Prevent-Teach-Reinforce

Handouts—Clean Forms

9/25/2009

**Core Components of Multi-Tiered RtI Behavior**

**Tier 3: Individual**

* **Infrastructure in place**: (a) Tiers 1 and 2 implemented with fidelity, & (b) system for conducting quality reviews of Tier 3 processes and procedures
* **Collaborative consultation facilitation:** (a) multidisciplinary school-based team; (b) 3 levels of knowledge represented including knowledge of behavioral science, the child & the behavior, & campus/classroom context.
* **FBA process based on behavioral science principles that includes**: (a) Operational definitions of behaviors; (b) direct observation of student and student perceptions of his/her behavior; (c) hypothesis based on FBA data that identifies antecedents, setting events, behavior, and function; (d) multi-component support plan linked to hypothesis with strategies to prevent problem behavior, teach replacement behaviors, and consequences to reinforce new skills and discontinue reinforcement of problem behaviors
* **Data-based decision-making approach used throughout process that includes**: (a) training of teacher to implement interventions and follow-up support; (b) measures of implementation fidelity; (c) meaningful data

**Tier 2: Supplemental**

* Tier 1 process established and implemented with fidelity
* Multiple methods used to identify students for Tier 2 supports
* Students compared to same age peers to determine whether behavioral problems exist
* Teams should ensure the existence of adequate resources for implementation and cost-effectiveness of the intervention

Tier 2 programs should:

* Be available continuously
* Be easily accessible
* Require minimal time commitment from classroom teachers
* Require skill sets of classroom teachers that can be easily trained
* Be consistent with school-wide expectations
* Make all staff/faculty aware of the intervention(s) and their roles in the process
* Be consistent with most students, but with some flexibility
* Attempt to match the type of program to the function of the student’s behavior
* Have a process of informing students and parents and obtaining their agreement to participate n the intervention

**Tier 1: Universal**

* Communicating and teaching positively stated rules, expectations, & procedures
* Providing effective consequences for appropriate and inappropriate behavior
* Having a proactive, preventative, positive, and instructional approach
* Implemented with all staff, students, and in all settings
* Includes diverse team representative of staff, students, community
* Family and community involvement essential
* District/school should have an internal or external coaching model
* Assessment of implementation of problem-solving process/action planning should be conducted by team
* Data must be efficient to collect, retrieve, and answer critical questions
* Should include a minimum of one method for screening students who may need Tier 2 supports

**Foundational Components for RtI:B**

* Committed leadership with well-defined roles
* Collaborative team processes
* Effective coaching and team facilitation
* Problem solving process approach consistently used
* Data-based decision making
* *Philosophical stance treats behavior as a skill to be taught similar to academic skills*
* Established written practices, policies, and implementation plans
* Use of “evidence-based” programs and practices
* Intensity and method of professional development aligned with expected responsibilities of trainees (e.g., implementation level vs. awareness level)
* Coaching activities included in professional development in which implementation is the goal
* Evaluation included effectiveness of interventions and fidelity of implementation

***Significant and Innovative Features of TBS-SBC (PTR)***

|  |  |  |
| --- | --- | --- |
| Core Componenta | Currentb Practice | TBS-SBC |
| Collaborative teaming vs. expert model with consensus reached on hypothesis, intervention selection, etc. | fair.gif | poor.gif |
| Problem behavior(s) identified and operationalized | fair.gif | poor.gif |
| Comprehensive FBA completed that includes antecedents that predict and do not predict problem behavior and consequences that typically follow behavior | fair.gif | poor.gif |
| Hypothesis statement that is linked to FBA data and includes a research-based function (i.e., obtain, escape) | fair.gif | poor.gif |
| Multi-component behavior support plan linked to hypothesis that includes prevention strategies, replacement behaviors, and functionally-equivalent outcomes contingent upon behavior | good.gif | poor.gif |
| Training and coaching plan to instruct teacher to implement behavior intervention plan | good.gif | poor.gif |
| Evaluation of fidelity | good.gif | poor.gif |
| Daily data evaluation system started at pre-FBA and used for decision-making | fair.gif | poor.gif |
| Scaffolded training model using direct interactive activities to increase problem-solving, collaborative consultation and behavior analysis skills of SBCs | good.gif | poor.gif |
| Evaluation of social validity. | fair.gif | poor.gif |
| Evaluation of alliance (relationship) between teacher and SBC | good.gif | poor.gif |

poor.gif = consistently included; fair.gif = inconsistently included; good.gif = absent

aBased on recent literature in field (; Conroy, Clark, Fox, & Gable, 2000; Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008; Killu, 2008; McIntosh & Av-Gay, 2007; Cook et al., 2007; Scott, Anderson, & Spaulding, 2008; Scott, Nelson, & Zabala, 2000

b Based on recent literature in field (Benazzi, Horner, & Good, 2006; Blood & Neel, 2007; Conroy, Clark, Fox, & Gable, 2000; Cook et al., 2007; Ervin, Ehrhardt, & Poling, 2001; McIntosh & Av-Gay, 2007; Scott & Kamps, 2007; Scott, Liaupsin, Nelson, & McIntyre, 2005; Van Acker, Boreson, Gable, & Potterton, 2005; Weber, Killu, Derby, & Barretto, 2005) and pilot data (Iovannone, Christiansen, & Martinez, manuscript in preparation)

**Step 1:** **PTR Classroom Team Survey**

(Portions adapted from Managing Paraeducators in Your School; French, 2002)

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

***Complete this survey if*** *the team meets on a regular basis for planning purposes****.***

1. Our team meets for planning purposes:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rarely | Monthly | Bimonthly | Weekly | Daily |
| 0 | 1 | 2 | 3 | 4 |

