PTR BASIC TOOLS

iovannone@usf.edu

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Step 1: Structured Goal Setting

Student Name: _____

BEHAVIORS TO **DECREASE**	
<u>Target Behavior:</u>	<u>Operational Definition:</u>
BEHAVIORS TO INCREASE	
<u>Target Behavior:</u>	<u>Operational Definition:</u>

Step 1: Goal Setting

Student Version

1. What is your dream? What do you want to be doing 3-5 years from now?

2. What could help you reach your dream? What could school, family, or other people do and what could you do? What opportunities are already available that could help?

3. What is keeping you from your dream? What are the challenges that are making it hard? What are some of your fears if you don't get to reach your dream?

4. Choices are very important for everyone. Examples of big choices most people have is the type of work they will do for money, the type of fun activities they do in the evenings and weekends, where and when they go for shopping or fun activities, friends to do things with, etc. Some smaller choices most people have each day is what they wear, the clothes they buy, what they eat for breakfast, lunch, and dinner, etc. What choices do you get to make most days? What choices do you wish you could make most days?

5. Who are the most important people in your life? They can include people from school, people from your family, friends, girlfriends or boyfriends, people who live in the city or other important people who may live further away? Are there any people you wish could be included as important people?

Step 1: Goal Setting-Student Version

Student Name: _____

WHAT BEHAVIORS DO YOU WISH YOU WOULDN'T DO SO MUCH IN SCHOOL?	
Target Behavior(s):	Definition:
WHAT BEHAVIORS DO YOU WISH YOU WOULD DO MORE IN SCHOOL? WHAT BEHAVIORS WOULD YOU LIKE TO DO MORE THAT WOULD LET YOU MEET YOUR GOALS?	
Target Behavior(s):	Definition:

Step 1: Individualized Behavior Rating Scale Tool (IBRST)

Student: _____   School: _____   Teacher(s): _____

Target Behavior		Date																								
			5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
			5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

KEY:

Problem Behavior _____ : Definition _____   Time/Routine: ☐ All day   ☐ Specific Time/Routine: _____

5 = Terrible day   _____

4 = Typical bad day   _____

3 = So-so day   _____

2 = Good day   _____

1 = Fantastic day   _____

Replacement/Alternate Desired Behavior; _____ Definition _____   Time/Routine: ☐ All day   ☐ Specific Time/Routine: _____

5 = Fantastic day   _____

4 = Good day   _____

3 = So-so day   _____

2 = Typical bad day   _____

1 = Terrible day   _____

Student _____ Responder _____ Behavior _____

PTR Functional Behavior Assessment: Prevent Component

1a. Are there *times of the school day* when problem behavior is *most likely* to occur? If yes, what are they?

___ Morning   ___ Before meals   ___ During meals   ___ After meals   ___ Arrival

___ Afternoon   ___ Dismissal

Other:_____

1b. Are there *times of the school day* when problem behavior is *very unlikely* to occur? If yes, what are they?

___ Morning   ___ Before meals   ___ During meals   ___ After meals   ___ Arrival

___ Afternoon   ___ Dismissal

Other: _____

2a. Are there *specific activities* when problem behavior is *very likely* to occur? If yes, what are they?

___ Reading/LA	___ Writing	___ Math	___ Science
___ Independent work	___ Small group work	___ Large group work	___ Riding the bus
___ One-on-one	___ Computer	___ Recess	___ Lunch
___ Free time	___ Peer/cooperative	___ Centers	___ Discussions/Q&A
___ Worksheets, seatwork	work	___ Specials (specify) _____	___ Transitions (specify) _____

Other: _____

2b. Are there *specific activities* in which problem behavior is *very unlikely* to occur? What are they?

___ Reading/LA	___ Writing	___ Math	___ Science
___ Independent work	___ Small group work	___ Large group work	___ Riding the bus
___ One-on-one	___ Computer	___ Recess	___ Lunch
___ Free time	___ Peer/cooperative	___ Centers	___ Discussions/Q&A
___ Worksheets, seatwork	work	___ Specials (specify) _____	___ Transitions (specify) _____

Other: _____

3a. Are there *specific classmates or adults* whose proximity is associated with a *high likelihood* of problem behavior? If so, who are they?

