**PTR Blank Forms**

**Step 4b- Coaching/Fidelity**

**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 Plan Assessment (Fidelity)—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 / NA  Y / N / NA | 1 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 / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA | 1 2 3 4 5  1 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   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 / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA | 1 2 3 4 5  1 2 3 4 5  1 2 3 4 5 |
|  |  |  |
| **Behavior Plan Assessment Implementation: Total # of Y/Y + N total** |  |  |

**PTR Plan Assessment (Fidelity)**

**Teacher: Student: Date:**

|  |  |  |
| --- | --- | --- |
| **Interventions**  **PREVENT** | **Implemented** | **Impact** |
|  | Y / N / NA | 1 2 3 4 5 |
| **TEACH** |  |  |
| Replacement behavior | Y / N / NA | 1 2 3 4 5 |
| **REINFORCE** |  |  |
| Reinforce replacement behavior | Y / N / NA | 1 2 3 4 5 |
|  |  |  |
| **Behavior Plan Assessment: Y/Y + N total** |  |  |

**Weekly Behavior Support Plan Assessment**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **To what level did we implement the plan we proposed?** | | | | |
| Low |  | Moderate |  | High |
| 1 | 2 | 3 | 4 | 5 |
| Comments: | | | | |
| 1. **To what degree is the plan having a positive impact on the student’s behavior?** | | | | |
| Low |  | Moderate |  | High |
| 1 | 2 | 3 | 4 | 5 |
| Comments: | | | | |
| 1. **To what degree is the plan having a positive impact on the student’s academic achievement?** | | | | |
| Low |  | Moderate |  | High |
| 1 | 2 | 3 | 4 | 5 |
| Comments: | | | | |