APPENDIX 4.2

**PTR Functional Behavioral Assessment Summary Table**

Student School Date

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Behavior** | **Antecedent (*Prevent* data)** | **Function (*Teach* data)** | **Consequences (*Reinforce* data)** |
| Challenging behavior | Work refusal | **Specific activity/routines:**   * math   **Specific classmates or adults**:  **Specific circumstances**:   * when she is told her work is wrong, * when a peer is teasing her, * when transitioning from preferred to non-preferred activities, * when she feels the work is too long, difficult or boring.   **Physical environment**:   * when the classroom is too noisy   **Outside of the school factors**   * sleep deprivation | Escape long, difficult or boring tasks  Escape peers that bother her  Escape the classroom  Gain access to quiet space to rest | Counselor or behavioral interventionist called  Gave personal space  Assistance given |
| Appropriate behavior | Work completion | **Specific Activity/Routine:**  She does well during small group time,  recess and while riding the bus  **Specific classmates or adults**:  While working with preferred adults and when she has a preferred peer close by.  **Specific circumstances**:  Layla reports she is more likely to complete tasks she enjoys such as science and/or other hands on activities. | The team would like to teach Layla:   * communicate effectively * work productively * self-regulation (obey rules, cope with stress) | Layla reports enjoying free time with friends, going for walks with the counselor and drawing |

|  |  |  |  |
| --- | --- | --- | --- |
| **Possible Hypotheses** | | | |
|  | **When . . .** | **He or she will . . .** | **As a result, he or she . . .** |
| Challenging behavior | Layla is asked to complete a non-preferred task (e.g. such as math problem solving or math worksheets)  Layla perceives the classroom environment to be too noisy or a peer is teasing her (especially on days that she is sleep deprived) | Refuse to complete tasks | Escape the task or demand  Escape the classroom environment |
| Replacement behavior | Layla is asked to complete a non-preferred task (e.g. such as math problem solving or math worksheets)  Layla perceives the classroom environment to be too noisy or a peer is teasing her (especially on days that she is sleep deprived) | Work productively  Communicate effectively | Escape the task or demand  Escape the classroom environment |

*Prevent-Teach-Reinforce: The School-Based Model of Individualized Positive Behavior Support, Second Edition* by G. Dunlap, R. Iovannone, D. Kincaid, K. Wilson, K. Christiansen, and P. S. Strain.

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