



As teams complete the FBA Checklist, disagreements and different perspectives may emerge. It is best to include all perspectives on the form rather than choose one that is "right."

Prevent Component

A key scientific principle incorporated within the PTR model is that behavior is influenced by the events and context in which it occurs. Through learning experiences, certain events can trigger challenging behavior, whereas other events may actually prevent challenging behavior from occurring, leading to more appropriate behavioral responses by the student. The prevent component of the FBA identifies both setting events and antecedents that may lead to a student engaging in challenging behavior.

Setting events are those conditions that are separated from the challenging behavior in time and space, including biological or physical conditions (e.g., medication, fatigue, hunger, illness), social events (e.g., fight with parent or sibling, bus difficulties, incarcerated parent), or environmental situations (e.g., noise, lighting, temperature). Examples of setting events include

- A student does not have time to eat breakfast before school and comes to school hungry.
- A student has an argument with a parent before getting on the bus.

Antecedents are distinct people, events, or situations that immediately precede the challenging behavior. Examples of antecedents include

- A student becomes aggressive in the presence of certain peers, but remains calm and appropriate around other peers.
- A student exhibits problem behavior when presented with a nonpreferred task, but immediately begins a highly preferred task without incident.

The primary purpose of the Prevent component is to assist the team with identifying environmental events and circumstances that trigger or contribute to the occurrence of challenging behavior, as well as identifying the situations associated with more desirable prosocial behavior. By accurately identifying both conditions, the team will be able to remove or alter the problematic situations, thus reducing the likelihood of problems occurring while increasing the circumstances that foster appropriate behaviors. When completing the Prevent component of the FBA Checklist, the team should be as specific and accurate as possible with their responses to each question.

In the example of Diana, her team indicated the specific transitions (e.g., the end of art and music classes; transitioning to reading and math classes) that were difficult for Diana, rather than just indicating that transitions are a problem (see question 2a in Figure 4.1). This allowed the team to assess whether the issue was all transitions, or a transition that involved leaving a preferred activity to go to a nonpreferred activity. Note that question 6 was left intentionally blank by the team because none of the events applied to Diana's tantrum behavior. It is important not to leave any items blank unless they truly do not apply to the challenging behavior being assessed. If items are not answered, it would be wise for the team to check with the respondent(s) to make sure that the omission of a response was intended rather than forgotten or skipped.

Functional Behavior Assessment

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PTR FUNCTIONAL BEHAVIOR ASSESSMENT CHECKLIST		
Problem behavior: <u>Tantrums</u>	Person responding: <u>Mrs. Jones (classroom teacher)</u>	Student: <u>Diana</u>

