



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
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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 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
- Sharing objects
- Taking turns
- Play skills
- Sharing attention
- Losing gracefully
- Joint or shared attention
- Conversation skills
- Making prosocial statements
- Waiting for reinforcement
- Accepting differences
- 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
- Note-taking strategies
- Staying engaged
- Asking for help
- Assignment management
- Working independently
- Ignoring peers
- Graphic organizers
- Working with a peer
- Making an outline
- Self-management
- 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
- Raising hand for attention
- Asking for help
- Requesting information
- Requesting wants
- Rejecting
- Active listening
- Commenting
- Responding to others
- Expressing emotions (frustration, anger, hurt)

Other: _____

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

PTR FUNCTIONAL BEHAVIOR ASSESSMENT CHECKLIST

Problem behavior: _____ Person responding: _____ Student: _____

PTR Functional Behavior Assessment	REINFORCE Component
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1. What **consequence(s)** usually follow the student's *problem behavior*?

<input type="checkbox"/> Sent to time-out	<input type="checkbox"/> Gave personal space	<input type="checkbox"/> Verbal reprimand
<input type="checkbox"/> Chair time-out	<input type="checkbox"/> Stated rules	<input type="checkbox"/> Head down
<input type="checkbox"/> Sent to office	<input type="checkbox"/> Sent home	<input type="checkbox"/> Calming/soothing
<input type="checkbox"/> Assistance given	<input type="checkbox"/> Verbal redirect	<input type="checkbox"/> Delay in activity
<input type="checkbox"/> Activity changed	<input type="checkbox"/> Activity terminated	<input type="checkbox"/> Physical prompt
<input type="checkbox"/> Peer reaction	<input type="checkbox"/> Physical restraint	<input type="checkbox"/> Removal of reinforcers
<input type="checkbox"/> Sent to behavior specialist/counselor		
<input type="checkbox"/> 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?

<input type="checkbox"/> Very likely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Seldom	<input type="checkbox"/> Never
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4. What is the likelihood of the student's **problem behavior** resulting in acknowledgment (e.g., reprimands, corrections) from teachers or other school staff?

<input type="checkbox"/> Very likely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Seldom	<input type="checkbox"/> Never
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5. What school-related items and activities are **most enjoyable** to the student? What items or activities could serve as special rewards?

<input type="checkbox"/> Social interaction with adults	<input type="checkbox"/> Music	<input type="checkbox"/> Art activity
<input type="checkbox"/> Social interaction with peers	<input type="checkbox"/> Puzzles	<input type="checkbox"/> Computer
<input type="checkbox"/> Playing a game	<input type="checkbox"/> Going outside	<input type="checkbox"/> Video games
<input type="checkbox"/> Helping teacher	<input type="checkbox"/> Going for a walk	<input type="checkbox"/> Watching TV/video
<input type="checkbox"/> Extra PE time	<input type="checkbox"/> Line leader	<input type="checkbox"/> Reading
<input type="checkbox"/> Going to media center	<input type="checkbox"/> Extra free time	
<input type="checkbox"/> Sensory activity (specify) _____		
<input type="checkbox"/> Food (specify) _____		
<input type="checkbox"/> Objects (specify) _____		

Other: _____

PTR FUNCTIONAL BEHAVIOR ASSESSMENT CHECKLIST

Problem behavior: _____ Person responding: _____ Student: _____

Reinforce component (continued)

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