___ Peers	Specify:_____	___ Bus driver
___ Teacher(s)	Specify: _____	___ Parent
___ Paraprofessional(s)	Specify: _____	___ Other family member
___ Other school staff	Specify_____	(Specify)_____

Other: _____

3b. Are there *specific classmates or adults* whose proximity is associated with a high likelihood of problem behavior *not being* exhibited? If so, who are they?

Student _____   Responder _____   Behavior _____

___ Peers   Specify:_____   ___ Bus driver
___ Teacher(s)   Specify: _____   ___ Parent
___ Paraprofessional(s) Specify: _____   ___ Other family member (Specify)
___ Other school staff Specify: _____   _____

Other: _____

4. Are there *specific circumstances* in which the problem behavior is *very likely* to occur? Please indicate the **top 3-5** circumstances that are the most likely to trigger the problem behavior.

___ Request to start task   ___ Task too difficult   ___ Transition   ___ Student is alone
___ Being told work is wrong   ___ Task too long   ___ End of preferred   ___ Unstructured time
___ Reprimand or correction   ___ Task is boring   activity   ___ 'Down' time (no
___ Told "no"   ___ Task is repetitive   ___ Removal of   task specified)
___ Seated near specific peer   (same task daily)   preferred item   ___ Teacher is attending
___ Peer teasing or comments   ___ Novel task   ___ Start of non-   to other students
___ Change in schedule   preferred activity

Other: _____
If the problem behavior happens most often during academic time/work, does the student have the skills to do the work being requested? ☐ Yes ☐ No

5.   Are there *specific circumstances* in which the problem behavior is *very unlikely* to occur?

6. Are there conditions in the *physical environment* that are associated with a high likelihood of problem behavior? For example, too warm or too cold, too crowded, too much noise, too chaotic, weather conditions….

___ Yes (specify) _____
___ No

7. Are there circumstances *unrelated to the school setting* that occur on some days but not on other days that may make problem behavior more likely?

___ Illness   ___ No medication   ___ Drug/alcohol abuse   ___ Home conflict
___ Allergies   ___ Change in medication ___ Bus conflict   ___ Sleep deprivation
___ Physical condition   ___ Hunger   ___ Fatigue   ___ Stayed with non-
___ Hormones or   ___ Parties or social event ___ Change in routine   custodial parent
    menstrual cycle   —— Change in diet   —— Parent not home

Other:_____
Additional comments not addressed above in the *Prevent Component*.

Student _____   Responder _____   Behavior _____

PTR Functional Behavior Assessment Secondary: Teach Component

1. Does the *(problem behavior)* seem to be exhibited in order to **gain attention from peers**?

___ Yes *List the specific peers:* _____

___ No

2. Does the *(problem behavior)* seem to be exhibited in order to **gain attention from adults**? If so, are there particular adults whose attention is solicited?

___ Yes *List the specific adults:* _____

___ No

3. Does the *(problem behavior)* seem to be exhibited in order to **obtain items or preferred activities** (games, electronics, materials, food) from peers or adults?

___ Yes *List the specific objects:* _____

___ No

4. Does the *(problem behavior)* seem to be exhibited in order to **avoid or delay a transition** from a preferred activity to a non-preferred activity?

___ Yes *List the specific transitions:* _____

___ No

5. Does the *(problem behavior)* seem to be exhibited in order to **avoid or delay** a non-preferred (difficult, boring, repetitive) task or activity?

___ Yes *List the specific non-preferred tasks or activities* _____

___ No

6. Does the *(problem behavior)* seem to be exhibited in order to **get away from** a non-preferred classmate or adult?

___ Yes *List the specific peers or adults* _____

___ No

7. What behaviors could the student be taught to do that would help meet academic goals? Select **3-5** behaviors that would academically enable the student to participate and meet academic goals.