1. Our team plans daily classroom activities collaboratively:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rarely | Occasionally | Frequently | Usually | Almost Always |
| 0 | 1 | 2 | 3 | 4 |

1. Our team plans collaboratively around implementing IEP objectives and making adaptations and modifications for children in the classroom:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rarely | Occasionally | Frequently | Usually | Almost Always |
| 0 | 1 | 2 | 3 | 4 |

1. Our team communicates well and problem solves collaboratively:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 0 | 1 | 2 | 3 | 4 |

1. We interact and work with children across developmental domains and disciplines:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rarely | Occasionally | Frequently | Usually | Almost Always |
| 0 | 1 | 2 | 3 | 4 |

1. Professional roles and responsibilities are shared across team members members:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 0 | 1 | 2 | 3 | 4 |

1. Parents play an active role on their child’s team regarding the identification of goals, supports and services, modifications and adaptations.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 0 | 1 | 2 | 3 | 4 |

8. Our team has access to additional resources (e.g., technology, personnel, classroom materials, etc.) to help us work with children in the classroom.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| None | Limited | Adequate | Good | Excellent |
| 0 | 1 | 2 | 3 | 4 |

**Please answer the following questions:**

1. List some strengths of the Team.

2. What challenges face the Team?

3. What are the most pressing needs of the team?

4. What might help to enhance the team’s productivity?

**Step 1: PTR Teacher Work Style Survey**

**Directions:** *Circle the number that indicates your level of agreement / disagreement with each statement.*

**Disagree Agree**

1. I supervise paraeducators closely. 1 2 3 4 5 N/A

2. I prefer a flexible work schedule. . 1 2 3 4 5 N/A

3. I let paraeducators know exactly what is expected. 1 2 3 4 5 N/A

4. I provide (or at least determine) all the materials that will be used..... 1 2 3 4 5 N/A

5. I provide a written work schedule. 1 2 3 4 5 N/A

6. I expect the paraeducator to think ahead to the next task. 1 2 3 4 5 N/A

7. I determine the instructional methods that will be used 1 2 3 4 5 N/A

8. I encourage the paraeducator to try new activities independently. 1 2 3 4 5 N/A

9. I give explicit directions for each task 1 2 3 4 5 N/A

10. I always do several things at one time. 1 2 3 4 5 N/A

11. I like working with paraeducators that willingly take on new challenges... 1 2 3 4 5 N/A

12. I like taking care of details. 1 2 3 4 5 N/A

13. I require the paraeducator to be punctual 1 2 3 4 5 N/A

14. I like to get feedback on how I can improve as a supervisor 1 2 3 4 5 N/A

15. I like to bring problems out in the open 1 2 3 4 5 N/A

16. I like to give frequent performance feedback to the paraeducator 1 2 3 4 5 N/A

17. I like to discuss activities that do not go well 1 2 3 4 5 N/A

18. I like working with other adults 1 2 3 4 5 N/A

19. I encourage paraeducators to think for themselves 1 2 3 4 5 N/A

20. I am a morning person 1 2 3 4 5 N/A

21. I speak slowly and softly 1 2 3 4 5 N/A

22. I work best alone with little immediate interaction 1 2 3 4 5 N/A

23. I need a quiet place to work without distractions 1 2 3 4 5 N/A

24. I prefer that no one else touches my things 1 2 3 4 5 N/A

25. I prefer to work from a written plan 1 2 3 4 5 N/A

**Step 1: PTR Paraeducator Work Style Survey**

**Directions**: *Circle the number that indicates your level of agreement / disagreement with each statement.*

**Disagree Agree**

1. I like to be supervised closely. 1 2 3 4 5 N/A

2. I prefer a flexible work schedule..... 1 2 3 4 5 N/A

3. I like to know exactly what is expected. 1 2 3 4 5 N/A

4. I prefer to decide which materials to use 1 2 3 4 5 N/A

5. I like having a written work schedule 1 2 3 4 5 N/A

6. I need time to think ahead on the next task. 1 2 3 4 5 N/A

7. I like to determine the instructional methods I use 1 2 3 4 5 N/A

8. I like to try new activities independently. 1 2 3 4 5 N/A

9. I like to be told how to do each task 1 2 3 4 5 N/A

10. I like to do several things at one time. 1 2 3 4 5 N/A

11. I like to take on challenges and new situations. 1 2 3 4 5 N/A

12. I like taking care of details. 1 2 3 4 5 N/A

13. I like to be very punctual 1 2 3 4 5 N/A

14. I like to give feedback on how I prefer to be supervised 1 2 3 4 5 N/A

15. I like to bring problems out in the open 1 2 3 4 5 N/A

16. I like to get frequent feedback on my performance 1 2 3 4 5 N/A

17. I like to discuss when activities do not go well 1 2 3 4 5 N/A

18. I like working with other adults 1 2 3 4 5 N/A

19. I like to think things through for myself 1 2 3 4 5 N/A

20. I am a morning person 1 2 3 4 5 N/A

21. I like to speak slowly and softly 1 2 3 4 5 N/A

22. I like to work alone with little immediate interaction 1 2 3 4 5 N/A

23. I need a quiet place to work without distractions 1 2 3 4 5 N/A

24. I prefer that no one else touches my things 1 2 3 4 5 N/A

25. I prefer to work from a written plan 1 2 3 4 5 N/A

**Step 1: PTR Work Style Score Comparison Sheet (Option 1)**

**Directions:** *Transfer scores from the Teacher and Paraeducator Work style forms to this form. Look for areas of*

*agreement and disagreement. However, there are no ‘right’ or ‘wrong’ responses. Determine areas of concern and*

