



Handout #13

Bob's Target Behavior Questionnaire

Directions: This form is designed to assist school personnel as they initiate the process of identifying a target behavior. It should be completed by the referring teacher, or by those school personnel who come in contact with the student most often throughout the school day. Your responses will help school personnel gain a better understanding of the specific features of the student's behavior that prompted a referral. Please be as clear and concise as possible.

Identifying Behaviors of Concern

1. What is the reason for referring the student?

Bob is disrupting group work time by pulling Judy's hair.

2. Please provide a description of the behavior or set of behaviors that is of concern. For each behavior, consider what the behavior looks like, how often it occurs, and how long it usually lasts.

Bob reaches out towards Judy and yanks her hair. He does not pull hard enough to pull out any hair. This occurs almost every time he is in a group with Judy, usually a few times a week. This normally lasts several seconds until I intervene.

3. Are there any other specific actions that are causing concern? Please describe them.

Bob will sometimes say mildly insulting things to Judy during other situations when they are near each other, such as in line or at recess, but Judy usually ignores him and avoids him as much as possible.

4. What specific behavior(s) is the student expected to demonstrate at this time?

Bob should work politely with Judy and the other students to complete the assigned academic task. He should keep his hands to himself.



Selecting a Target Behavior

5. How does this behavior or set of behaviors impact the learning of the student or his/her peers? Is the behavior dangerous?

The behavior is not dangerous, but it can be uncomfortable for Judy. It disrupts the learning of all students in the group and sometimes the whole class.

6. Select one behavior for intervention planning and progress monitoring. Please operationally define that behavior.

Hair pulling: Bob grasps another student's hair and pulls away from the scalp. Hair pulling does not include accidentally coming in contact with another student's hair.

Considering Function

7. How do the student's peers typically respond when the behavior occurs?

Judy tells him to stop and will ask me to make him stop if he does not. She sometimes shrieks when surprised. Other students will orient toward them when this occurs, distracting them from work.

8. How do the teacher and other adults respond when the behavior occurs?

Normally I verbally reprimand him. If he does it more than once I separate him from the group. Once, when he pulled hard enough that Judy said it hurt, I sent him to the office. He missed part of class and was not allowed to participate in recess.

9. Are there any specific events or individuals present when the behavior occurs?

This only happens when Judy is in his group. He never pulls another student's hair.

10. Why do you think the student is behaving in this way? To gain attention? To escape from work?

Bob does not try to avoid academic tasks or even group work in general, so I think he is trying to escape working with Judy.