

# PROBLEM BEHAVIOR QUESTIONNAIRE

STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_  
 SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_ TEACHER: \_\_\_\_\_  
 INTERVIEWER: \_\_\_\_\_

STUDENT 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 is true.

	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. 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
4. When the problem behavior occurs do peers verbally respond or laugh at the student?	0	1	2	3	4	5	6
5. 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
6. Does the problem behavior occur to get your attention when you are working with other students?	0	1	2	3	4	5	6
7. Does the problem behavior occur in the presence of specific peers?	0	1	2	3	4	5	6
8. Is the problem behavior more likely to continue to occur throughout the day following an earlier episode?	0	1	2	3	4	5	6
9. Does the problem behavior occur during specific academic activities?	0	1	2	3	4	5	6
10. Does the problem behavior stop when peers stop interacting with the student?	0	1	2	3	4	5	6
11. Does the problem behavior stop when peers are attending to other students?	0	1	2	3	4	5	6
12. If the student engages in the problem behavior do you provide one-on-one instruction to get student back on-task?	0	1	2	3	4	5	6
13. 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
14. If the student engages in the problem behavior, do peers stop interacting with the student?	0	1	2	3	4	5	6
15. Is the problem behavior more likely to occur following unscheduled events or disruptions in classroom routines?	0	1	2	3	4	5	6

# PROBLEM BEHAVIOR QUESTIONNAIRE PROFILE

STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_  
 SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_ TEACHER: \_\_\_\_\_  
 INTERVIEWER: \_\_\_\_\_

DIRECTIONS: Circle the score given for each question on the scale below, noting that the corresponding question number is in bold.

PEERS			ADULTS			SETTING EVENTS								
Escape			Attention			Escape			Attention					
<b>3</b>	<b>10</b>	<b>14</b>	<b>4</b>	<b>7</b>	<b>11</b>	<b>1</b>	<b>9</b>	<b>13</b>	<b>2</b>	<b>6</b>	<b>12</b>	<b>5</b>	<b>8</b>	<b>15</b>
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
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
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
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## ANALYSIS OF POSSIBLE FUNCTION(S) OF STUDENT BEHAVIOR