*solutions in light of the areas of agreement and disagreement.*

**Paraeducator Teacher**

**Disagree Agree Item Content Disagree Agree**

1 2 3 4 5 N/A . . . . . . . . . . ..1. Closeness of supervision. 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . 2. Flexibility of work schedule. 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . ..3. Preciseness of expectations. 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . 4. Decisions on materials to use 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . 5. Written work schedule 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . .6. Time to think ahead. 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . .7. Decisions on instructional methods 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . .8. Trying new activities independently. 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . .9. Specifying how to do each task 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . 10. Doing several things at one time. 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . 11. Taking on challenges . 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . 12. Taking care of details. 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . 13. Punctuality 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . 14. Giving/getting feedback on supervision 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . 15. Dealing with problems out in the open 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . 16. Giving/getting feedback 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . 17. Discussing activities that do not go well 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . 18. Working with other adults 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . 19. Thinking things through for myself 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . .20. Morning person 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . 21. Speak slowly and softly 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . 22. Working alone - little interaction 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . 23. Quiet place to work/no distractions 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . 24. Touching others' things 1 2 3 4 5 N/A

1 2 3 4 5 N/A. . . . . . . . . . . 25. Working from a written plan 1 2 3 4 5 N/A

**Step 1: Teacher - Paraeducator Work Style Survey Summary (Version 2)**

**Scale**: 1= Strongly Disagree; 2= Disagree; 3 = Neutral; 4 = Agree; 5= Strongly Agree

|  |  |  |  |
| --- | --- | --- | --- |
| **Item Responses**  **Teacher - Paraeducator** | **Teacher** | **Para** | **Comments** |
| 1. I supervise paraeducators closely.   I like to be supervised closely***.*** |  |  |  |
| 1. I like a flexible work schedule. |  |  |  |
| 1. I let paraeducators know exactly what is expected.   I want to know exactly what is expected. |  |  |  |
| 1. I provide (or at least determine) all the materials that will be used.   I prefer to decide which material to use. |  |  |  |
| 1. I provide a written work schedule.   I like having a written work schedule. |  |  |  |
| 1. I expect the paraeducator to think ahead to the next task.   I need time to think ahead to the next task. |  |  |  |
| 1. I determine the instructional methods that will be used.   I like to determine the instructional methods to use. |  |  |  |
| 1. I encourage the paraeducator to try new activities independently.   I like to try new activities independently. |  |  |  |
| 1. I give explicit directions for each task.   I like to be told how to do each task. |  |  |  |
| 1. I always do several things at one time.   I like to do several things at a time. |  |  |  |
| 1. I like working with aides who are willingly take on new challenges.   I like to take on challenges and new situations. |  |  |  |
| 1. I like taking care of details. |  |  |  |
| 1. I require the paraeducator to be very punctual.   I like to be very punctual. |  |  |  |
| 1. I like to get feedback on how I can improve as a supervisor.   I like to give feedback on how I prefer to be supervised. |  |  |  |
| 1. I like to bring problems out in the open. |  |  |  |
| 1. I like to give performance feedback to the paraeducator.   I like to get frequent feedback on my performance. |  |  |  |
| 1. I like to discuss activities that do not go well. |  |  |  |
| 1. I like working with other adults. |  |  |  |
| 1. I encourage paraeducators to think for themselves.   I like to think things through for myself. |  |  |  |
| 1. I am a morning person. |  |  |  |
| 1. I speak slowly and softly. |  |  |  |
| 1. I work best alone with little immediate interaction. |  |  |  |
| 1. I need a quiet place to work without distractions. |  |  |  |
| 1. I prefer that no one else touches my things. |  |  |  |
| 1. I prefer to work from a written plan. |  |  |  |

**Step 2: Goal-Setting**

**Directions:**

1. Complete the goal form by developing broad and short-term goals in each area.
2. Use the student’s IEP objectives, if applicable.
3. Identify one broad goal in each category.
4. Under each broad goal, identify the behavior(s) to be decreased and the pro-social behavior(s) to be increased to achieve the broad goal.
5. Clearly define or operationalize the goals so that each goal is:
   1. Observable (seen or heard)
   2. Measurable (counted or timed)
   3. Significant (impact on student’s life)
6. Obtain consensus on the team’s short-term goals for the student.

**Example: Goals for Johnny**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Behavioral** | **Social** | **Academic** |
| **Broad Goals** | *Johnny will communicate his wants and needs in an age-appropriate manner.* | *Johnny will demonstrate age-appropriate social skills to maintain friends.* | *Johnny will increase task engagement time during academic activities.* |
| **Decrease** | Johnny will decrease screaming, kicking furniture and/or people, and throwing objects to express his wants and needs. | Johnny will reduce the number of times he screams at and/or throws objects toward other children during group assignments. | Johnny will decrease screaming and throwing work materials during academic activities. |
| **Increase** | Johnny will verbally express his wants and needs in the classroom by using an inside voice and calm body. | Johnny will use a calm, normal-tone of voice when interacting with his peers during academic work groups. | Johnny will increase the amount of time he remains in his seat with eyes focused on the teacher and/or work materials during academic assignments. |

**Step 2: Goal-Setting**

**Goals for: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(Student’s Name)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Behavioral** | **Social** | **Academic** |
| **Broad Goals** |  |  |  |
| **Decrease** |  |  |  |
| **Increase** |  |  |  |

**Step 2: Behavior Rating Scale (BRS)**

**Directions:**

1. Complete the BRS for each target behavior (problem and prosocial) the team wants to track.
2. Operationally define each of the target behaviors.
3. Write each operational definition in the Key.
4. Determine the best method for measuring each target behavior (i.e. frequency, duration, intensity).
5. Establish appropriate anchor points for recording behavioral occurrence.
6. List each target behavior on the left-hand side of the form.
7. Determine the start date for collecting data and write it on the form.
8. Determine who will complete the BRS (i.e. the primary teacher must complete the scale, but other team members who see the student on a regular basis and would be able to provide important information may also be included).
9. Complete the BRS at the end of each day by circling the number that bests corresponds with the rater’s perception of the student’s behavior for that day.
10. Connect the points for each behavior from day to day. This graph will readily provide the team with a visual description of the student’s behavioral progress.

