

# Problem Behaviour Questionnaire

Student: \_\_\_\_\_ School: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Specific behaviour description:

Directions: Consider a typical episode of the problem behaviour described above and circle the frequency at which each of the following statements is true.

	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 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

This tool adapted with permission from Timothy J. Lewis, Terrance M. Scott and George Sugai, "The Problem Behavior Questionnaire: A Teacher-based Instrument to Develop Functional Hypotheses of Problem Behavior in General Education Classrooms," *Diagnostic* 19, 2-3 (1994), pp. 112-114.

## Problem Behaviour Questionnaire (cont'd)

	Never	10%	25%	50%	75%	90%	Always
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 problem behaviour occur 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-to-one instruction to get the 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 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

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

Payoff	PEERS						ADULTS						Setting Events		
	Escape			Attention			Escape			Attention					
	<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>
Always	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
90%	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
75%	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
50%	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
25%	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
10%	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Never	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total ___ of 18			Total ___ of 18			Total ___ of 18			Total ___ of 18			Total ___ of 18		