☐ Study skills
☐ Socially engage (e.g., working cooperatively with peers, cooperate)
☐ Participate, persist, and be engaged

☐ Homework completion
☐ Organizational strategies
☐ Attend class
☐ Self-regulation (controls temper, obeys rules, copes with stress)

☐ Work productively (complete and turn in assignments)
☐ Time management
☐ Arrive to class on time

Additional comments not addressed above in the *Teach Component.*

Student _____ Responder _____ Behavior _____

PTR Functional Behavior Assessment: Reinforce Component

1. What responses (**consequences**) typically occur after the student engages in the ***problem behavior?*** Identify the top 3-5 responses that adults or peers almost always do immediately after the student does the problem behavior.

___ Sent to time-out	___ Gave personal space	___ Verbal reprimand
___ Chair time-out	___ Sent to behavior specialist/counselor	___ Stated rules
___ Head down	___ Assistance given	___ Physical prompt
___ Sent to office	___ Verbal redirect	___ Peer reaction
___ Sent home	___ Delay in activity	___ Physical restraint
___ Calming/soothing	___ Activity changed	___ Removal of reinforcers
	___ Activity terminated	___ Natural consequences (Specify)
		_____

Other:_____

2. Does the student ***enjoy praise*** from teachers and other school staff? Does the student enjoy praise from some teachers more than others?

___ Yes *List specific people* _____

─── No

3. What is the likelihood of the student's ***appropriate behavior*** (e.g., on-task behavior; cooperation; successful performance) resulting in acknowledgment or praise from teachers or other school staff?

___ Very likely   ___ Sometimes   ___ Seldom   ___ Never

4. What is the likelihood of the student's ***problem behavior*** resulting in acknowledgment (e.g., reprimands, corrections) from teachers or other school staff?

___ Very likely   ___ Sometimes   ___ Seldom   ___ Never

5. What school-related items and activities are ***most enjoyable*** to the student? What items or activities could serve as special rewards?

___ Social interaction with adults	___ Music	___ Art activity
___ Social interaction with peers	___ Puzzles	___ Computer
___ Playing a game	___ Going outside	___ Video games
___ Helping teacher	___ Going for a walk	___ Watching TV/video
___ Line leader	___ Reading	─── Objects (Specify) ───────────
___ Going to media center	___ Extra PE time	_____
─── Sensory activity (specify)	___ Extra free time	___ Food (Specify) _____
_____		_____

Other(s):_____

Additional comments not addressed above in the ***Reinforce Component.***

Step 2: PTR Functional Behavior Assessment Summary Table

Student: _____   School: _____   Date: _____

	Behavior	Antecedent (Prevent Data)	Function (Teach) Data	Consequences (Reinforce) Data
Problem behavior				
Appropriate behavior				

Possible Hypotheses			
	When….	He/she will…..	As a result, he/she ……
Problem Behavior			
Replacement Behavior			

Step 3: PTR Intervention Checklist/Elementary

Student: _____   School: _____   Date: _____   Completed by: _____

Hypothesis: _____

Prevention Interventions	Teaching Interventions	Reinforcement Interventions
☐ Providing Choices	**Replacement Behavior** *(What appropriate behavior will be taught?)* ☐ Functional Equivalent _____ ☐ Alternate Skill (desired) _____	**Reinforce Replacement Behavior** *(Write in the function of the problem behavior from the hypothesis)* ☐ ** Function _____ ☐ Additional _____
☐ Transition Supports	☐ Specific Academic Skills	**☐ Discontinue Reinforcement of Problem Behavior
☐ Environmental Supports	☐ Problem Solving Strategies	
☐ Curricular Modification (eliminating triggers)	☐ General Coping Strategies	
☐ Stay Close (positive caring, comments)	☐ Specific Social Skills	
☐ Classroom Management	☐ Teacher Pleasing Behaviors	
☐ 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

Step 3: PTR Interventions Checklist-SECONDARY Version

Student: _____ **School:** _____ **Date:** _____ **Behavior:** _____ **Completed by:** _____

