

Problem Behavior Questionnaire

Student:	Grade:
Teacher:	School:
Date:	

Target (Problem) Behavior:

DIRECTIONS: Keeping in mind a typical episode of the target (problem) behavior, circle the frequency at which each of the following statements is true.

		Never	10% of the time	25% of the time	50% of the time	75% of the time	90% of the time	All of the time
		0	1	2	3	4	5	6
1.	Does the target (problem) behavior occur and persist when you make a request to perform a task?							
2.	When the target (problem) behavior occurs do you redirect the student to get back to task or follow rules?							
3.	During a conflict with peers, if the student engages in the target (problem) behavior do peers leave the student alone?							
4.	When the target (problem) behavior occurs do peers verbally respond or laugh at the student?							
5.	Is the target (problem) behavior more likely to occur following a conflict outside of the classroom (e.g., bus problem)?							
6.	Does the target (problem) behavior occur to get your attention when you are working with other students?							
7.	Does the target (problem) behavior occur in the presence of specific peers?							
8.	Is the target (problem) behavior more likely to continue to occur throughout the day following an earlier episode?							

		Never	10% of the time	25% of the time	50% of the time	75% of the time	90% of the time	All of the time
		0	1	2	3	4	5	6
9.	Does the target (problem) behavior occur during specific academic activities?							
10.	Does the target (problem) behavior stop when peers stop interacting with the student?							
11.	Does the target (problem) behavior occur when peers are attending to other students?							
12.	If the student engages in the target (problem) behavior do you provide 1-to-1 instruction to get the student back on task?							
13.	Would the student stop doing the target (problem) behavior if you stop making requests or end an academic activity?							
14.	If the student engages in the target (problem) behavior, do peers stop interacting with the student?							
15.	Is the target (problem) behavior more likely to occur following unscheduled events or disruptions in classroom routines?							

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Lewis, T.J., Scott, T.M., & Sugai, G. (1994). The problem behavior questionnaire: A teacher-based instrument to develop functional hypotheses of problem behavior in general education classrooms. *Diagnostique*, 19 (203), 103-115. Reprinted with permission.

Problem Behavior Questionnaire Profile

Student:	Grade:
Rater:	District/Building:
Date:	

Directions: Circle the score given for each question from the scale below the corresponding question number (in bold).

PEERS						ADULTS						Gain Item or Activity			Setting Events		
Attention			Escape			Attention			Escape								
Questions			Questions			Questions			Questions			Questions			Questions		
5	8	13	4	12	16	2	7	14	1	11	15	3	10	18	6	9	17
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:			TOTAL:			TOTAL:			TOTAL:			TOTAL:			TOTAL:		

Analysis of Possible Function(s) of Student Problem Behavior:

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