**PTR Blank Forms**

**Step 4a- PTR Intervention Plan**

**PTR Intervention Checklist: Step 4**

Student:       School:       Date:      Completed by:

Hypothesis:

|  |  |  |
| --- | --- | --- |
| **Prevention**  **Interventions** | **Teaching**  **Interventions** | **Reinforcement**  **Interventions** |
| Providing Choices | **\*\*Replacement Behavior** *(What appropriate behavior will be taught)*  Functional  Incompatible (desired) | **\*\*Reinforce Replacement Behavior** *(Write in the function of the problem behavior from the hypothesis)*  Functional  Incompatible |
| 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

**PTR Interventions Checklist-Secondary Version**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_ Behavior:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Completed by:\_\_\_\_\_\_\_\_\_\_\_\_**

**Hypothesis:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Prevention**  **Interventions** | **Teaching**  **Interventions** | **Reinforcement**  **Interventions** |
| * Providing Choices | **\*\*Replacement Behavior**   * Functional * Incompatible (desired) | **\*\*Reinforce Replacement Behavior**   * Functional * Incompatible (desired) |
| * Transition Interventions/Planning | * Study Skills/Test-taking Strategies | * Increase Non-Contingent Reinforcement |
| * Visual Cues/Tools | * Social Problem Solving Strategies | * Discontinue Reinforcement of Problem Behavior |
| * Curricular/Assignment Modification/Flexibility | * General Coping Strategies | * Group Contingencies (peer, teacher) |
| * Adult Verbal Behavior | * Teacher Pleasing Behaviors | * Increase Ratio of + to – Responses |
| * Classroom Management | * Learning Strategy Instruction | * Home to School Reinforcement System |
| * Setting Event Modification | * Self Management | * Establish Crisis Intervention |
| * Opportunity for Pro-Social Behavior | * Basic Academic Skills |  |
| * Peer Support/Cooperative Grouping Activities | * Specific Social Skills Training |

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

**Chapter 5: Intervention Scoring Table**

**Directions:**

1. Gather all completed PTR Intervention Checklists.
2. List the interventions selected number 1 by each team member.
3. List the intervention selected number 2 by each team member and so on until all interventions are listed.
4. Determine the mean rank of all interventions selected.
5. List the interventions in order of rank.
6. Place an asterisk next to the interventions selected as number 1 by the teacher.
7. As a team, discuss the ranked interventions and come to a consensus on at least one Prevent, one Teach, and one Reinforce strategy.

**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.**

**Behavior Intervention Plan/Positive Behavior Support Plan**

Hypothesis:

|  |  |  |
| --- | --- | --- |
| **PREVENT Interventions** | | |
| Intervention Strategy | Description and Steps | Comments |
|  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TEACH Interventions** | | | | |
| Intervention Strategy | | Description and Steps | Comments | |
|  | |  |  | |
| **REINFORCE Intervention** | | | | |
| Intervention Strategy | Description and Steps | | | Comments |
|  |  | | |  |