperative work</td>
</tr>
<tr>
<td>☐ Worksheets, seatwork</td>
<td>☐ Specials (specify)</td>
</tr>
<tr>
<td>Other: ____________________________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td><strong>2b.</strong> Are there specific activities when cooperative and prosocial behavior is very likely to occur? What are they?</td>
<td></td>
</tr>
<tr>
<td>☐ Reading/LA</td>
<td>☐ Writing</td>
</tr>
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</tr>
<tr>
<td>Other: ____________________________________________________________________________________</td>
<td></td>
</tr>
</tbody>
</table>
3a. Are there specific classmates or adults whose proximity is associated with a high likelihood of problem behavior? If so, who are they?

- Peers (specify) _______________________________
- Teacher(s) (specify) __________________________
- Paraprofessional(s) (specify) __________________
- Other school staff (specify) ____________________
- Other family member (specify) __________________

Other: ____________________________________________________________________________________

3b. Are there specific classmates or adults whose proximity is associated with a high likelihood of cooperative and prosocial behavior? If so, who are they?

- Peers (specify) _______________________________
- Teacher(s) (specify) __________________________
- Paraprofessional(s) (specify) __________________
- Other school staff (specify) ____________________
- Other family member (specify) __________________

Other: ____________________________________________________________________________________

4. Are there specific circumstances that are associated with a high likelihood of problem behavior?

- Request to start task
- Task too difficult
- Transition
- Being told work is wrong
- Task too long
- Student is alone
- Reprimand or correction
- End of preferred activity
- Unstructured time
- Told “no”
- Task is boring
- Novel task
- Seated near specific peer
- Peer teasing or comments
- Change in schedule
- Task is repetitive (same task daily)
- Removal of preferred item
- Start of nonpreferred activity
- 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
- No medication
- Drug/alcohol abuse
- Allergies
- Change in medication
- Bus conflict
- Physical condition
- Home conflict
- Sleep deprivation
- Hunger
- Fatigue
- Parties or social event
- Change in diet
- Change in routine
- Parent not home
Prevent component (continued)

☐ Hormones or menstrual cycle
☐ Stayed with noncustodial parent
Other: ____________________________________________________________

Additional comments not addressed above in the Prevent component: ______________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

PTR Functional Behavior Assessment

TEACH Component

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 (e.g., 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 nonpreferred activity?
   ☐ Yes (list the specific transition) ____________________________________________
   ☐ No

5. Does the problem behavior seem to be exhibited in order to terminate or delay a nonpreferred (e.g., difficult, boring, repetitive) task or activity?
   ☐ Yes (list the specific nonpreferred 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
Problem behavior: _________________________________     Person responding: _________________________________     Student: _____

### PTR FUNCTIONAL BEHAVIOR ASSESSMENT CHECKLIST

**Teach component (continued)**

7. **What social skill(s) could the student learn in order to reduce the likelihood of the problem behavior occurring in the future?**
   - Peer interaction
   - Play skills
   - Joint or shared attention
   - Waiting for reinforcement
   - Getting attention appropriately
   - Other: ____________________________________________

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
   - Ignoring peers
   - Making an outline
   - Move ahead to easier items, then go back to difficult items
   - Using visual supports to work independently
   - Making choices from several appropriate options
   - Other: ____________________________________________

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
   - Requesting information
   - Active listening
   - Expressing emotions (frustration, anger, hurt)
   - Other: ____________________________________________

Additional comments not addressed above in the **Teach component:** ____________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________
PTR Functional Behavior Assessment

1. What consequence(s) usually follow the student’s problem behavior?
   - Sent to time-out
   - Gave personal space
   - Verbal reprimand
   - Chair time-out
   - Stated rules
   - Head down
   - Sent to office
   - Sent home
   - Calming/soothing
   - Assistance given
   - Verbal redirect
   - Delay in activity
   - Activity changed
   - Activity terminated
   - Physical prompt
   - Peer reaction
   - Verbal redirect
   - Physical restraint
   - Removal of reinforcers
   - Sent to behavior specialist/counselor
   - 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
   - Music
   - Art activity
   - Social interaction with peers
   - Puzzles
   - Computer
   - Playing a game
   - Going outside
   - Video games
   - Helping teacher
   - Going for a walk
   - Watching TV/video
   - Extra PE time
   - Line leader
   - Reading
   - Going to media center
   - Extra free time
   - Sensory activity (specify) _________________________________
   - Food (specify) __________________________________________
   - Objects (specify) _________________________________________
   - Other: ________________________________________________________________________________
Problem behavior: _________________________________     Person responding: _________________________________     Student: _____________

Additional comments not addressed above in the Reinforce component:

______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

Prevent-Teach-Reinforce: The School-Based Model of Individualized Positive Behavior Support
By Glen Dunlap, Ph.D., Rose Iovannone, Ph.D., Donald Kincaid, Ed.D., Kelly Wilson, Kathy Christiansen, Phillip Strain, Ph.D., & Carie English, Ph.D.
### PTR Functional Behavior Assessment Summary Table

**Directions:**
1. Gather all Prevent-Teach-Reinforce (PTR) Functional Behavior Assessments (FBAs) completed for one problem behavior (see Appendix 4.1).
2. List the problem behavior on the FBA Summary Table.
3. Starting with one completed FBA, list events in the respective Prevent, Teach, and Reinforce columns, beginning to identify and group information in patterns.
4. Do the same for events marked for the prosocial behavior.
5. Continue grouping information into the current patterns (or new ones as needed) as the remaining completed FBAs are summarized.
6. As a team, identify the data in the Prevent section that are most likely to result in problem behavior or that are most likely to result in problem behavior that is most disruptive to the classroom. List the agreed-upon events in the *When* box of the possible hypothesis.
7. As a team, discuss any discrepancies in the teaching and reinforcement data to ensure an accurate function of problem behavior is identified. List the agreed-upon events in the *as a result* box of the possible hypothesis.
8. As a team, identify the broad category of behavior or the specific replacement behavior the student needs to be taught. List the agreed-upon behavior in the *replacement behavior* box of possible hypotheses.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>PREVENT data</th>
<th>TEACH data</th>
<th>REINFORCE data</th>
</tr>
</thead>
<tbody>
<tr>
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**Possible hypotheses**

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<tr>
<th></th>
<th>When</th>
<th>Then</th>
<th>As a result</th>
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<tbody>
<tr>
<td>Problem behavior</td>
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<td></td>
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<tr>
<td>Replacement behavior</td>
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Prevent-Teach-Reinforce: The School-Based Model of Individualized Positive Behavior Support by G. Dunlap, R. Iovannone, D. Kincaid, K. Wilson, K. Christiansen, P. Strain, and C. English. Copyright © 2010 Paul H. Brookes Publishing Co., Inc. All rights reserved.
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