**PTR TAY TOOLS**

**PTR Process—Specific Activities for Each Step**

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| **Check or N/A** | **Step** | **Comments** |
| **MEETING 1. OPTIMAL SCENARIO—Steps 1 and 2 are completed Step 1: Goal Setting**  **(Tools/Forms: Identifying the Problem Table, Individualized Behavior Rating Scale)** | | |
|  | 1. Confirm that team included all relevant team members (at secondary, consider inclusion of the student) |  |
|  | 1. If additional team members are needed, develop an action plan for who will contact the person and by what date (action plan can be verbal) |  |
|  | 1. Obtain input from team on behaviors to be decreased. : |  |
|  | 1. Clearly define each behavior identified in observable and measurable terms. |  |
|  | 1. Reach consensus on primary problem behavior(s) to be targeted |  |
|  | 1. Obtain input from team on behaviors to be increased that would replace the problem behavior(s) identified as targets. |  |
|  | 1. Clearly define each behavior identified in observable and measurable terms. |  |
|  | 1. Develop the Individualized Behavior Rating Scale Tool (IBRST) (*see Guiding Questions for Developing the Behavior Rating Scale)* |  |
|  | 1. Ensure person who will be recording the IBRST understands how to use it. |  |
|  | 1. Established a start date for using the IBRST. |  |
|  | 1. If you have not yet done an observation of the student, schedule a day/time to do one. |  |
|  | 1. For **each** problem behavior identified, make a plan for completing the PTR Assessment    * Complete at meeting—If you have time left to do the PTR Assessment (FBA), decide if (a) time will be given during the meeting for each team member to individually complete a PTR assessment on each of the problem behavior(s) targeted OR (b) a group interview will be conducted.    * Homework—If time is running out, decide if each team member who knows the child and the performance of the behavior well to complete a PTR Assessment or other FBA form prior to next meeting. Or, if the team does not choose to do the PTR Assessment as homework, decide how they will do it at the next meeting (see bullet above—complete at meeting). |  |
|  | 1. Confirm date and time for Meeting 2 if the meeting is concluded with Step 1. If continuing with the meeting, go to Step 2-item 1. |  |

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| **Check or N/A** | **Step** | **Comments** |
| **Step 2: PTR Assessment (Functional Behavior Assessment)**  **Tools: PTR Assessment (one completed for each problem behavior), PTR Assessment Organization Table**  ***Prior to meeting: Complete the PTR Assessment Summary Table* and the hypothesis statement prior to the meeting if the PTR Assessment was completed as homework.** | | |
|  | 1. If this is meeting 2, review IBRST recordings (data). Determine if (a) IBRST is working for the teacher; and (b) Targeted behaviors are still of concern.    * If the IBRST is not working as intended, make any necessary modifications to improve its functionality. |  |
|  | 1. Option A—If PTR Assessment was done as homework, provide team members with the Assessment Organizational Summary Table and the draft hypothesis(es)   Option B—IIf PTR Assessment was not done as homework, either give each team member ~ 15 minutes to complete it in the meeting or do a group interview for each problem behavior targeted. Complete the Assessment Organization Summary Table during the meeting (if time permits). |  |
|  | 1. Review information on Summary Table and get clarification on antecedents, functions, consequences. |  |
|  | 1. Add, remove, or adapt information on Summary Table as needed after clarifications. |  |
|  | 1. Gain team consensus on hypothesis(es). |  |
|  | 1. If consensus obtained, skip to item 7. If consensus not obtained, determine next steps:  * Additional information needed? If yes, schedule classroom observation * Additional measures needed? If yes, determine measures and provide * Schedule brief follow-up meeting to review additional information and/or measures (if applicable) |  |
|  | 1. If time allows, provide each team member with a PTR Intervention Checklist and intervention fact sheets or document describing interventions OR specific intervention fact sheets that may work well with the hypothesis. Ask them to rank order interventions (between 2-4 in Prevent; must teach replacement skill/behavior, must reinforce replacement behavior with functional equivalence) |  |
|  | 1. If time allows, review intervention rankings, ensure match to hypothesis, and come to consensus on a minimum of one prevent, one way to teach replacement behavior, and one reinforce (providing same function as hypothesis). |  |