PTR Functional Behavior Assessment	PREVENT Component
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- 1a. Are there **times of the school day** when problem behavior is **most likely** to occur?
If yes, what are they?
- ☒ Morning ☐ Before meals ☐ During meals ☐ After meals ☐ Arrival
☒ Afternoon ☐ Dismissal Other: _____
- 1b. Are there **times of the school day** when problem behavior is **least likely** to occur?
If yes, what are they?
- ☐ Morning ☐ Before meals ☒ During meals ☐ After meals ☐ Arrival
☐ Afternoon ☐ Dismissal Other: _____
- 2a. Are there **specific activities** when problem behavior is **very likely** to occur? If yes, what are they?
- | | | | |
|--|--|--|---|
| <input checked="" type="checkbox"/> Reading/LA | <input type="checkbox"/> Writing | <input checked="" type="checkbox"/> Math | <input type="checkbox"/> Science |
| <input checked="" type="checkbox"/> Independent work | <input checked="" type="checkbox"/> Small-group work | <input checked="" type="checkbox"/> Large-group work | <input type="checkbox"/> Riding the bus |
| <input type="checkbox"/> One-on-one | <input type="checkbox"/> Computer | <input type="checkbox"/> Recess | <input type="checkbox"/> Lunch |
| <input type="checkbox"/> Free time | <input type="checkbox"/> Peer/cooperative work | <input type="checkbox"/> Centers | <input type="checkbox"/> Discussions/Q&A |
| <input checked="" type="checkbox"/> Worksheets, seatwork | | <input type="checkbox"/> Specials (specify) _____ | <input checked="" type="checkbox"/> Transitions (specify)
<i>End of Art & Music;
Going to Reading & Math</i> |
- Other: _____
- 2b. Are there **specific activities** when cooperative and prosocial behavior is **very likely** to occur?
What are they?
- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Reading/LA | <input type="checkbox"/> Writing | <input type="checkbox"/> Math | <input checked="" type="checkbox"/> Science |
| <input type="checkbox"/> Independent work | <input type="checkbox"/> Small-group work | <input type="checkbox"/> Large-group work | <input type="checkbox"/> Riding the bus |
| <input type="checkbox"/> One-on-one | <input checked="" type="checkbox"/> Computer | <input checked="" type="checkbox"/> Recess | <input type="checkbox"/> Lunch |
| <input type="checkbox"/> Free time | <input type="checkbox"/> Peer/cooperative work | <input type="checkbox"/> Centers | <input type="checkbox"/> Discussions/Q&A |
| <input type="checkbox"/> Worksheets, seatwork | | <input checked="" type="checkbox"/> Specials (specify)
<i>Art & Music</i> | <input type="checkbox"/> Transitions (specify) _____ |
- Other: _____
- 3a. Are there **specific classmates or adults** whose proximity is associated with a high likelihood of problem behavior? If so, who are they?
- | | |
|--|-------------------------------------|
| <input type="checkbox"/> Peers (specify) _____ | <input type="checkbox"/> Bus driver |
| <input checked="" type="checkbox"/> Teacher(s) (specify) <u>Mrs. Jones (classroom teacher)</u> | <input type="checkbox"/> Parent |
| <input type="checkbox"/> Paraprofessional(s) (specify) _____ | |
| <input checked="" type="checkbox"/> Other school staff (specify) <u>Ms. Diaz (behavior specialist)</u> | |
| <input type="checkbox"/> Other family member (specify) _____ | |
- Other: _____
- 3b. Are there **specific classmates or adults** whose proximity is associated with a high likelihood of cooperative and prosocial behavior? If so, who are they?
- | | |
|---|-------------------------------------|
| <input type="checkbox"/> Peers (specify) _____ | <input type="checkbox"/> Bus driver |
| <input type="checkbox"/> Teacher(s) (specify) _____ | <input type="checkbox"/> Parent |
| <input type="checkbox"/> Paraprofessional(s) (specify) _____ | |
| <input checked="" type="checkbox"/> Other school staff (specify) <u>Art teacher, Music teacher, Behavior specialist</u> | |
| <input type="checkbox"/> Other family member (specify) _____ | |
- Other: _____

Figure 4.1. PTR Functional behavior assessment: Prevent component.

(continued)

Figure 4.1. (continued)

4. Are there **specific circumstances** that are associated with a high likelihood of problem behavior?

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Request to start task | <input type="checkbox"/> Task too difficult | <input checked="" type="checkbox"/> Transition |
| <input type="checkbox"/> Being told work is wrong | <input type="checkbox"/> Task too long | <input type="checkbox"/> Student is alone |
| <input checked="" type="checkbox"/> Reprimand or correction | <input checked="" type="checkbox"/> End of preferred activity | <input type="checkbox"/> Unstructured time |
| <input checked="" type="checkbox"/> Told "no" | <input type="checkbox"/> Task is boring | <input type="checkbox"/> Novel task |
| <input type="checkbox"/> Seated near specific peer | <input type="checkbox"/> Peer teasing or comments | <input type="checkbox"/> Change in schedule |
| <input type="checkbox"/> Task is repetitive (same task daily) | <input type="checkbox"/> Removal of preferred item | |
| <input checked="" type="checkbox"/> Start of nonpreferred activity | <input type="checkbox"/> Down time (no task specified) | |
| <input type="checkbox"/> Teacher is attending to other students | | |

Other: _____

5. Are there conditions in the **physical environment** that are associated with a high likelihood of problem behavior? For example, too warm or too cold, too crowded, too much noise, too chaotic, weather conditions....

☐ Yes (specify) _____

☒ No

6. Are there circumstances **unrelated to the school setting** that occur on some days and not other days that may make problem behavior more likely?

- | | | |
|--|---|--|
| <input type="checkbox"/> Illness | <input type="checkbox"/> No medication | <input type="checkbox"/> Drug/alcohol abuse |
| <input type="checkbox"/> Allergies | <input type="checkbox"/> Change in medication | <input type="checkbox"/> Bus conflict |
| <input type="checkbox"/> Physical condition | <input type="checkbox"/> Home conflict | <input type="checkbox"/> Sleep deprivation |
| <input type="checkbox"/> Hunger | <input type="checkbox"/> Fatigue | <input type="checkbox"/> Parties or social event |
| <input type="checkbox"/> Change in diet | <input type="checkbox"/> Change in routine | <input type="checkbox"/> Parent not home |
| <input type="checkbox"/> Hormones or menstrual cycle | | |
| <input type="checkbox"/> Stayed with noncustodial parent | | |

Other: _____

Additional comments not addressed above in the **Prevent component**: _____