**EXAMPLE**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Behavior** | | **Date** |  |  |  |  |  |  |  |  |  |  |
| **Task Engagement**  appropriate behavior | >10 min  8-10 min  5-7 min  2-4 min  0-1 minute | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
| **Tantrums**  problem behavior | 10+ daily  7-9  4-6  2-3  0-1/day | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |

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

**KEY:**

1. **Task Engagement:** Rate your perception of the *amount of time* Johnny remains in his seat

with eyes focused on the teacher and/or work materials during independent academic work.

2. **Tantrums:** Rate your perception of the *number of times* Johnny engages in screaming, kicking

furniture and/or people, and throwing objects (all 3 behaviors must be present).

**Step 2: Behavior Rating Scale**

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Behavior** | | **Date** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
|  |  | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
|  |  | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
|  |  | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |

**KEY:**

**Step 3: PTR Functional Behavior Assessment**

**Directions:**

1. The following PTR Functional Behavior Assessment is comprised of three sections, Prevent, Teach, and Reinforce, and is 5-pages in length.
2. Complete one PTR Functional Behavior Assessment for ***each* problem behavior** targeted on the Behavior Rating Scale. For example, if both ‘hitting others’ and ‘screaming’ are listed on the BRS, two PTR Functional Behavior Assessments will be completed.
3. Do not complete the assessment on any prosocial/desired behaviors targeted on the Behavior Rating Scale
4. List the problem behavior on the top of each assessment form to ensure responses are given for that behavior only.
5. Answer each question by checking all the appropriate areas that apply, or by writing the response(s) that best describe events related to the problem behavior specified.

**Step 3: PTR Functional Behavior Assessment: Prevent Component**

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Problem Behavior:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1a. Are there ***times of the school day*** when problem 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 problem behavior is ***least likely*** to occur? If yes, what are they? | | | | | | | | | |
| \_\_\_ Morning  \_\_\_ Afternoon | \_\_\_ Before meals | | | \_\_\_ During meals | | \_\_\_ After meals | | | \_\_\_ Arrival  \_\_\_ Dismissal |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | |
| 2a. Are there ***specific activities*** when problem behavior is ***very likely***to occur? If yes, what are they? | | | | | | | | | |
| \_\_\_ Reading/LA  \_\_\_ Independent work  \_\_\_ One-on-one  \_\_\_ Free time  \_\_\_ Worksheets,  Seatwork | | \_\_\_ Writing  \_\_\_ Small group work  \_\_\_ Computer  \_\_\_ Peer/cooperative  work | | | \_\_\_ Math  \_\_\_ Large group work \_\_\_ Recess  \_\_\_ Centers  \_\_\_ Specials (specify)  \_\_\_\_\_\_\_\_\_\_\_\_ | | \_\_\_ Science  \_\_\_ Riding the bus  \_\_\_ Lunch  \_\_\_ Discussions/Q&A  \_\_\_ Transitions (specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | |
| 2b. Are there ***specific activities*** that cooperative and prosocial behavior is ***very likely*** to occur? What are they? | | | | | | | | | |
| \_\_\_ Reading/LA  \_\_\_ Independent work  \_\_\_ One-on-one  \_\_\_ Free time  \_\_\_ Worksheets,  Seatwork | | \_\_\_ Writing  \_\_\_ Small group work  \_\_\_ Computer  \_\_\_ Peer/cooperative  work | | | \_\_\_ Math  \_\_\_ Large group work \_\_\_ Recess  \_\_\_ Centers  \_\_\_ Specials (specify)  \_\_\_\_\_\_\_\_\_\_\_\_ | | \_\_\_ Science  \_\_\_ Riding the bus  \_\_\_ Lunch  \_\_\_ Discussions/Q&A  \_\_\_ Transitions (specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | |
| 3a. Are there ***specific classmates or adults*** whose proximity is associated with a high likelihood of problem behavior? If so, who are they? | | | | | | | | | |
| \_\_\_ Peers  \_\_\_ Teacher(s)  \_\_\_ Paraprofessional(s)  \_\_\_ Other school staff | | | Specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | \_\_\_ Bus driver  \_\_\_ Parent  \_\_\_ Other family member (Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3b. Are there ***specific classmates or adults***whose proximity is associated with a high likelihood of cooperative and prosocial behavior? If so, who are they?   |  |  |  | | --- | --- | --- | | \_\_\_ Peers  \_\_\_ Teacher(s)  \_\_\_ Paraprofessional(s)  \_\_\_ Other school staff | Specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Bus driver  \_\_\_ Parent  \_\_\_ Other family member (Specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | |
| 4. Are there ***specific circumstances*** that are associated with a high likelihood of problem behavior? | | | | | | |
| \_\_\_ Request to start task  \_\_\_ Being told work is wrong  \_\_\_ Reprimand or correction  \_\_\_ Told “no”  \_\_\_ Seated near specific peer  \_\_\_ Peer teasing or comments  \_\_\_ Change in schedule | | \_\_\_ Task too difficult  \_\_\_ Task too long  \_\_\_ Task is boring  \_\_\_ Task is repetitive  (same task daily)  \_\_\_ Novel task | | \_\_\_ Transition  \_\_\_ End of preferred  activity  \_\_\_ Removal of  preferred item  \_\_\_ Start of non-  preferred activity | \_\_\_ Student is alone  \_\_\_ Unstructured time  \_\_\_ ‘Down’ time (no  task specified)  \_\_\_ Teacher is attending  to other students | |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| 5. Are there conditions in the ***physical environment*** that are associated with a high likelihood of problem behavior? For example, too warm or too cold, too crowded, too much noise, too chaotic, weather conditions…. | | | | | | |
| \_\_\_ Yes (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ No | | | | | | |
| 6. Are there circumstances ***unrelated to the school setting*** that occur on some days and not other days that may make problem behavior more likely? | | | | | | |
| \_\_\_ Illness  \_\_\_ Allergies  \_\_\_ Physical condition  \_\_\_ Hormones or  menstrual cycle | \_\_\_ No medication  \_\_\_ Change in medication  \_\_\_ Hunger  \_\_\_ Parties or social event  \_\_\_ Change in diet | | \_\_\_ Drug/alcohol abuse  \_\_\_ Bus conflict  \_\_\_ Fatigue  \_\_\_ Change in routine  \_\_\_ Parent not home | | | \_\_\_ Home conflict  \_\_\_ Sleep deprivation  \_\_\_ Stayed with non-  custodial parent |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| Additional comments not addressed above in the ***Prevent Component***. | | | | | | |
|  | | | | | | |

