

PROBLEM BEHAVIOUR QUESTIONNAIRE

Respondent Information

Student _____ DOB _____ Grade _____ Sex: M F

Teacher _____ School _____

STUDENT BEHAVIOUR: Please briefly describe the problem behaviour(s):

DIRECTIONS: Keeping in mind a typical episode of the problem behaviour, 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 behaviour occur and persist when you make a request to perform a task?	0	1	2	3	4	5	6
2. When the problem behaviour 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 behaviour, do peers leave the student alone?	0	1	2	3	4	5	6
4. When the problem behaviour occurs, do peers verbally respond or laugh at the student?	0	1	2	3	4	5	6
5. Is the problem behaviour more likely to occur following a conflict outside the classroom? (e.g., bus incident write up)	0	1	2	3	4	5	6
6. Does the problem behaviour occur to get your attention when you are working with other students?	0	1	2	3	4	5	6
7. Does the problem behaviour occur in the presence of specific peers?	0	1	2	3	4	5	6
8. Is the problem behaviour more likely to continue to occur throughout the day following an earlier episode?	0	1	2	3	4	5	6
9. Does the problem behaviour occur during specific academic activities?	0	1	2	3	4	5	6
10. Does the problem behaviour stop when peers stop interacting with the student?	0	1	2	3	4	5	6
11. Does the behaviour stop when peers are attending to other students?	0	1	2	3	4	5	6
12. If the student engages in the problem behaviour 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 behaviour 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 behaviour, do peers stop interacting with the student?	0	1	2	3	4	5	6
15. Is the problem behaviour more likely to occur following unscheduled events or disruptions in classroom routines?	0	1	2	3	4	5	6

Source: Lewis, Scott, and Sugai (1997)