PTR Forms and Tools

APPENDIX
2.2

PTR Goal Setting: Facilitator Form

Student_____ **Date** _____

Directions: In the left column, list between one and three behaviors you wish to see less of and more of from the student.

Behaviors to DECREASE	
Target behavior	**Definition (clear and observable)**
1.	
2.	
3.	
Behaviors to INCREASE	
Target behavior	**Definition (clear and observable)**
1.	
2.	
3.	

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Individualized Behavior Rating Scale Tool

Student _____ Date _____

Teacher(s) _____ School _____

Behavior	Rating	Dates																		
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

(continued)

Student_____ Date_____

Teacher(s) _____ School _____

KEY		
Challenging Behavior:		
Time/Routine:	___ All day	___ Specific Time/Routine:
Definition:		
	5 = Extremely difficult day	
	4 = Typical bad day	
	3 = So-so day	
	2 = Good day	
	1 = Fantastic day	
Replacement/alternate desired behavior:		
Time/Routine:	___ All day	___ Specific Time/Routine:
Definition:		
	5 = Fantastic day	
	4 = Good day	
	3 = So-so day	
	2 = Typical bad day	
	1 = Extremely difficult day	
Replacement/alternate desired behavior:		
Time/Routine:	___ All day	___ Specific Time/Routine:
Definition:		
	5 = Fantastic day	
	4 = Good day	
	3 = So-so day	
	2 = Typical bad day	
	1 = Extremely difficult day	

PTR Functional Behavioral Assessment Checklist

Student _____ Responder _____ Behavior _____

Directions:

1. The following PTR Functional Behavioral Assessment (FBA) comprises three sections—Prevent, Teach, and Reinforce—and is five pages in length.
2. Complete one PTR-FBA for each challenging behavior targeted on the Individualized Behavior Rating Scale Tool (IBRST). For example, if "hitting others" and "screaming" are listed on the IBRST, then two PTR-FBAs will be completed.
3. Do not complete the assessment on any prosocial/desired behaviors targeted on the IBRST.
4. List the challenging behavior on the top of each assessment form to ensure responses are given only for that behavior.
5. Answer each question by checking all the appropriate areas that apply or by writing the response(s) that best describes events related to the challenging behavior specified.

PTR Functional Behavioral Assessment: *Prevent* Component

1a. Are there ***times of the school day*** when challenging behavior is ***most likely*** to occur? If yes, what are they?		
___ Morning ___ Afternoon	___ Before meals ___ During meals ___ After meals	___ Arrival ___ Dismissal
Other:		
1b. Are there ***times of the school day*** when challenging behavior is ***very unlikely*** to occur? If yes, what are they?		
___ Morning ___ Afternoon	___ Before meals ___ During meals ___ After meals	___ Arrival ___ Dismissal
Other:		
2a. Are there ***specific activities/routines*** when challenging behavior is ***very likely*** to occur? If yes, what are they?		
___ Reading/language arts ___ Independent work ___ One to one ___ Free time ___ Worksheets, seat work ___ Writing ___ Small-group work	___ Computer ___ Tablet ___ Peer/cooperative work ___ Math ___ Large-group work ___ Recess ___ Centers	___ Specials (specify) _____ ___ Science ___ Riding the bus ___ Lunch ___ Discussions/question and answer ___ Transitions (specify) _____
Other:		
2b. Are there ***specific activities/routines*** in which challenging behavior is ***very unlikely*** to occur? What are they?		
___ Reading/language arts ___ Independent work ___ One to one ___ Free time ___ Worksheets, seat work ___ Writing ___ Small-group work	___ Computer ___ Tablet ___ Peer/cooperative work ___ Math ___ Large-group work ___ Recess ___ Centers	___ Specials (specify) _____ ___ Science ___ Riding the bus ___ Lunch ___ Discussions/question and answer ___ Transitions (specify) _____
Other:		

(continued)

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Student _____ Responder _____ Behavior _____

3a. Are there ***specific classmates or adults*** whose proximity is associated with a ***high likelihood*** of challenging behavior? If so, who are they?