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| **Check or N/A** | **Step** | **Comments** |
| **MEETING 2 (In Ideal World):**  **Step 3: Behavior Intervention Plan**  **Tools: PTR Intervention Checklist, PTR Intervention Scoring Table, Blank Support Plan templates (or electronic version)** | | |
|  | 1. If this is a new meeting, review IBRST recordings (data). Determine if (a) IBRST is working for the teacher; and (b) Targeted behaviors are still of concern.    * If the IBRST is not working as intended, make any necessary modifications to improve its functionality. |  |
|  | 1. Provided a visual of the PTR Intervention Scoring Table. If not used (e.g., only one team member is making intervention selections), go to Item 3. |  |
|  | 1. Discussed the rankings and interventions selected by team members in each category (prevent-teach-reinforce) |  |
|  | 1. Reached consensus on top ranked interventions from each category to be included in behavior intervention plan. |  |
|  | 1. Ensure that the interventions selected from each category match the hypothesis information. |  |
|  | 1. Ensured that the top ranked interventions selected were also selected by the teacher (or other intervention agent). |  |
|  | 1. If top interventions were not the ones selected by the teacher:    * Ensure that the teacher is willing to do the interventions selected by the team    * If the teacher is not willing, ask the other team members if it is agreeable to go with the interventions selected by the teacher. |  |
|  | 1. Take each intervention selected by the team and begin to write the support plan:    * Ask the team for a description of how they wish to use the intervention    * If the team is unable to describe the intervention in the required detail, provide some examples of how the intervention might work and/or ask guiding questions to help determine the specific steps of the intervention    * Write each step down (task analysis) so that the behavior intervention could be clearly understood and implemented by anyone working with the student |  |
|  | 1. Once the plan is completed, review the steps of the interventions to make sure they are accurate |  |
|  | 1. Determine who will be doing the interventions and the materials/resources that are needed (if necessary).    * If interventions need to be constructed or purchased, determine who will be responsible |  |
|  | 1. Schedule a time to train the teacher (or intervention agent) in the intervention plan. |  |
|  | 1. Schedule a time for a follow-up meeting to review data (within 3 weeks of behavior plan implementation). |  |
| **Step 3b: Coaching**  **Tools: Coaching/Fidelity Checklist (option 1 or Option 2), Fidelity Development Guide** | | |
|  | 1. Prepare a Coaching/Fidelity Checklist/Measure for each intervention |  |
|  | 1. Provide the teacher and other intervention agents with a copy of the checklist/measure |  |
|  | 1. Review each step of the interventions with the teacher. Review/training can be through discussion and/or Q & A. If the teacher is willing, role play implementing the interventions |  |
|  | 1. For each step on the Coaching/Fidelity Checklist, record whether the teacher could or could not role play or describe the behavior. |  |
|  | 1. If there are any steps not performed or described accurately, provide additional review/activities for practice. |  |
|  | 1. If the teacher appears comfortable with the interventions and showed competent performance on most of the plan (e.g., 80% or more), schedule first date of implementation with the student. |  |
|  | 1. Determine with the teacher if the student needs to be trained to do the intervention. If yes, ask the teacher who would be best to train the student—you or the teacher. If the teacher will be training the student, try to be present or have someone from the team be present, if possible. |  |
|  | 1. Ask the teacher if you should model the intervention with the student prior to the teacher implementing it. |  |
|  | 1. If the teacher appeared to have difficulties performing the behaviors required to do the interventions during your coaching/training session (e.g., scored less than 80%):    * Ask the teacher if the interventions need to be modified so that they can be implemented accurately.    * If the teacher cannot implement the intervention, go back to the interventions selected/rank ordered and select another intervention from the appropriate category as a replacement. Schedule another time to train the teacher in the new intervention (if applicable).    * At times, you may decide to go ahead and have the teacher try to implement the intervention in the classroom with the student and determine after that time if modifications or changes need to be made. (Teachers may not be comfortable with role-playing or they may do better with the student when it is the “real” performance). |  |
| **Check or N/A** | **Step** | **Comments** |
|  | 1. Determine how fidelity will be measured. If self-assessment will be the method, determine the frequency of the teacher completing a self-assessment of implementation. |  |
|  | 1. If applicable, schedule one observation for fidelity. If the teacher is implementing with adequacy (e.g., 80%), self-assessments can be completed by the teacher. . |  |
|  | 1. If the teacher is having difficulties implementing the interventions, one or more of the following can occur:    * Review the performance with the teacher and ask for their input on the features of the intervention that make it difficult for them to implement    * Ask the teacher if they wish to modify the intervention to make it easier for implementation or if they wish to replace the intervention.    * Schedule another fidelity observation |  |
|  | 1. Schedule due dates/method for receiving fidelity self-assessments and IBRST recordings. Upon review of the documents, ensure that the teacher is implementing with fidelity and that the student is making the desired behavior changes (trend line is going in the desired direction). |  |
|  | 1. Additional observations can be conducted if the teacher appears to be implementing with low fidelity and/or the student is not changing in the desired direction. |  |
| **MEETING 3 or 4**  **Step 4: Evaluation**  **Tools: Individualized Behavior Rating Scales, Graphs (optional), Fidelity Scores,**  **Social Validity Scale, Teacher/Consultant Alliance Scale (Optional)** | | |
|  | 1. Review all data including implementation fidelity, Behavior Rating Scales, and Graphs.    1. If desired, Excel graphs can be created with the IBRST data. If graphs are not made, ensure that the points on the Behavior Rating Scale are connected and that a vertical line is drawn on the date showing when the intervention began. |  |
|  | 1. Determine decision rules for:    1. Adequate fidelity score    2. Adequate behavior change |  |
|  | 1. Discuss with the team the impact of the intervention. |  |
|  | 1. If the student is improving, determine the next steps. Possible actions can include:    1. Expanding/generalizing the intervention: If the teacher is implementing the intervention in one routine, other routines can be selected. Or if the intervention may be implemented in a new setting or by a different person. If the intervention is generalized, determine if new people will be implementing the intervention and the training needs.    2. Parts of the intervention may be faded (e.g., the schedule of reinforcement, the amount of prompting, moving to student self-management). If fading is indicated, this should be done in a systematic fashion.    3. New goals can be established. (e.g., IBRST measures for each rating on 5 point scale can be adjusted to raise the bar or another behavior can be targeted for intervention). |  |
|  | 1. If the student is not improving, determine first if the intervention has been implemented with fidelity (fidelity scores). If yes, the following options can be considered:    1. The hypothesis may be incorrect. If this is suspected, decide if more data are needed or if the interventions need to be adjusted to fit a revised hypothesis.    2. If more data are needed, determine the method in which it will be collected (e.g., another group interview, observations, etc.)    3. If a new hypothesis is generated, go back to Step 3 and repeat through Step 5. |  |
|  | 1. If social validity is desired, ask teacher to complete social validity scale. |  |
|  | 1. Schedule another follow-up meeting to review plan extensions/generalization or new plan. |  |