**Step 3: PTR Functional Behavior Assessment: Teach Component**

|  |  |  |
| --- | --- | --- |
| 1. Does the *problem behavior* seem to be exhibited in order to ***gain attention from peers***? | | |
| \_\_\_ Yes *List the specific peers:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| \_\_\_ No | | |
| 2. Does the *problem 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 *problem behavior* seem to be exhibited in order to ***obtain objects*** (toys or games, materials, food) from peers or adults? | | |
| \_\_\_ Yes *List the specific objects:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| \_\_\_ No | | |
| 4. Does the *problem behavior* seem to be exhibited in order to ***delay a transition*** from a preferred activity to a non-preferred activity? | | |
| \_\_\_ Yes *List the specific transitions:*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| \_\_\_ No | | |
| 5. Does the *problem behavior* seem to be exhibited in order to ***terminate or dela***y a non-preferred (difficult, boring, repetitive) task or activity? | | |
| \_\_\_ Yes *List the specific non-preferred tasks or activities*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| \_\_\_ No | | |
| 6. Does the *problem 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 ***social skills(s)*** could the student learn in order to reduce the likelihood of the *problem behavior* occurring in the future? | | |
| \_\_\_ Peer interaction  \_\_\_ Play skills  \_\_\_ Getting attention appropriately  \_\_\_ Joint or shared attention | \_\_\_ Sharing objects  \_\_\_ Sharing attention  \_\_\_ Conversation skills  \_\_\_ Making pro-social statements | \_\_\_ Taking turns  \_\_\_ Losing gracefully  \_\_\_ Waiting for reinforcement  \_\_\_ Accepting differences |
| Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |

|  |  |  |
| --- | --- | --- |
| 8. What ***problem-solving skill(s)*** could the student learn in order to reduce the likelihood of the problem behavior occurring in the future? | | |
| \_\_\_ Recognizing need for help  \_\_\_ Asking for help  \_\_\_ Using visual supports to work  independently  \_\_\_ Ignoring peers  \_\_\_ Graphic organizers | \_\_\_ Note-taking strategies  \_\_\_ Assignment management  \_\_\_ Working with a peer  \_\_\_ Move ahead to easier  items then go back to  difficult items | \_\_\_ Staying engaged  \_\_\_ Working independently  \_\_\_ Making an outline  \_\_\_ Self-management  \_\_\_ Making choices from several  appropriate options |
| Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| 9. What ***communication skill(s)*** could the student learn in order to reduce the likelihood of the problem behavior occurring in the future? | | |
| \_\_\_ Asking for a break  \_\_\_ Expressing emotions  (frustration, anger, hurt)  \_\_\_ Requesting information | \_\_\_ Raising hand for attention  \_\_\_ Requesting wants  \_\_\_ Rejecting  \_\_\_ Active listening | \_\_\_ Asking for help  \_\_\_ Commenting  \_\_\_ Responding to others |
| Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| Additional comments not addressed above in the ***Teach Component.*** | | |
|  | | |

**Step 3: PTR Functional Behavior Assessment: Reinforce Component**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1.What ***consequence(s)*** usually follow the student’s *problem behavior*? | | | | | | |
| \_\_\_ Sent to time-out  \_\_\_ Chair time-out  \_\_\_ Head down  \_\_\_ Sent to office  \_\_\_ Sent home  \_\_\_ Calming/soothing | | \_\_\_ Gave personal space  \_\_\_ Sent to behavior specialist/counselor  \_\_\_ Assistance given  \_\_\_ Verbal redirect  \_\_\_ Delay in activity  \_\_\_ Activity changed  \_\_\_ Activity terminated | | | | \_\_\_ Verbal reprimand  \_\_\_ Stated rules  \_\_\_ Physical prompt  \_\_\_ Peer reaction  \_\_\_ Physical restraint  \_\_\_ Removal of reinforcers  \_\_\_ Natural consequences (Specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 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 ***problem 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  \_\_\_ Social interaction with peers  \_\_\_ Playing a game  \_\_\_ Helping teacher  \_\_\_ Line leader  \_\_\_ Going to media center  \_\_\_ Sensory activity (specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | \_\_\_ Music  \_\_\_ Puzzles  \_\_\_ Going outside  \_\_\_ Going for a walk  \_\_\_ Reading  \_\_\_ Extra PE time  \_\_\_ Extra free time | | \_\_\_ Art activity  \_\_\_ Computer  \_\_\_ Video games  \_\_\_ Watching TV/video  \_\_\_ Objects (Specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ Food (Specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Other(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| Additional comments not addressed above in the ***Reinforce Component.*** | | | | | | |
|  | | | | | | |

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Use it to doodle!