___ Peers	Specify: _____	___ Bus driver
___ Teacher(s)	Specify: _____	___ Parent
___ Paraprofessional(s)	Specify: _____	___ Other family member (specify)
___ Other school staff	Specify: _____	_____

Other:

3b. Are there ***specific classmates or adults*** whose proximity is associated with a high likelihood of challenging behavior ***not being*** exhibited? If so, who are they?

___ Peers	Specify: _____	___ Bus driver
___ Teacher(s)	Specify: _____	___ Parent
___ Paraprofessional(s)	Specify: _____	___ Other family member (specify)
___ Other school staff	Specify: _____	_____

Other:

4. Are there ***specific circumstances*** in which the challenging behavior is ***very likely*** to occur? Please indicate the top 3–5 circumstances that are the most likely to trigger the challenging behavior.

___ Request to start task	___ Task too difficult	___ Removal of preferred item
___ Being told work is wrong	___ Task too long	___ Start of nonpreferred activity
___ Reprimand or correction	___ Task is boring	___ Student is alone
___ Told "no"	___ Task is repetitive (same task daily)	___ Unstructured time
___ Seated near specific peer	___ Novel task	___ Down time (no task specified)
___ Peer teasing or comments	___ Transition	___ Teacher is attending to other students
___ Change in schedule	___ End of preferred activity	

Other:

If the challenging behavior happens most often during academic time/work, does the student have the skills to do the work being requested? ☐ Yes ☐ No

5. Are there ***specific circumstances*** in which the challenging behavior is ***very unlikely*** to occur?

6. Are there conditions in the ***physical environment*** that are associated with a high likelihood of challenging behavior? For example, too warm or too cold, too crowded, too much noise, too chaotic, or weather conditions.

___ Yes (specify) _____	___ No

7. Are there circumstances ***unrelated to the school setting*** that occur on some days but not on other days that may make challenging behavior more likely?

___ Illness	___ Hunger	___ Change in routine
___ Allergies	___ Parties or social event	___ Parent not home
___ Physical condition	___ Change in diet	___ Home conflict
___ Hormones or menstrual cycle	___ Drug/alcohol abuse	___ Sleep deprivation
___ No medication	___ Bus conflict	___ Stayed with noncustodial parent
___ Change in medication	___ Fatigue	

Other:

Additional comments not previously addressed in the *Prevent* component.

(continued)

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Student _____ Responder _____ Behavior _____

PTR Functional Behavioral Assessment: *Teach* Component

1. Does the *(behavior)* seem to be exhibited in order to ***gain attention from peers?***	
___ Yes *List the specific peers:* _____	___ No
2. Does the *(behavior)* seem to be exhibited in order to ***gain attention from adults?*** If so, are there particular adults whose attention is solicited?	
___ Yes *List the specific adults:* _____	___ No
3. Does the *(behavior)* seem to be exhibited in order to ***obtain items or preferred activities*** (e.g., games, electronics, materials, food) from peers or adults?	
___ Yes *List the specific objects:* _____	___ No
4. Does the *(behavior)* seem to be exhibited in order to ***avoid or delay a transition*** from a preferred activity to a nonpreferred activity?	
___ Yes *List the specific transitions:* _____	___ No
5. Does the *(behavior)* seem to be exhibited in order to ***avoid or delay*** a nonpreferred (e.g., difficult, boring, repetitive) task or activity?	
___ Yes *List the specific nonpreferred tasks or activities:* _____	___ No
6. Does the *(behavior)* seem to be exhibited in order to ***get away from*** a nonpreferred classmate or adult?	
___ Yes *List the specific peers or adults:* _____	___ No

7. What behaviors could the student be taught to do that would help meet academic goals? Select 3–5 behaviors that would academically enable the student to participate and meet academic goals.

☐ Academically engage	☐ Homework completion	☐ Work productively (complete and turn in assignments)
☐ Socially engage (e.g., works cooperatively with peers and adults, interacts appropriately)	☐ Organizational strategies	☐ Time management
☐ Participate, persist, and be engaged	☐ Communicate effectively	☐ Attend school regularly
	☐ Self-regulation (e.g., controls temper, obeys rules, copes with stress)	

Additional comments not previously addressed in the *Teach* component.

(continued)

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Student _____ Responder _____ Behavior _____

PTR Functional Behavioral Assessment: *Reinforce* Component

1. What responses (**consequences**) typically occur after the student engages in the ***challenging behavior?*** Identify the top 3–5 responses that adults or peers almost always do immediately after the student exhibits the challenging behavior.