**YOU DID IT!!!!! PAT YOURSELF ON THE BACK!**

**Step 1: Broad Goal-Setting**

**Goals for: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(Student’s Name)

**Behavioral Social Academic**

|  |  |  |
| --- | --- | --- |
| **Broad Goals** |  |  |
| **Short-Term Goals**  **Decrease**  **ecrease** |  |  |
| **Short-Term Goals**  **Increase** |  |  |

**Step 1: Simplified Goal Setting—Version 2 Modified**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(Student’s Name)

|  |  |
| --- | --- |
|  | **Behavior** |
| Decrease |  |
| Increase |  |

**Step 1: Structured Goal Setting**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| BEHAVIORS TO **DECREASE** | |
| Target Behavior: | Operational Definition: |
| BEHAVIORS TO **INCREASE** | |
| Target Behavior: | Operational Definition: |

Step 1: Structured Goal Setting (Version 3)

Student Name:

*Directions: In the left column, list between* ***ONE to THREE*** *behaviors you wish to see less of and more of from the student.*

|  |  |
| --- | --- |
| **Behaviors to DECREASE (see less)** |  |
| Target Behavior | Definition (clear and observable) |
| 1. |  |
| 2. |  |
| 3. |  |
| **Behaviors to INCREASE (see more)** | Definition (clear and observable) |
| 1. |  |
| 2. |  |
| 3. |  |

**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 |

**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

**Step`1: Guiding Questions to Set Up the Individualized Behavior Rating Scale Tool**

After your team reaches consensus on the top 2-5 goals of intervention, you are ready to set up the behavior rating scale for them to use each day. The following questions will help you in guiding the team to determine the anchors for each behavior.

