

**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.

<b>PTR Functional Behavior Assessment</b>	<b>PREVENT Component</b>
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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?

- |  |                                     |
|--|-------------------------------------|
| <input type="checkbox"/> Peers (specify) _____               | <input type="checkbox"/> Bus driver |
| <input type="checkbox"/> Teacher(s) (specify) _____          | <input type="checkbox"/> Parent     |
| <input type="checkbox"/> Paraprofessional(s) (specify) _____ |                                     |
| <input type="checkbox"/> Other school staff (specify) _____  |                                     |
| <input type="checkbox"/> 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?

- |  |                                     |
|--|-------------------------------------|
| <input type="checkbox"/> Peers (specify) _____               | <input type="checkbox"/> Bus driver |
| <input type="checkbox"/> Teacher(s) (specify) _____          | <input type="checkbox"/> Parent     |
| <input type="checkbox"/> Paraprofessional(s) (specify) _____ |                                     |
| <input type="checkbox"/> Other school staff (specify) _____  |                                     |
| <input type="checkbox"/> Other family member (specify) _____ |                                     |

Other: \_\_\_\_\_

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

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Request to start task                  | <input type="checkbox"/> Task too difficult            | <input type="checkbox"/> Transition         |
| <input type="checkbox"/> Being told work is wrong               | <input type="checkbox"/> Task too long                 | <input type="checkbox"/> Student is alone   |
| <input type="checkbox"/> Reprimand or correction                | <input type="checkbox"/> End of preferred activity     | <input type="checkbox"/> Unstructured time  |
| <input type="checkbox"/> Told "no"                              | <input type="checkbox"/> Task is boring                | <input type="checkbox"/> Novel task         |
| <input type="checkbox"/> Seated near specific peer              | <input type="checkbox"/> Peer teasing or comments      | <input type="checkbox"/> Change in schedule |
| <input type="checkbox"/> Task is repetitive (same task daily)   | <input type="checkbox"/> Removal of preferred item     |   |
| <input type="checkbox"/> Start of nonpreferred activity         | <input type="checkbox"/> Down time (no task specified) |   |
| <input type="checkbox"/> 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?

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Illness            | <input type="checkbox"/> No medication        | <input type="checkbox"/> Drug/alcohol abuse      |
| <input type="checkbox"/> Allergies          | <input type="checkbox"/> Change in medication | <input type="checkbox"/> Bus conflict            |
| <input type="checkbox"/> Physical condition | <input type="checkbox"/> Home conflict        | <input type="checkbox"/> Sleep deprivation       |
| <input type="checkbox"/> Hunger             | <input type="checkbox"/> Fatigue              | <input type="checkbox"/> Parties or social event |
| <input type="checkbox"/> Change in diet     | <input type="checkbox"/> Change in routine    | <input type="checkbox"/> 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

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*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?

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Peer interaction                | <input type="checkbox"/> Sharing objects       | <input type="checkbox"/> Taking turns                |
| <input type="checkbox"/> Play skills                     | <input type="checkbox"/> Sharing attention     | <input type="checkbox"/> Losing gracefully           |
| <input type="checkbox"/> Joint or shared attention       | <input type="checkbox"/> Conversation skills   | <input type="checkbox"/> Making prosocial statements |
| <input type="checkbox"/> Waiting for reinforcement       | <input type="checkbox"/> Accepting differences |  |
| <input type="checkbox"/> 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?

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Recognizing need for help                                   | <input type="checkbox"/> Note-taking strategies | <input type="checkbox"/> Staying engaged       |
| <input type="checkbox"/> Asking for help   | <input type="checkbox"/> Assignment management  | <input type="checkbox"/> Working independently |
| <input type="checkbox"/> Ignoring peers  | <input type="checkbox"/> Graphic organizers     | <input type="checkbox"/> Working with a peer   |
| <input type="checkbox"/> Making an outline   | <input type="checkbox"/> Self-management        |  |
| <input type="checkbox"/> Move ahead to easier items, then go back to difficult items |   |  |
| <input type="checkbox"/> Using visual supports to work independently                 |   |  |
| <input type="checkbox"/> 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?

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Asking for a break                             | <input type="checkbox"/> Raising hand for attention | <input type="checkbox"/> Asking for help      |
| <input type="checkbox"/> Requesting information                         | <input type="checkbox"/> Requesting wants           | <input type="checkbox"/> Rejecting            |
| <input type="checkbox"/> Active listening                               | <input type="checkbox"/> Commenting                 | <input type="checkbox"/> Responding to others |
| <input type="checkbox"/> Expressing emotions (frustration, anger, hurt) |   |   |

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

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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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