___ Sent to time-out	___ Sent to behavior specialist/counselor	___ Stated rules
___ Chair time-out	___ Assistance given	___ Physical prompt
___ Head down	___ Verbal redirect	___ Peer reaction
___ Sent to office	___ Delay in activity	___ Physical restraint
___ Sent home	___ Activity changed	___ Removal of reinforcers
___ Calming/soothing	___ Activity terminated	___ Natural consequences (specify)
___ Gave personal space	___ Verbal reprimand	_____

Other:

2. Does the student ***enjoy praise*** from teachers and other school staff? Does the student enjoy praise from some teachers more than others?

___ Yes *List specific people:* _____

___ No

3. What is the likelihood of the student's ***appropriate behavior*** (e.g., on-task behavior, cooperation, successful performance) resulting in acknowledgment or praise from teachers or other school staff?

___ Very likely	___ Sometimes	___ Seldom	___ Never

4. What is the likelihood of the student's ***challenging behavior*** resulting in acknowledgment (e.g., reprimands, corrections) from teachers or other school staff?

___ Very likely	___ Sometimes	___ Seldom	___ Never

5. What school-related items and activities are ***most enjoyable*** to the student? What items or activities could serve as special rewards?

___ Social interaction with adults	___ Music	___ Art activity
___ Social interaction with peers	___ Puzzles	___ Computer
___ Playing a game	___ Going outside	___ Video games
___ Helping teacher	___ Going for a walk	___ Watching television/video
___ Line leader	___ Reading	___ Objects (specify) _____
___ Going to media center	___ Extra physical education time	_____
___ Sensory activity (specify)	___ Extra free time	___ Food (specify) _____
_____		_____

Other:

Additional comments not previously addressed in the *Reinforce* component.

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APPENDIX
4.2

PTR Functional Behavioral Assessment Summary Table

Student_____ **School**_____ **Date** _____

	Behavior	Antecedent (*Prevent* data)	Function (*Teach* data)	Consequences (*Reinforce* data)
Challenging behavior				
Appropriate behavior				

Possible Hypotheses			
	When . . .	He or she will . . .	As a result, he or she . . .
Challenging behavior			
Replacement behavior			

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APPENDIX 5.1

PTR Intervention Checklist

Student _____ Date _____

***Prevent* interventions**	***Teach* interventions**	***Reinforce* interventions**
☐ Provide choices	***Replacement behavior** ☐ Functionally equivalent ☐ Alternative skill (desired)	***Reinforce replacement behavior** ☐ *Functionally equivalent ☐ Alternative skill (desired)
☐ Transition supports	☐ Teach specific academic skills	***☐ Discontinue reinforcement of problem behavior**
☐ Environmental supports (enhance independence, engagement, predictability)	☐ Teach problem-solving strategies	
☐ Curricular modifications	☐ Teach general coping strategies	
☐ Stay close/Noncontingent attention (positive, caring comments; positive gestures)	☐ Teach specific social skills	
☐ Classroom management (whole class)	☐ Teach active engagement	
☐ Peer modeling	☐ Teach learning skills strategies	
☐ Setting event (slow trigger) modification/neutralization	☐ Teach self-management (self-monitoring)	
☐ Peer collaboration/Support	☐ Teach independent responding	

Does the severity or intensity of the student's problem behavior pose a safety threat or danger to the student or to others?
☐ Yes ☐ No

If yes, is a crisis or safety plan needed? ☐ Yes ☐ No

*Required to be selected and included in the student's PTR Behavior Intervention Plan.

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APPENDIX 5.2

PTR Intervention Scoring Table

Student _____ Date _____

Hypothesis:

Prevent	Rank	***Teach***	Rank	***Reinforce***	Rank

*Indicates teacher ranked intervention strategy as 1.