**Step 3: Functional Behavior Assessment Summary Table**

**Directions:**

1. Gather all PTR Functional Behavior Assessments completed for one problem behavior.
2. List the problem behavior on the Assessment Summary Table.
3. Starting with one completed PTR Functional Behavior Assessment, list events checked marked in the respective Prevent, Teach, and Reinforce columns beginning to identify and group information in patterns.
4. Do the same for events marked for the prosocial behavior.
5. Continue grouping information into the current patterns (or new ones as needed) as the remaining completed PTR Functional Behavior Assessments are summarized.
6. As a team, identify the data in the Prevent section that are most likely to result in problem behavior OR that is most likely to result in problem behavior that is most disruptive to the classroom. List the agreed upon events in the ‘When’ box of the possible hypothesis.
7. As a team, discuss any discrepancies in the Teach data and the Reinforce data to ensure an accurate function of problem behavior is identified. List the agreed upon events in the ‘As a result’ box of the possible hypothesis.
8. As a team, identify the broad category of behavior or the specific replacement behavior the student needs to be taught. List the agreed upon behavior in the ‘appropriate behavior’ box of possible hypothesis.

**Step 3: PTR Functional Behavior Assessment Summary Table**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: ­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Behavior** | **Prevent Data** | **Teach Data** | **Reinforce Data** |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Possible Hypotheses** | | | |
|  | **When….** | **He/she will…..** | **As a result, he/she ……** |
| Problem Behavior |  |  |  |
| Appropriate Behavior |  |  |  |

**Step 4: PTR Intervention Checklist**

**Directions:**

1. After reading the summaries of the Interventions in Chapter 5, review your hypothesis statement on the Assessment Summary Table.
2. Select the interventions that match the information in your hypotheses. Please select at least two interventions but no more than four in each category (prevent, teach, reinforce). The asterisked interventions are required and must be selected.
3. Rank order the selected interventions by placing a “1” in the box next to the most highly preferred, a “2” next to the second highest preferred, etc.

**Step 4: PTR Intervention Checklist**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Completed by: Hypothesis:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Prevention**  **Interventions** | **Teaching**  **Interventions** | **Reinforcement**  **Interventions** |
| * Providing Choices | **\*\*Replacement Behavior**   * Functional * Desired or Pro-Social | **\*\*Reinforce Replacement Behavior**   * Functional * Desired or Pro-Social |
| * Transition Supports | * Specific Academic Skills | * Discontinue Reinforcement of Problem Behavior |
| * Environmental Supports | * Problem Solving Strategies | * Group Contingencies (peer, teacher) |
| * Curricular Modification (eliminating triggers) | * General Coping Strategies | * Increase Ratio of + to – Responses |
| * Adult Verbal Behavior (just be nice) | * Specific Social Skills | * Home to School Reinforcement System |
| * Classroom Management | * Teacher Pleasing Behaviors | * Delayed Gratification |
| * Increase Non-Contingent Reinforcement | * Learning Skills Strategies |  |
| * Setting Event Modification | * Self Management (self monitoring) |  |
| * Opportunity for Pro-Social Behavior   (peer support) | * Independent Responding |  |
| * Peer Modeling or Peer Reinforcement | * Increased Engaged Time |  |
| Does the severity or intensity of the student’s problem behavior pose a threat to self or others? ❑ Yes ❑ No  If yes, is a crisis intervention plan needed? ❑ Yes ❑ No | | |

**\*\***All asterisked interventions need to be selected and included in the student’s PTR Intervention Plan

**Step 4: Intervention Scoring Table**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hypothesis:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Prevent** | **Rank** | **Teach** | **Rank** | **Reinforce** | **Rank** |
| 1. |  | 1. Replacement behavior  ❑ Functional  ❑ Desired or pro-social |  | 1. Reinforce replacement behavior  ❑ Functional  ❑ Desired or pro-social |  |
| 2. |  | 2. |  | 2. |  |
| 3. |  | 3. |  | 3. |  |
| 4. |  | 4. |  | 4. |  |
| 5. |  | 5. |  | 5. |  |
| 6. |  | 6. |  | 6. |  |
| 7. |  | 7. |  | 7. |  |

**A replacement behavior must be included in the student’s behavior intervention plan.**

**PTR Behavior Intervention Plan (Option 1)**

**Hypothesis:**

**PREVENT** Behavior Interventions

|  |  |
| --- | --- |
| Intervention Type | Specific Steps |
|  |  |

**TEACH** Behavior Interventions

|  |  |
| --- | --- |
| Intervention Type | Specific Steps |
|  |  |

**REINFORCE** Behavior Interventions

|  |  |
| --- | --- |
| Intervention Type | Specific Steps |
|  |  |

**PTR Behavior Intervention Plan (Option 2)**

**Hypothesis:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Prevention Interventions** | **Teach Interventions** | **Reinforce Interventions** | **Comments** |
|  |  |  |  |
|  |  |  |  |

**Chapter 5: Training Checklist**

**Directions for developing the form:**

1. Select an intervention and write it next to the appropriate component.
2. As a team, use the specific, step-by-step behavior intervention plan to identify the steps to be performed. Write one step in each box.
3. Repeat steps 1 & 2 for the remaining interventions.