Hypothesis: _____

_____

Prevention Interventions	Teaching Interventions *(behaviors that will help meet academic goals)*	Reinforcement Interventions
❏ Providing Choices	****Replacement Behavior** ❏ Functional Equivalent ❏ Alternate skill (desired)	****Reinforce Replacement Behavior** ❏ ** Function _____ ❏ Additional _____
❏ Transition Interventions/Planning	❏ Study Skills/Test-taking Strategies	❏ **Discontinue Reinforcement of Problem Behavior
❏ Visual Cues/Tools	❏ Social Problem Solving Strategies	
❏ Curricular/Assignment Modification/Flexibility	❏ General Coping Strategies	
❏ Opportunities to Respond	❏ Cognitive Behavior Therapy	
❏ Classroom Management	❏ Learning Strategy Instruction	
❏ Setting Event Modification	❏ Self-Management	
❏ Increase Non-Contingent Reinforcement	❏ Basic Academic Skills	
❏ Peer Support/Cooperative Grouping Activities	❏ Specific Social Skills Training	
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

Step 3: PTR Interventions Checklist-SECONDARY Version-Student

Student: _____ School: _____ Date: _____ Behavior: _____ Completed by: _____

Directions: Under each category, check 2-4 interventions you think would work and would be okay with you to try.

Prevention Interventions	Teaching Interventions (behaviors that will help you reach your goals)	Reinforcement Interventions
❑ Given Choices	**Replacement Behavior ❑ _____	**Reinforce Replacement Behavior ❑ Escape, avoid, delay ❑ Get attention, specific activity/item
❑ Helping with transitions between classes/activities	❑ Study Skills/Test-taking Strategies	❑ **Having the teacher not let me escape or get attention for my problem behavior
❑ Visual reminders/checklists	❑ Social Problem Solving Strategies	
❑ Change tasks/activities to make less difficult, more interesting	❑ General Coping Strategies	
❑ Get More Opportunities to Respond and Get Positive Comments	❑ Cognitive Behavior Therapy	
❑ Whole Classroom Management Plan	❑ Learning Strategy Instruction	
❑ Interventions that address the days that I come to school angry/unhappy because of things that have happened at home or with friends	❑ Self-Management	
❑ Have more positive comments from your teacher(s)	❑ Basic Academic Skills	
❑ Classmate Support/Cooperative Grouping Activities	❑ Specific Social Skills Training	

When you do (problem behavior) can it hurt you or others (teachers, classmates)? ❑ Yes ❑ No

If yes, do you need a crisis management plan? ❑ Yes ❑ No

Step 3: Intervention Scoring Table

Student: _____ School:_____ Date:_____ Completed by: _____
Hypothesis:_____
_____

Prevent	Rank	Teach	Rank	Reinforce	Rank
1.		1. Replacement behavior ❑ Functional Equivalent ❑ Alternate Skill		1. Reinforce replacement behavior ❑ Functional ❑ Additional	
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.

Step 3: Behavior Intervention 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

Step 3: PTR Plan Assessment (Fidelity)—Example

Teacher: **Student:**   **Date:**   **Observation** ☐ **Self-Assessment** ☒

Interventions	Implemented	Impact (1 = no impact; 5 = great impact)
PREVENT		
Transition Supports—visual checklist		1 2 3 4 5
• Visual checklist provided to Isaiah	Y / N / NA	
• Choice of reinforcement presented and described on checklist	Y / N / NA	
TEACH		
Replacement behavior—academic engagement		1 2 3 4 5
• Checklist reviewed during study skills class	Y / N / NA	
• Goal set	Y / N / NA	
• Gave 1 minute at end of class for Isaiah to self-assess	Y / N / NA	
• Reviewed Isaiah's self-assessment and gave feedback	Y / N / NA	
Replacement behavior—escape by asking to be excused		1 2 3 4 5
• Prior to non-preferred activity, provided a verbal prompt/cue to remind Isaiah that he can ask to be excused.	Y / N / NA	
REINFORCE		
Reinforce academic engagement		1 2 3 4 5
• Presented choice reinforcement menu to Isaiah when goal met	Y / N / NA	
• Provided verbal praise	Y / N / NA	
• Provided reinforcement for surpassing goal	Y / N / NA	
Reinforce asking to be excused		1 2 3 4 5
• Provide 1 minute break each time Isaiah asks to be excused	Y / N / NA	
Discontinue reinforcement of problem behavior		1 2 3 4 5
• Got Isaiah's attention and used agreed upon signal when Isaiah stops	Y / N / NA	
• Waited for Isaiah's attending response	Y / N / NA	
• Tapped activity on teacher copy of checklist to remind Isaiah to be engaged	Y / N / NA	
• Sidebar in hallway if Isaiah stops again	Y / N / NA	
Behavior Plan Assessment Implementation: Total # of Y/Y + N total		