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Task Analysis of PTR Behavior Intervention Plan

Student _____ Date _____

Hypothesis:

Intervention type	Specific steps	Action items
***Prevent* behavior intervention(s)**		

(continued)

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Student _____ Date _____

Intervention type	Specific steps	Action items
***Teach* behavior intervention(s)**		
Replacement behavior:		

(continued)

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Student _____ Date _____

Intervention type	Specific steps	Action items
***Reinforce* behavior intervention(s)**		
Reinforce replacement behavior:		
Discontinue reinforcing problem behavior:		

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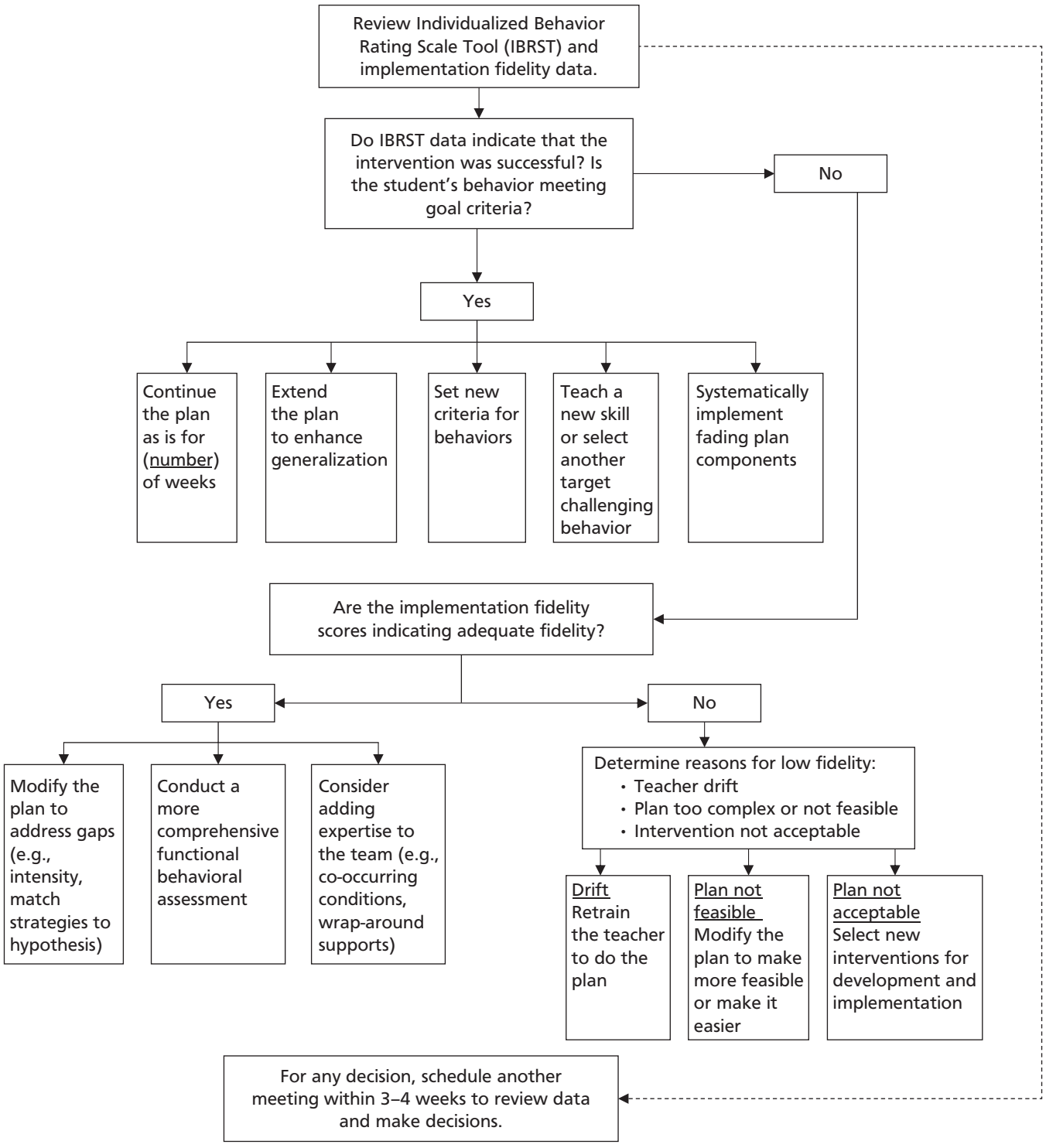
APPENDIX 6

Decision-Making Tree for Reviewing PTR Data



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TIER 3 Supports: Data Based Decision Making
For students who currently receive individualized supports