**Directions for completing the form:**

1. Conduct training during a time when students are not present.
2. As a team, discuss the steps of implementation
3. Next, use direct instruction methods to practice each step (i.e., role play, modeling, feedback).
4. Circle the Y if the intervention agent (i.e., person implementing the plan) correctly implements step(s).
5. Circle the N if the intervention agent does not correctly implement step(s).
6. Calculate the percent score.
7. If the percent score is less than 100%, the team should discuss if further training is needed or develop a plan to ensure the weak steps are addressed during technical assistance.

**Training Checklist**

Student:

Intervention Agent:

Date of Training:

|  |  |
| --- | --- |
| Task Analysis of Intervention | Did the implementer complete the step? |
| **PREVENT Component** |  |
| 1. | Yes No |
| 2. | Yes No |
| 3. | Yes No |
| 4. | Yes No |
| 5. | Yes No |
| 6. | Yes No |
| **TEACH Component** |  |
| 1. | Yes No |
| 2. | Yes No |
| 3. | Yes No |
| 4. | Yes No |
| 5. | Yes No |
| 6. | Yes No |
| **REINFORCE Component** |  |
| 1. | Yes No |
| 2. | Yes No |
| 3. | Yes No |
| 4. | Yes No |
| 5. | Yes No |
| 6. | Yes No |
| **TOTAL** (# Yes **/** # Total) |  |
| **Percent Score** |  |

PTR Form 5e

**Chapter 5: Fidelity of Implementation**

**Directions for developing the form:**

1. Select an intervention and write it in the Intervention Strategy box.
2. As a team, use the specific, step-by-step behavior intervention plan to identify the minimal steps needing to be performed for the intervention to exist. Write the step(s) in the adherence box.
3. As a team, use the specific, step-by-step behavior intervention plan to identify the additional steps needing to be performed for the intervention to have the greatest effect. Write the step(s) in the quality box.
4. Repeat steps 1-3 for the remaining interventions.

**Directions for completing the form:**

1. Observe during a time when the behavior intervention plan is being implemented AND problem behavior is likely to occur.
2. Circle the Y if the intervention agent (i.e., person implementing the plan) correctly implements step(s).
3. Circle the N if the intervention agent does not correctly implement step(s).
4. Circle the NA if, at the end of the observation, the intervention agent did not have the opportunity to implement step(s) because the event did not occur (e.g., student did not use replacement behavior, choice strategy applies to Reading and observation occurred during Math, etc.).
5. Calculate Intervention Strategy, Total Adherence, Total Quality, and Total Fidelity Scores by adding up the respective Ys and dividing by the respective Ys plus Ns.

**Fidelity of Implementation**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Intervention Agent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Recorder: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Intervention Strategy** | **Adherence—**  **At a minimum, is it being implemented?** | **Quality—**  **How well is it being implemented?** | **Intervention Strategy Score**  **(add Ys then divide by Ys + Ns)** |
|  |  |  |  |
| **Y N NA** | **Y N NA** |
|  |  |  |  |
| **Y N NA** | **Y N NA** |
|  |  |  |  |
| **Y N NA** | **Y N NA** |
|  |  |  |  |
| **Y N NA** | **Y N NA** |
|  |  |  |  |
| **Y N NA** | **Y N NA** |
|  | **Total Adherence Score**  **(add Ys then divide by Ys + Ns)** | **Total Quality Score**  **(add Ys then divide by Ys + Ns)** | **Total Fidelity Score**  **(add Total Scores)** |
|  |  |  |

**PTR Weekly Behavior Support Plan Assessment**

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| **School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **1) To what degree did I implement the BIP as developed by the team?**  **Low Moderate High**  **1 2 3 4 5**  Comments:  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **2) To what degree is the BIP having a positive impact on the student’s behavior?**  **Low Moderate High**  **1 2 3 4 5**  Comments:  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **3) To what degree is the plan increasing the student’s on-task behavior, resulting in a positive impact on his/her academic achievement?**  **Low Moderate High**  **1 2 3 4 5**  Comments:  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Self-Evaluation: Evaluation, Monitoring, and Maintenance**

**Social Validity**

*Please score each item by circling the number that best indicates how you feel about the PTR intervention(s).*

