STEP 1: GOAL SETTING & DATA COLLECTION

Identify behaviors and replacement behaviors, prioritization & data collection system

The primary purpose of the goal setting step is to identify the challenging behaviors exhibited by the student that are of the greatest concern to the team. As part of goal setting, teams should keep in mind the broad goals for the students and think about visions and hopes that could be achieved through the PTR process.

The main objectives of STEP 1: GOAL SETTING are to:

* Identify behaviors of greatest concern to the team and possible replacement[[1]](#endnote-1) behaviors
* Prioritize and operationalize behaviors[[2]](#endnote-2)
* Develop a teacher friendly baseline data collection system

The targeted areas may be:

* Problem behaviors
* Social skills
* Academic behaviors

 It is not necessary to target all challenging behaviors. Instead, the team should prioritize the challenging behaviors and gain consensus which behavior(s) are the most significant. The team should select only the top one or two behaviors of concern to operationalize and track using the Behavior Rating Scale (BRS).

Operationalizing a behavior means that the behavior is explained and broken down so that all team members agree about when that behavior is occurring.

Once goals have been established, data collection should begin with the Behavior Rating Scale (BRS), an efficient, easy-to-use tool that is developed by the team. The BRS is adaptable and combines systematic direct observations and rating scales. On the BRS can collect frequency, duration and/or intensity data all in one form. The BRS can be modified as needed in order to individualize the data collection needs of the student and the classroom.

The following forms can be used and adapted to achieve the objectives of Step 2:

* *PTR Goal Setting Form (link to PBS)*
* *Behavior Rating Scale (link to PBS)*

\*\*An in-depth guide to implementing the PTR process is provided in a manual entitled *Prevent, Teach, Reinforce: The School Based Model of Individualized Positive Behavior Suppo*rt and can be purchased through Amazon.

1. Examples of replacement (appropriate) behaviors: Express frustration appropriately using Dynamite, pictures of signs to ask for a break or attention; Transition to a non-preferred activities: moving to non-preferred activity and engaging with appropriate verbal expression, requesting a break [↑](#endnote-ref-1)
2. Examples of operational definitions of problem behaviors: Screaming-loud, high pitched noise heard outside the classroom; Hitting-anytime Mike touches peers or adults with an open hand, fist, foot or object while screaming or protesting*.* [↑](#endnote-ref-2)