Prior to setting up the IBRST, ensure that you have done the following two activities:

1. Clearly defined a minimum of one problem behavior to be decreased and one appropriate behavior to be increased. If your team identified more than 5 behaviors to be targeted, guide them to prioritize one or two behaviors to be targeted for the interventions.
2. Attempt to find out whether the team will be interested in tracking behavior occurrence throughout the entire school day, by problematic routine, by period/subject, etc. Some teachers and paraprofessionals will be overwhelmed and may just want to concentrate on a routine in which the behavior occurs (or does not occur) on a consistent basis.

Guiding Questions for EACH behavior that will be targeted:

*If the behavior is one that the child may not have the same number of opportunities to perform each day (e.g., initiate social interactions appropriately, communicate the need to chill out), consider using %age of time.*

1. Starting with the top ranked problem behavior, determine the appropriate metric (frequency, duration, intensity, latency) by asking the following questions:
   1. What concerns you the most about the problem behavior (e.g., hitting, kicking, screaming, yelling out, throwing pencil down, etc.)? Is it (how often, how many times, the number of behavioral episodes), etc.? Or is it how long the behavior or behavioral episode lasts? Or is it how strong or intense the behavior or behavioral episode is?
      1. *(Only ask the following question if the behavior of concern is related to following instructions or starting work when requested)* Or is it how long it takes before the student engages in the requested behavior?
2. Once you have established the metric, you can now ask them questions to help set up the 5-point Likert scale. For **problem behaviors**, ask the following questions related to the time period over which the team stated they would track the behavior (e.g., whole day, routine specific, time specific, activity specific, etc.):

Frequency metric questions

* 1. Think back over the last month. What would you consider to be a typical bad day? How many times would you estimate that (the student) (specific behavior) during the (day or specific routine)?
     1. The response provided can be set at Rating 4.
  2. Then a terrible day would be more than X times (put in the top number team suggested in “a.”.
     1. The response can be set at Anchor 5.
  3. What would be a fantastic day for (the student)? How many times would you like to see the behavior occur to consider it a fantastic day?
     1. The response can be set at Anchor 1
  4. What would be a good day?
     1. The response would be set at Anchor 2
  5. What would be a so-so day (not good but not really bad)?
     1. The response would be set at Anchor 3.

Duration, intensity, latency metrics

To set the anchors for other metrics, you repeat the same procedures above and substitute the appropriate metric word (e.g., duration—how long the behavior lasts, the amount of time the child does the behavior in one episode; intensity—how hard, loud, far, etc. does the child do the behavior).

Appropriate behavior

Your team has a choice. Because the behavior rating scale allows a team to graph the data points, it makes the most sense for problem behaviors to decrease (line trend goes down) and appropriate behaviors to increase (line goes up). If your team prefers this traditional method of graphing behavior, you would use the same guiding questions for appropriate behavior anchors and “flip” the order of the anchors. That is, the typical bad day for an appropriate behavior would be set at anchor ‘2’ rather than 4, the terrible day would be ‘1’ rather than ‘5’, the fantastic day would be ‘5’ rather than ‘1’, and the good day would be a ‘4’ rather than a ‘2’. The constant would be the ‘3’ (a so-so day).

The other option would be to keep the scales consistent. That is, the 5, 4, 3, 2, and 1 ratings would indicate the same types of day. For example, a 5 would be a terrible day for both problem and appropriate behavior.

Other tips:

1. The anchors do not have to be even (same # of data points within each anchor). For example, you can have a team say that on a typical or average day, the behavior occurs about 8 or 9 times (anchor 4), a really bad day is more than 10 times (anchor 5), a really good day (goal-anchor 1) is 0-1 times, an okay day (anchor 3) is 5-6 times, and an almost good day (anchor 2) is about 3 or 4 times. Your goal here is to set up the scale in a format that will allow the teacher to use the entire scale in recording the occurrence and nonoccurrence of behavior. If you prefer to have every possible number included, you can use ranges (e.g., in the above example, 2 times isn’t represented. You can increase the range for anchor 1 to 0-2 times or you could increase the range for anchor 2 to 2-4 times. If you will be doing this, always ask the team what would be most accurate for them when recording the behaviors.
2. Each behavior can have a different metric. That is, your team may have 2 or 3 behaviors they are targeting. One could be frequency, one could be duration, and another could be percentage of time or some other metric. This is determined by the behavior and the responses to the guiding questions.
3. Occasionally, you may have a team who is concerned about 2 different metrics for the same behavior. For example, a team may be concerned by both how often a child hits and its intensity. If the team would like to track both metrics, you would have one row of the Behavior Rating Scale be *Hitting-frequency* and one row *Hitting-duration.*

