**PTR Plan Assessment– EXAMPLE**

**Teacher: Student: Date:**

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| --- | --- | --- |
| **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  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  1 2 3 4 5  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 | 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  1 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 / 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  1 2 3 4 5 |
|  |  |  |
| **Behavior Plan Assessment Implementation: Total # of Y/Y + N total** |  |  |