

PTR FUNCTIONAL BEHAVIOR ASSESSMENT CHECKLIST

Problem behavior: _____ Person responding: _____ Student: _____



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
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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?

- | | | | | |
|------------------------------------|---------------------------------------|---------------------------------------|--------------------------------------|----------------------------------|
| <input type="checkbox"/> Morning | <input type="checkbox"/> Before meals | <input type="checkbox"/> During meals | <input type="checkbox"/> After meals | <input type="checkbox"/> Arrival |
| <input type="checkbox"/> Afternoon | <input type="checkbox"/> Dismissal | Other: _____ | | |

1b. Are there **times of the school day** when problem behavior is **least likely** to occur?
 If yes, what are they?

- | | | | | |
|------------------------------------|---------------------------------------|---------------------------------------|--------------------------------------|----------------------------------|
| <input type="checkbox"/> Morning | <input type="checkbox"/> Before meals | <input type="checkbox"/> During meals | <input type="checkbox"/> After meals | <input type="checkbox"/> Arrival |
| <input type="checkbox"/> Afternoon | <input type="checkbox"/> Dismissal | Other: _____ | | |

2a. Are there **specific activities** when problem behavior is **very likely** to occur? If yes, what are they?

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Reading/LA | <input type="checkbox"/> Writing | <input type="checkbox"/> Math | <input type="checkbox"/> Science |
| <input type="checkbox"/> Independent work | <input type="checkbox"/> Small-group work | <input type="checkbox"/> Large-group work | <input type="checkbox"/> Riding the bus |
| <input type="checkbox"/> One-on-one | <input type="checkbox"/> Computer | <input type="checkbox"/> Recess | <input type="checkbox"/> Lunch |
| <input type="checkbox"/> Free time | <input type="checkbox"/> Peer/cooperative work | <input type="checkbox"/> Centers | <input type="checkbox"/> Discussions/Q&A |
| <input type="checkbox"/> Worksheets, seatwork | | <input type="checkbox"/> Specials (specify) _____ | <input type="checkbox"/> Transitions (specify) _____ |
| Other: _____ | | | |

2b. Are there **specific activities** when cooperative and prosocial behavior is **very likely** to occur?
 What are they?

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Reading/LA | <input type="checkbox"/> Writing | <input type="checkbox"/> Math | <input type="checkbox"/> Science |
| <input type="checkbox"/> Independent work | <input type="checkbox"/> Small-group work | <input type="checkbox"/> Large-group work | <input type="checkbox"/> Riding the bus |
| <input type="checkbox"/> One-on-one | <input type="checkbox"/> Computer | <input type="checkbox"/> Recess | <input type="checkbox"/> Lunch |
| <input type="checkbox"/> Free time | <input type="checkbox"/> Peer/cooperative work | <input type="checkbox"/> Centers | <input type="checkbox"/> Discussions/Q&A |
| <input type="checkbox"/> Worksheets, seatwork | | <input type="checkbox"/> Specials (specify) _____ | <input type="checkbox"/> Transitions (specify) _____ |
| Other: _____ | | | |

PTR FUNCTIONAL BEHAVIOR ASSESSMENT CHECKLIST

Problem behavior: _____ Person responding: _____ Student: _____

Prevent component (continued)

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) _____ Bus driver
- Teacher(s) (specify) _____ Parent
- 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) _____ Bus driver
- Teacher(s) (specify) _____ Parent
- 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

PTR FUNCTIONAL BEHAVIOR ASSESSMENT CHECKLIST

Problem behavior: _____ Person responding: _____ Student: _____

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

PTR FUNCTIONAL BEHAVIOR ASSESSMENT CHECKLIST

Problem behavior: _____ Person responding: _____ Student: _____

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
- Sharing objects
- Sharing attention
- Conversation skills
- Accepting differences
- Taking turns
- Losing gracefully
- Making prosocial statements

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
- Note-taking strategies
- Assignment management
- Graphic organizers
- Self-management
- Staying engaged
- Working independently
- Working with a peer

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)
- Raising hand for attention
- Requesting wants
- Commenting
- Asking for help
- Rejecting
- Responding to others

Other: _____

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

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PTR Functional Behavior Assessment

REINFORCE Component

1. What **consequence(s)** usually follow the student's *problem behavior*?
 - Sent to time-out
 - Chair time-out
 - Sent to office
 - Assistance given
 - Activity changed
 - Peer reaction
 - Sent to behavior specialist/counselor
 - Natural consequences (specify) _____Other: _____
 - Gave personal space
 - Stated rules
 - Sent home
 - Verbal redirect
 - Activity terminated
 - Physical restraint
 - Verbal reprimand
 - Head down
 - Calming/soothing
 - Delay in activity
 - Physical prompt
 - Removal of reinforcers
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
 - Extra PE time
 - Going to media center
 - Sensory activity (specify) _____
 - Food (specify) _____
 - Objects (specify) _____Other: _____
 - Music
 - Puzzles
 - Going outside
 - Going for a walk
 - Line leader
 - Extra free time
 - Art activity
 - Computer
 - Video games
 - Watching TV/video
 - Reading

PTR FUNCTIONAL BEHAVIOR ASSESSMENT CHECKLIST

Problem behavior: _____ Person responding: _____ Student: _____

Reinforce component (continued)

Additional comments not addressed above in the **Reinforce component**: _____



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.

Student _____ **School** _____ **Date** _____

Behavior	PREVENT data	TEACH data	REINFORCE data

Possible hypotheses

	When	Then	As a result
Problem behavior			
Replacement behavior			

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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