



PTR-YC Functional Behavioral Assessment Checklist: Teach

Challenging behavior: _____ Person responding: _____ Child: _____

1. Does the challenging behavior seem to be exhibited in order to gain attention from other children?		
___ Yes (specify peers) _____ ___ No		
2. Does the challenging behavior seem to be exhibited in order to gain attention from adults? If so, are there particular adults whose attention is solicited?		
___ Yes (specify adults) _____ ___ No		
3. Does the challenging behavior seem to be exhibited in order to obtain objects (e.g., toys, games, materials, food) from other children or adults?		
___ Yes (specify objects) _____ ___ No		
4. Does the challenging behavior seem to be exhibited in order to delay a transition from a preferred activity to a nonpreferred activity?		
___ Yes (specify transitions) _____ ___ No		
5. Does the challenging behavior seem to be exhibited in order to terminate or delay a nonpreferred (e.g., difficult, boring, repetitive) task or activity?		
___ Yes (specify nonpreferred tasks or activities) _____ ___ No		
6. Does the challenging behavior seem to be exhibited in order to get away from a nonpreferred child or adult?		
___ Yes (specify peers or adults) _____ ___ No		
7. What social skills(s) could the child learn in order to reduce the likelihood of the challenging behavior occurring in the future?		
___ Getting attention appropriately ___ Sharing—giving a toy ___ Sharing—asking for a toy ___ Taking turns ___ Beginning interactions with peers and adults ___ Responding or answering peers and adults	___ Engaging in interactions (staying on topic with peers and adults in a back-and-forth exchange) ___ Giving a play idea ("You be the mommy") ___ Playing appropriately with toys and materials with peers	___ Accepting positive comments and praise ___ Making positive comments ___ Giving praise to peers ___ Waiting for acknowledgment or reinforcement ___ Skills to develop friendships
Other: _____		

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8. What problem-solving skill(s) could the child learn in order to reduce the likelihood of the challenging behavior occurring in the future?		
<input type="checkbox"/> Controlling anger <input type="checkbox"/> Controlling impulsive behavior <input type="checkbox"/> Strategies for calming down <input type="checkbox"/> Asking for help <input type="checkbox"/> Using visuals to support independent play	<input type="checkbox"/> Self-management <input type="checkbox"/> Playing independently <input type="checkbox"/> Playing cooperatively <input type="checkbox"/> Following directions <input type="checkbox"/> Following schedules and routines <input type="checkbox"/> Accepting "no" <input type="checkbox"/> Managing emotions	<input type="checkbox"/> Getting engaged in an activity <input type="checkbox"/> Staying engaged in activities <input type="checkbox"/> Choosing appropriate solutions <input type="checkbox"/> Making choices from appropriate options <input type="checkbox"/> Following through with choices
Other: _____		
9. What communication skill(s) could the child learn in order to reduce the likelihood of the challenging behavior occurring in the future?		
<input type="checkbox"/> Asking for a break <input type="checkbox"/> Asking for help <input type="checkbox"/> Responding to others <input type="checkbox"/> Requesting wants and needs	<input type="checkbox"/> Communicating effectively with words <input type="checkbox"/> Communicating effectively with pictures <input type="checkbox"/> Communicating effectively with sign language	<input type="checkbox"/> Expressing emotions (e.g., frustration, anger, hurt) appropriately <input type="checkbox"/> Saying, "No" or "Stop"
Other: _____		
Additional comments not addressed:		