Date and time	

Data-Based Decision Making Points

1. Was the intervention successful – did behavior meet criterion levels? If yes, jump to question 5 below.	YES NO
2. NO, intervention not successful: Was the plan implemented as intended? What were the fidelity scores? _____ If NO, jump to question 4 below.	YES NO

3. NO, intervention not successful; YES, plan was implemented as intended. Determine next step:

(a) Give the plan more time
Date of next follow-up meeting (no more than 3 weeks) _____

(b) Modify the plan
Date of meeting to develop modified plan _____
Date to train the teacher in the modified plan _____
Date of next follow-up meeting (no more than 3 weeks) _____

(c) Conduct a more comprehensive FBA
Team/facilitator conducting FBA: _____
Date contact made with district support person: _____
Date by when FBA will be completed: _____
Date of meeting to develop hypothesis and plan (no more than 3 weeks)_____

(d) Refer the student for additional assessment(s) such as a psychoeducational evaluation to determine if the student has a disability and would benefit from special education services.
Who will arrange for an evaluation and when: _____
Date of evaluation results meeting: _____
Determination: _____

(e) Seek support from district contact person to access additional expertise for planning and implementing non-school based interventions (e.g. extensive mental health):
Who will make contact and when: _____
District Contact Person: _____
Date of problem solving meeting (no more than 3 weeks): _____
Resources offered: _____

4. NO, intervention not successful: NO, plan was NOT implemented as intended.

(a) Retrain the teacher (date of retraining: _____)
(b) Modify the plan to make more feasible
Date of meeting to develop modified plan _____
Date of next follow-up meeting (no more than 3 weeks) _____
(c) Select new interventions that are more acceptable and match the hypothesis
Date of meeting to develop new plan _____
Date of next follow-up meeting (no more than 3 weeks) _____

5. YES, intervention effective and YES, plan implemented as intended.

(a) Extend the plan by implementing in another problematic routine or with other people
(b) Establish new goal/increase criteria
(c) Teach a new skill
(d) Fade out parts of the plan (consider developing self-monitoring plan or Tier II intervention)
(e) Other (specify) _____

Date and time 2nd follow-up meeting	

1. Was the intervention successful – did behavior meet criterion levels? If yes, jump to question 5 below	YES NO
2. NO, intervention not successful: Was the plan implemented as intended? What were the fidelity scores? If NO, jump to question 4 below.	YES NO

3. NO, intervention not successful; YES, plan was implemented as intended. Determine next step:

(f) Give the plan more time
Date of next follow-up meeting (no more than 3 weeks) _____

(g) Modify the plan
Date of meeting to develop modified plan _____
Date to train the teacher in the modified plan _____
Date of next follow-up meeting (no more than 3 weeks) _____

(h) Conduct a more comprehensive FBA
Team/facilitator conducting FBA: _____
Date contact made with district support person: _____
Date by when FBA will be completed: _____
Date of meeting to develop hypothesis and plan (no more than 3 weeks)_____

(i) Refer the student for additional assessment(s) such as a psychoeducational evaluation to determine if the student has a disability and would benefit from special education services.
Who will arrange for an evaluation and when: _____
Date of evaluation results meeting: _____
Determination:

(j) Seek support from district contact person to access additional expertise for planning and implementing non-school based interventions (e.g. extensive mental health):
Who will make contact and when: _____
District Contact Person: _____
Date of problem solving meeting (no more than 3 weeks): _____
Resources offered: _____

4. NO, intervention not successful: NO, plan was NOT implemented as intended. Determine next step.

(a) Retrain the teacher (date of retraining: _____)
(a) Modify the plan to make more feasible
Date of meeting to develop modified plan _____
Date of next follow-up meeting (no more than 3 weeks) _____
(b) Select new interventions that are more acceptable and match the hypothesis
Date of meeting to develop new plan _____
Date of next follow-up meeting (no more than 3 weeks) _____

5. YES, intervention effective and YES, plan implemented as intended. Determine next step.

(a) Extend the plan by implementing in another problematic routine or with other people
(b) Establish new goal/increase criteria
(c) Teach a new skill
(d) Fade out parts of the plan (consider developing self-monitoring plan or Tier II intervention)
(e) Other (specify) _____

Adapted from Prevent-Teach-Reinforce Materials