

# **Project FACILE**

## **Problem Behavior Questionnaire**

### **Respondent Information**

Student \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_ Sex: M F IEP: Y N

Teacher \_\_\_\_\_ School \_\_\_\_\_

Telephone \_\_\_\_\_ Date \_\_\_\_\_

### **STUDENT BEHAVIOR**

Please briefly describe the problem behavior(s)

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**DIRECTIONS:** Keeping in mind a typical episode of the problem behavior, circle the frequency at which each of the following statements are true.

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	Never	10% of the time	25% of the time	50% of the time	75% of the time	90% of the time	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

	Never	10% of the time	25% of the time	50% of the time	75% of the time	90% of the time	Always
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 behavior occur 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 provided one-to-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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Lewis, T. J., Scott, T., & Sugai, G. (1994). The problem behavior questionnaire: A teacher based instrument to develop functional hypotheses of problem behavior in general education classrooms. *Diagnostique*, 19, 103-115.

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### **ADDITIONAL INFORMATION**

1. When does the problem behavior occur the most? (e.g., during what activities or times?)
  
  2. Where does the behavior occur the most?
  
  3. How often does the behavior typically occur? (e.g., # per period, daily, weekly)
  
  4. Have you ever observed the student use appropriate behaviors during times that are typically problematic? If yes, any guesses why?
  
  5. Do you think the problem behavior is related to an academic skill deficit?
  
  6. Is there any other information which may be pertinent to this child/behavior?
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# Project FACILE

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## Problem Behavior Questionnaire Profile

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

PEERS			ADULTS			SETTING EVENTS								
<i>Escape</i>			<i>Attention</i>			<i>Escape</i>			<i>Attention</i>					
<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