1. Given this student’s behavior problems, how acceptable do you find the PTR behavior plan?

1 2 3 4 5

Not at all Neutral Very acceptable

acceptable

1. How willing are you to carry out this behavior plan?

1 2 3 4 5

Not at all Neutral Very willing

willing

1. To what extent do you think there might be disadvantages in following this behavior plan?

1 2 3 4 5

None Neutral Many likely

likely

1. How much time will be needed each day for you to carry out this behavior plan?

1 2 3 4 5

Little time Neutral Much time

will be needed will be needed

1. How confident are you that the behavior plan will be effective for this student?

1 2 3 4 5

Not at all Neutral Very confident

confident

1. How likely is this behavior plan to make permanent improvements in this student’s behavior?

1 2 3 4 5

Unlikely Neutral Very likely

1. How disruptive will it be to carry out this behavior plan?

1 2 3 4 5

Not at all Neutral Very disruptive

disruptive

1. How much do you like the procedures used in the proposed behavior plan?

1 2 3 4 5

Do not like Neutral Like them

them at all very much

1. How willing will other staff members be to help carry out this behavior plan?

1 2 3 4 5

Not at all Neutral Very willing

willing

1. To what extent are undesirable side-effects likely to result from this behavior plan?

1 2 3 4 5

No side- Neutral Many side-

effects likely effects likely

1. How much discomfort is this student likely to experience during this behavior plan?

1 2 3 4 5

No discomfort Neutral Very much

at all discomfort

1. How willing would you be to change your routines to carry out this behavior plan?

1 2 3 4 5

Not at all Neutral Very willing

1. How well will carrying out this behavior plan fit into the existing routine?

1 2 3 4 5

Not at all Neutral Very well

well

1. How effective will the intervention be in teaching your student appropriate behavior?

1 2 3 4 5

Not at all Neutral Very effective

effective

1. How well does the goal of the intervention fit with the team’s goals to improve the student’s behavior?

1 2 3 4 5

Not at all Neutral Very much

(Adapted from the TREATMENT ACCEPTABILITY RATING FORM—REVISED;

TARF-R, Reimers & Wacker, 1988)

**Addendum to Social Validity**

Do you have any additional comments to make about the intervention and its effect on the student and/or the class? For example, are other students now making additional social invites to the student, or does the student seem to do better in other routines not targeted for the intervention?

**Teacher/Consultant Alliance Scale**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Role: Teacher Consultant (circle one)

Teacher/Consultant with whom you have been working: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** Circle the appropriate descriptor that best represents your experience with the teacher or consultant with whom you have been working.

1 = Never 2 = Seldom 3 = Sometimes 4 = Often 5 = Always

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. The teacher consultant and I agree on the most important goals for intervention. | 1 | 2 | 3 | 4 | 5 |
| 1. I feel confident of the teacher/consultant’s ability to help the situation. | 1 | 2 | 3 | 4 | 5 |
| 1. The teacher/consultant communicates effectively. | 1 | 2 | 3 | 4 | 5 |
| 1. The teacher/consultant and I trust one another. | 1 | 2 | 3 | 4 | 5 |
| 1. The teacher/consultant is approachable. | 1 | 2 | 3 | 4 | 5 |
| 1. The teacher/consultant and I are working together collaboratively to improve the situation. | 1 | 2 | 3 | 4 | 5 |
| 1. I feel satisfied with the utility and practicality of the suggestions and ideas provided by the teacher/consultant. | 1 | 2 | 3 | 4 | 5 |
| 1. The teacher/consultant followed through with commitments and responsibilities, | 1 | 2 | 3 | 4 | 5 |
| 1. Overall, the teacher/consultant has shown a sincere desire to understand and improve the situation. | 1 | 2 | 3 | 4 | 5 |
| 1. The times spent working with the teacher/consultant was effective and productive. | 1 | 2 | 3 | 4 | 5 |

**PTR Weekly Behavior Support Plan Assessment**

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| **School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **1) To what degree did I implement the BIP as developed by the team?**  **Low Moderate High**  **1 2 3 4 5**  Comments:  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **2) To what degree is the BIP having a positive impact on the student’s behavior?**  **Low Moderate High**  **1 2 3 4 5**  Comments:  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **3) To what degree is the plan increasing the student’s on-task behavior, resulting in a positive impact on his/her academic achievement?**  **Low Moderate High**  **1 2 3 4 5**  Comments:  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**PTR Implementation Daily Self-Assessment**

**Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Interventions**  **PREVENT** | **Was the intervention implemented?** | **Fidelity Score**  **Y = 1**  **N= 0**  **NA = NA** |
| **1. Providing Choices: Math, Reading, Spelling**   * Offered Thomas a choice of where to complete his independent assignment (at his desk or at the front table) for each activity listed * Honored student’s choice and prompted him to begin work | Y / N / NA  Y / N / NA |  |
| **2.** **Curricular Modifications for Independent Assignments – Math, Reading, Spelling**   * Independent assignments were reduced by 50% * Items to be completed were starred prior to presentation of material to Thomas * Thomas allowed to cross out questions to be skipped * Assignments were divided into smaller portions prior to presenting material * Teacher ‘shared’ responsibility for reading non-assessment reading assignments | Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA |  |
| **3. Environmental Supports**   * First-Then activity board available * Squares are ‘marked’ indicating the # of items Thomas needed to complete for each independent activity * Reviewed with Thomas the number of items he needed to complete * Offered Thomas choice of ‘then’ activity and prompted him to place choice card on ‘then’ square * Timer set for allotted time period * Prompted Thomas to begin work and left area * Released Thomas to choice activity with work completion or when timer went off * Set timer for choice activity session (10 minutes) or additional time, if earned * Prompted Thomas back to work after timer went off | Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA |  |
| **TEACH** |  |  |
| **1. Functional: Requesting-A-Break**   * Break card attached to ‘first-then’ chart and available on Thomas’ desk * Reviewed with Thomas how and when to use the card prior to the beginning of each activity during the day * Coping card accessible at Thomas’ desk and in the ‘relaxation’ area * Reviewed with Thomas how and when to use the card prior at the beginning of each new activity throughout the day * Prompted Thomas to use the coping card prior to the display of problem behavior * Prompted student to use the break card prior to the occurrence of problem behavior | Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA |  |
| **REINFORCE** |  |  |
| **1. Functional: Requesting-A-Break**   * Provided immediate praise for using coping card or break card * Immediately released Thomas to a break * Set timer for 5 minutes * Provided no interaction with Thomas during break * Prompted Thomas to return to work when timer went off * Prompted Thomas back to work using the ‘first-then’ activity board. | Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA |  |
|  |  |  |
| **Implementation Scores**  **(Total Y’s/Total Y’s + N’s in column)** |  |  |