Training the teacher

The easiest and best way to train the teacher to use the IBRST is to ask them to use it immediately after development. If your meeting is at the beginning of the school day, once the IBRST is developed, say, “Let’s test this out. Think about the student’s behavior yesterday. What would you rate (problem behavior #1) for yesterday?” After the teacher gives the response, ask them “why did you select that rating?” If it appears that the teacher is comfortable with how to rate the behavior and they seem to understand how to use the tool, repeat the practice for all other behaviors on the IBRST.

**PTR Functional Behavior Assessment: Step 3**

**Directions:**

1. The following PTR Functional Behavior Assessment is comprised of three sections, Prevent, Teach, and Reinforce, and is 5-pages in length.
2. Complete one PTR Functional Behavior Assessment for ***each* problem behavior** targeted on the Behavior Rating Scale. For example, if both ‘hitting others’ and ‘screaming’ are listed on the BRS, two PTR Functional Behavior Assessments will be completed.
3. Do not complete the assessment on any prosocial/desired behaviors targeted on the Behavior Rating Scale
4. List the problem behavior on the top of each assessment form to ensure responses are given for that behavior only.
5. Answer each question by checking all the appropriate areas that apply, or by writing the response(s) that best describe events related to the problem behavior specified.

**Step 2: PTR Functional Behavior Assessment/Transition Age Youth Prevent Component**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1a. Are there ***times of the day*** **when at employment or simulated settings** when (problem behavior) is ***most likely*** to occur? If yes, what are they? | | | | | | | |
| \_\_\_ Transition to employment setting  \_\_\_ Morning  \_\_\_ Afternoon | \_\_\_ Before  lunch  \_\_\_ Between  employment  tasks | | \_\_\_ During lunch | | \_\_\_ After  lunch | \_\_\_ Start of employment day  \_\_\_ End of employment day | |
| Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |
| 1b. Are there ***times of the day*** **when at employment or simulated settings** when (problem behavior) is ***least likely*** to occur? If yes, what are they? | | | | | | | |
| \_\_\_ Transition to employment setting  \_\_\_ Morning  \_\_\_ Afternoon | \_\_\_ Before  lunch  \_\_\_ Between  employment  tasks | | \_\_\_ During lunch | | \_\_\_ After  lunch | \_\_\_ Start of employment day  \_\_\_ End of employment day | |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |
| 2a. Are there ***specific employment activities or tasks*** when (problem behavior) is ***very likely***to occur? If yes, what are they? | | | | | | | |
| \_\_\_ Independent tasks  \_\_\_ One-on-one  \_\_\_ Free time  \_\_\_ Breaks | | \_\_\_ Writing tasks  \_\_\_ Working in groups  \_\_\_ Computer  \_\_\_ Cooperative  tasks | | \_\_\_ Locker/ time clock  \_\_\_ After employment activities (specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | \_\_\_ Hands-on tasks  \_\_\_ On the transport  \_\_\_ Discussions/Q&A  \_\_\_ Transitions (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |
| 2b. Are there ***specific employment activities or subjects*** when (problem behavior) is ***very unlikely*** to occur? What are they? | | | | | | | |
| \_\_\_ Independent employment tasks  \_\_\_ One-on-one  \_\_\_ Free time  \_\_\_ Breaks | | \_\_\_ Writing tasks  \_\_\_ Working in groups  \_\_\_ Computer  \_\_\_ Cooperative  tasks | | \_\_\_ Locker/time clock  \_\_\_ After employment activities (specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | \_\_\_ Hands-on tasks  \_\_\_ On the transport  \_\_\_ Discussions/Q&A  \_\_\_ Transitions (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3a. Are there ***specific co-workers or other youth/adults*** whose proximity is associated with a high likelihood of (problem behavior) in the employment or simulated settings? If so, who are they? | | | | | |
