

PROBLEM BEHAVIOR QUESTIONNAIRE

Student:	Date:		
Building/District:			
Grade:	DOB:	Age:	Respondent:
Problem Behavior: Please briefly describe the problem behavior(s):			

DIRECTIONS: Keeping in mind a typical episode of the problem behavior, circle the *frequency* at which each of the following statements are true.

		Percent of the Time						
		Never	10%	25%	50%	75%	90%	Always
1.	Does the problem behavior occur and persist when you make a request to perform a task?	0	1	2	3	4	5	6
2.	When the problem behavior occurs do you redirect the student to get back to task or follow rules?	0	1	2	3	4	5	6
3.	Is the problem behavior more likely to occur when told that he/she cannot do something that he/she wanted to do?	0	1	2	3	4	5	6
4.	During a conflict with peers, if the student engages in the problem behavior, do peers leave the student alone?	0	1	2	3	4	5	6
5.	When the problem behavior occurs, do peers verbally respond or laugh at the student?	0	1	2	3	4	5	6
6.	Is the problem behavior more likely to occur following a conflict outside of the classroom? (e.g., bus write up)?	0	1	2	3	4	5	6
7.	Does the problem behavior occur to get your attention when you are working with other students?	0	1	2	3	4	5	6
8.	Does the problem behavior occur in the presence of specific peers?	0	1	2	3	4	5	6
9.	Is the problem behavior more likely to continue to occur throughout the day following an earlier episode?	0	1	2	3	4	5	6

	Never	10%	Percent of the Time			90%	Always
			25%	50%	75%		
10. Will the student engage in the problem behavior if the student is told he/she cannot have a preferred item or activity?	0	1	2	3	4	5	6
11. Does the problem behavior occur during specific academic activities?	0	1	2	3	4	5	6
12. Does the problem behavior stop when peers stop interacting with the student?	0	1	2	3	4	5	6
13. Does the behavior occur when peers are attending to other students?	0	1	2	3	4	5	6
14. If the student engages in the problem behavior, do you provide one-to-one instruction to get the student back on-task?	0	1	2	3	4	5	6
15. Will the student stop doing the problem behavior if you stop making requests or end an academic activity?	0	1	2	3	4	5	6
16. If the student engages in the problem behavior, do peers stop interacting with the student?	0	1	2	3	4	5	6
17. Is the problem behavior more likely to occur following unscheduled events or disruptions in classroom routines?	0	1	2	3	4	5	6
18. Is the problem behavior likely to occur if you take away a preferred item or activity?	0	1	2	3	4	5	6

PROBLEM BEHAVIOR QUESTIONNAIRE PROFILE

Student: _____ Grade: _____

Building/District: _____ Date: _____

Rater: _____

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								
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:					

ANALYSIS OF POSSIBLE FUNCTION(S) OF STUDENT PROBLEM BEHAVIOR: