

APPENDIX E: PROBLEM BEHAVIOR QUESTIONNAIRE

Respondent Information

Student Trish DOB 2/24/19— Grade 4th Sex: M F IEP: Y N
 Teacher Mr. Church School Tucker Creek Elementary
 Telephone _____ Date 9/30

STUDENT BEHAVIOR: Please briefly describe the problem behavior(s)

Disruptive and aggressive behavior on the playground.

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

Source: Lewis, T.J., Scott, T.M., and Sugai, G. (1994). The problem behavior questionnaire: A teacher-based instrument to develop functional hypotheses of problem behavior in general education settings. *Diagnostic*, 19, 103-115. Reprinted with permission.

PROBLEM BEHAVIOR QUESTIONNAIRE PROFILE

Student Trish Grade 4th
 School Tucker Creek Elementary Date 9/30/

DIRECTIONS: Circle the score given for each question from the scale below the corresponding question number (in bold).

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

Trish appears to get attention from her peers and adults when engaging in inappropriate behavior.

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