APPENDIX 5.1 **PTR Intervention Checklist**

Student Date

|  |  |  |
| --- | --- | --- |
| ***Prevent* interventions** | ***Teach* interventions** | ***Reinforce* interventions** |
|  Provide choices | **\*Replacement behavior** Functionally equivalent Alternative skill (desired) | **\*Reinforce replacement behavior** \*Functionally equivalent Alternative skill (desired) |
|  Transition supports |  Teach specific academic skills | **\*** **Discontinue reinforcement of problem behavior** |
|  Environmental supports (enhance independence, engagement, predictability) |  Teach problem-solving strategies |  |
|  Curricular modifications |  Teach general coping strategies |
|  Stay close/Noncontingent attention (positive, caring comments; positive gestures) |  Teach specific social skills |
|  Classroom management (whole class) |  Teach active engagement |
|  Peer modeling |  Teach learning skills strategies |
|  Setting event (slow trigger) modification/neutralization |  Teach self-management (self-monitoring) |
|  Peer collaboration/Support |  Teach independent responding |
| Does the severity or intensity of the student’s problem behavior pose a safety threat or danger to the student or to others?  Yes NoIf yes, is a crisis or safety plan needed? Yes No |

\*Required to be selected and included in the student’s PTR Behavior Intervention Plan.

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