

## PROBLEM BEHAVIOR QUESTIONNAIRE PROFILE

### Respondent Information

Student \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_ Sex: \_\_\_ IEP: Yes  No   
 Teacher \_\_\_\_\_ School \_\_\_\_\_  
 Telephone \_\_\_\_\_ Date \_\_\_\_\_

Student Behavior (please briefly describe the problem behavior):

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. 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 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 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

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Student \_\_\_\_\_ Grade \_\_\_\_\_  
 School \_\_\_\_\_ Date \_\_\_\_\_

DIRECTIONS: Circle the score given for each question from the scale below the corresponding question number (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