**PTR Plan Assessment– EXAMPLE**

**Teacher: Student: Date:**

|  |  |  |
| --- | --- | --- |
| **Interventions****PREVENT** | **Implemented** | **Impact****(1 = no impact; 5 = great impact)** |
| Transition Supports—visual checklist* + Visual checklist provided to Isaiah
	+ Choice of reinforcement presented and described on checklist
 | Y / N / NAY / N / NA | 1 2 3 4 51 2 3 4 5 |
| **TEACH** |  |  |
| Replacement behavior—academic engagement* Checklist reviewed during study skills class
* Goal set
* Gave 1 minute at end of class for Isaiah to self-assess
* Reviewed Isaiah’s self-assessment and gave feedback

Replacement behavior—escape by asking to be excused* Prior to non-preferred activity, provided a verbal prompt/cue to remind Isaiah that he can ask to be excused.
 | Y / N / NAY / N / NAY / N / NAY / N / NA Y / N / NA | 1 2 3 4 51 2 3 4 51 2 3 4 51 2 3 4 51 2 3 4 5 |
| **REINFORCE** |  |  |
| Reinforce academic engagement* Presented choice reinforcement menu to Isaiah when goal met
* Provided verbal praise
* Provided reinforcement for surpassing goal

Reinforce asking to be excused* Provide 1 minute break each time Isaiah asks to be excused
 | Y / N / NAY / N / NAY / N / NAY / N / NA | 1 2 3 4 51 2 3 4 51 2 3 4 51 2 3 4 5 |
| Discontinue reinforcement of problem behavior* Got Isaiah’s attention and used agreed upon signal when Isaiah stops
* Waited for Isaiah’s attending response
* Tapped activity on teacher copy of checklist to remind Isaiah to be engaged
* Sidebar in hallway if Isaiah stops again
 | Y / N / NAY / N / NAY / N / NAY / N / NA | 1 2 3 4 51 2 3 4 51 2 3 4 51 2 3 4 5 |
|  |  |  |
| **Behavior Plan Assessment Implementation: Total # of Y/Y + N total** |  |  |