

Jeff: PTR Intervention Plan Prevent

Prevent Strategies	Description
Choice-Making	<p>Using a choice matrix, decide upon the choice that will be offered to Jeff each day with his writing assignment. The following choices will be rotated: (a) Within—writing tool to use (pen/pencil), color notebook paper, color of eraser, topic; (b) Who—peer for writing partner; (c) Where—Robin’s room, round table, desk; (d) When—part now, part later, whole task now</p> <p>Steps:</p> <ol style="list-style-type: none"><li data-bbox="483 799 1833 899">1. Right before giving the writing assignment to Jeff, decide upon the choice to be offered.<li data-bbox="483 913 1833 1071">2. Once the choice is determined, present it to Jeff by saying, “What do you want to use for writing today? The pen or the pencil?”<li data-bbox="483 1085 1833 1185">3. Praise Jeff for making the choice—”Thank you for making a choice.” and honor the choice

CHOICE Options for Jeff


Week of: _____

Assignment	Date/Day	Within	Who	Where	When
Writing		Pen or Pencil	Peer	Kat's room, round table, or floor	Part of task now, part later, or all now
		Which pencil?			
		Which pen (different ink color or different pens)			
		Eraser color			
		Notebook paper color			
		Topic			
		Computer or pencil/pen			

Methods of selecting choices:

1. Teacher choice
2. Cut choices up and pick from envelope (teacher or student)
3. Random number table: 7 2 8 10 5 7 5 6 5 4 5 ...

Jeff—Intervention Plan Prevent

Prevent Strategies	Description
Environmental Support 	<p>Visual Timer: Set a visual timer for the amount of time agreed upon with Jeff to complete the writing assignment.</p> <p>Steps:</p> <ol style="list-style-type: none"><li data-bbox="498 668 1798 853">1. At the beginning of the writing period and while reviewing Jeff's self-management writing chart for the day, and before providing Jeff a choice, either call Jeff to the teacher's desk or go over to Jeff.<li data-bbox="498 878 1789 1021">2. Discuss the goal for completing the writing assignment. Say, "I think you can complete the assignment in ___ minutes. What do you think?"<li data-bbox="498 1045 1808 1188">3. Set the timer by saying, "Jeff, let's see if you can beat the timer. Today, you have ___ minutes (time from step 1) to complete the writing. Ready, set, go."

Jeff— Teach Intervention Plan

Teach Strategies	Description
Incompatible Replacement Behavior— Academic Engagement	<p>Jeff will be taught how to remain engaged on a writing assignment. Engagement is defined as: working on a task without disrupting by raising hand to speak, keeping pencil upright, and letting neighbors work</p> <p>Steps:</p> <ol style="list-style-type: none">1. Each day, divide Jeff’s writing task into 3 major sections— starter, details, conclusion2. Initially, tell Jeff that for each section completed, he earns a “dot” that he should place in the envelope hanging at the side of his desk.3. Inform him that he can use the dots later to get out of work and to get special rewards for himself and the rest of the class.4. Each day after giving the writing assignment to Jeff, review his self-management checklist/dot total sheet. Review each section of the writing assignment (step 1), his goal (time for completion), and the academic engaged behaviors.5. On Monday, a weekly goal should be discussed and set.6. Immediately after reviewing Jeff’s goals and expected behaviors, provide him a choice and set the timer.

Check Your Dots!



Work Completion Chart for Jeff

Week: _____

I can earn DOTS for doing work. I can use my DOTS to get out of work, and my teacher will say okay!

My goal today is to complete my writing assignment in _____ minutes.

My goal this WEEK is to complete _____ or more writing assignments in _____ minutes.

DOTS FOR WORK!	Monday	Tuesday	Wed.	Thursday	Friday	Key
Starter Sentence						<input checked="" type="checkbox"/> = Yes. Get a dot! <input type="checkbox"/> = No, Try tomorrow!
Detail Sentences						
Conclusion Statement						 ↓ Reward for the week: Read to the Kindergarten class
Was I on task during writing?						
Did I meet my goal today? <input checked="" type="checkbox"/> = Mystery Letter for Class						
How many DOTS did I earn today? DID I MEET MY GOAL THIS WEEK? YES NO	_____	_____	_____	_____	_____	

On task means:

➤ Raising my hand to speak



➤ Letting my neighbors work

➤ Keeping my pencil upright



Jeff—Reinforce Intervention Plan

Reinforce Strategies	Description
Reinforce Pro-academic Replacement Behavior— Academic Engagement	<p>Jeff will be reinforced for academic engagement and meeting his daily goal with allowable/earned escape represented by the dots. Jeff can use his dots to get out of doing work/problems during independent work times.</p> <p>Steps:</p> <ol style="list-style-type: none"><li data-bbox="450 468 1818 554">1. At the end of the writing period or when Jeff completes his writing (whichever event occurs first), review Jeff’s self-management checklist.<li data-bbox="450 575 1856 853">2. For each behavior on the checklist, discuss with Jeff whether he performed the activity. If yes, place a check in the box. If no, place an “x” in the box. For each check, Jeff should be given a dot. When reviewing, say, “Jeff, did you write a starter sentence?”... Did you stay on task? Did you meet your goal?” When giving dots, say “Jeff, how many checks do you have today? How many dots do you earn?”<li data-bbox="450 875 1866 1003">3. Jeff uses dots by sticking it over a problem/question he doesn’t want to do and showing the teacher when he uses a dot. He can escape as long as he has dots in his envelope.<li data-bbox="450 1025 1881 1110">4. If Jeff uses a dot to get out of work, immediately say “You used a dot to get out of _____. You earned it!”<li data-bbox="450 1132 1866 1210">5. If Jeff meets his weekly goal, he can go to his brother’s kindergarten class and read a book to them.

Jeff—Reinforce Intervention Plan

Reinforce Strategies	Description
Group Contingency (Modified)	<p>If Jeff meets his daily (time) goal for completing his writing assignment within the time agreed upon, the class earns a bonus letter toward the mystery reinforcer of the week. When Jeff earns the class this letter, the class provides attention to Jeff by thanking him and celebrating (clapping hands, saying “Yeah”).</p> <p>Steps:</p> <ol style="list-style-type: none">1. After reviewing Jeff’s self-management sheet, ask him, “Did you meet your goal today?”2. If yes, “You did meet your goal. Let’s tell the class they’ve earned a letter for the mystery reinforcer.”3. Tell the class, “Jeff met his goal today. We get another letter on the board.”4. Prompt the class to thank Jeff (if they haven’t done so spontaneously).5. If no, “You worked hard and tried. You’ll do it tomorrow!”

Jeff—Reinforce Intervention Plan

Reinforce Strategies	Description
Discontinue reinforcement of problem behavior	<p>If Jeff gets disruptive (disengaged) during academic tasks, redirect him to his replacement behavior.</p> <p>Steps:</p> <ol style="list-style-type: none">1. At the first sign of Jeff starting to get disengaged, calmly walk over to Jeff and gesture to his self-management chart by pointing to it. Provide no or minimal verbal comments.2. If Jeff continues to be disengaged, calmly redirect him to use one of his dots (if he has any) to escape. Say “Jeff, it looks as if you need to use one of your dots to get out of some work.”3. If Jeff continues to be disengaged and doesn’t use one of his dots, walk over to his desk, pick out one of his dots out of his envelope, and say “It looks as if you need to use one of your dots to get out of some work. Where should I put the dot?”4. Continue to use dots if Jeff continues to be disengaged.5. If all of the dots are used, calmly remind Jeff how he will earn dots to get out of work.