Step 3: PTR Plan Assessment (Fidelity)

Teacher:　　　　　**Student:**　　　　　**Date:**　　　　　**Observation** ☐　**Self-Assessment** ☐

Interventions **PREVENT**	Implemented	Did it have the desired impact on behavior? (1 = no impact; 2 = some impact; 3 = great impact)
Prevention Intervention (Name)	Y / N / NA	1 2 3
TEACH		
Replacement behavior	Y / N / NA	1 2 3
REINFORCE		
Reinforce replacement behavior	Y / N / NA	1 2 3
Behavior Plan Assessment: Y/Y + N total		

Step 4: Monitoring/Follow-Up	
Set a date for follow-up meeting (within 3 weeks) to evaluate effectiveness of behavior intervention plan	
Date and time	

Data-Based Decision Making Points	
1. Was the intervention successful – did behavior meet criterion levels? If yes, jump to question 5 below.	YES NO
2. NO, intervention not successful: Was the plan implemented as intended? What were the fidelity scores? _____	YES NO

3. NO, intervention not successful; YES, plan was implemented as intended. Determine next step:

    (a) Give the plan more time
       Date of next follow-up meeting (no more than 3 weeks) _____
    (b) Modify the plan
       Date of meeting to develop modified plan _____
       Date to train the teacher in the modified plan _____
       Date of next follow-up meeting (no more than 3 weeks) _____
    (c) Conduct a more comprehensive FBA
       Team/facilitator conducting FBA: _____
       Date by when FBA will be completed: _____
       Date of meeting to develop hypothesis and plan (no more than 3 weeks)_____

4. NO, intervention not successful: NO, plan was NOT implemented as intended.

    (a) Retrain the teacher
    (b) Modify the plan to make more feasible
       a. Date of meeting to develop modified plan _____
       b. Date of next follow-up meeting (no more than 3 weeks) _____
    (c) Select new interventions that are more acceptable and match the hypothesis
       a. Date of meeting to develop new plan _____
       b. Date of next follow-up meeting (no more than 3 weeks) _____

5. YES, intervention effective and YES, plan implemented as intended.

    (a) Extend the plan by implementing in another problematic routine or with other people
    (b) Establish new goal/increase criterion
    (c) Teach a new skill
    (d) Fade out parts of the plan
    (e) Other (specify) _____

Date and time 2nd follow-up meeting	

1. Was the intervention successful – did behavior meet criterion levels? If yes, jump to question 5 below	YES NO
2. NO, intervention not successful: Was the plan implemented as intended? What were the fidelity scores? _____	YES NO

3. NO, intervention not successful; YES, plan was implemented as intended. Determine next step:
(a) Give the plan more time Date of next follow-up meeting (no more than 3 weeks) _____ (b) Modify the plan Date of meeting to develop modified plan _____ Date to train the teacher in the modified plan _____ Date of next follow-up meeting (no more than 3 weeks) _____ (c) Conduct a more comprehensive FBA Team/facilitator conducting FBA: _____ Date by when FBA will be completed: _____ Date of meeting to develop hypothesis and plan (no more than 3 weeks)_____

4.   NO, intervention not successful: NO, plan was NOT implemented as intended. Determine next step.

(a) Retrain the teacher
(b) Modify the plan to make more feasible
    a.   Date of meeting to develop modified plan _____
    b.   Date of next follow-up meeting (no more than 3 weeks) _____
(c) Select new interventions that are more acceptable and match the hypothesis
    a.   Date of meeting to develop new plan _____
Date of next follow-up meeting (no more than 3 weeks) _____

5. YES, intervention effective and YES, plan implemented as intended. Determine next step.
(a) Extend the plan by implementing in another problematic routine or with other people (b) Establish new goal/increase criterion (c) Teach a new skill (d) Fade out parts of the plan Other (specify) _____