| \_\_\_ Co-workers  \_\_\_ Educators  \_\_\_ Supervisors  \_\_\_ Other staff | | Specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | \_\_\_ Transportation driver  \_\_\_ Parent  \_\_\_ Other family member (Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_ Other person (specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| 3b. Are there ***specific co-workers or other youth/adults***whose proximity is associated with a high likelihood of (problem behavior) ***not being*** exhibited **in the employment or simulated settings**? If so, who are they?   |  |  |  | | --- | --- | --- | | \_\_\_ Co-workers  \_\_\_ Educators  \_\_\_ Supervisors  \_\_\_ Other staff | Specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Transportation driver  \_\_\_ Parent  \_\_\_ Other family member (Specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ Other person (specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |  | | | | | | | | |
| 4. Are there ***specific circumstances in the employment or simulated settings*** that are associated with a high likelihood of (problem behavior)? | | | | | |
| \_\_\_ Request to start task  \_\_\_ Telling youth task is wrong  \_\_\_ Reprimanding or correcting  \_\_\_ Told “no”  \_\_\_ Working near specific person  \_\_\_ Teasing or comments  \_\_\_ Change in schedule | \_\_\_ Task too difficult  \_\_\_ Task too long  \_\_\_ Task is boring  \_\_\_ Task is repetitive  (same task daily)  \_\_\_ Novel task | | \_\_\_ Transition  \_\_\_ End of preferred  activity  \_\_\_ Removal of  preferred item  \_\_\_ Start of non-  preferred activity | | \_\_\_ Youth is alone  \_\_\_ Unstructured time  \_\_\_ ‘Down’ time (no  task specified)  \_\_\_ Educator is attending  to others |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  If tasks are associated with (problem behavior), does the youth possess the skills to complete the task without assistance? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| 5. Are there ***specific circumstances*** in which (problem behavior) is ***very unlikely to occur*** ***in the employment or simulated settings?*** Please specify. | | | | | |
|  | | | | | |
|  | | | | | |
| 6. Are there conditions in the ***physical environment*** **in the employment or simulated settings** 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 employment or simulated setting*** that occur on some days and not on other days that may make (problem behavior) more likely? | | | |
| \_\_\_ Illness  \_\_\_ Allergies  \_\_\_ Physical condition  \_\_\_ Hormones or  menstrual cycle | \_\_\_ No medication  \_\_\_ Change in medication  \_\_\_ Hunger  \_\_\_ Parties or social event  \_\_\_ Change in diet | \_\_\_ Drug/alcohol abuse  \_\_\_ Transportation conflict  \_\_\_ Fatigue  \_\_\_ Change in routine  \_\_\_ Parent/ roommate not  home  \_\_\_ Conflict with girlfriend or  boyfriend | \_\_\_ Home conflict  \_\_\_ Stayed with non-  custodial parent  \_\_\_ Conflict with parents  \_\_\_ Conflict with friends |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Additional comments not addressed above in the ***Prevent Component***. | | | |
| 7a. If any of the circumstances in question 7 were checked, please respond to the following for each circumstance | | | |
| Circumstance 1 identified: Click or tap here to enter text.  Is the circumstance present sometimes and absent other times? Yes  No  Is the target problem behavior more frequent or severe when the circumstance has occurred?  Yes  No  Does the target problem behavior only occur when the circumstance has occurred? Yes  No  Circumstance 2 identified: Click or tap here to enter text.  Is the circumstance present sometimes and absent other times? Yes  No  Is the target problem behavior more frequent or severe when the circumstance has occurred?  Yes  No  Does the target problem behavior only occur when the circumstance has occurred? Yes  No  Circumstance 3 identified: Click or tap here to enter text.  Is the circumstance present sometimes and absent other times? Yes  No  Is the target problem behavior more frequent or severe when the circumstance has occurred?  Yes  No  Does the target problem behavior only occur when the circumstance has occurred? Yes  No | | | |

**PTR Functional Behavior Assessment Transition Age Youth: Teach Component**

|  |  |  |
| --- | --- | --- |
| 1. Does the *(problem behavior)* seem to be exhibited in order to ***gain attention from co-workers***? | | |
| \_\_\_ Yes *List the specific co-workers:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| \_\_\_ 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 co-workers 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 tasks to a non-preferred task? | | |
| \_\_\_ 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 person? | | |
| \_\_\_ Yes *List the specific co-worker or adults*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| \_\_\_ No | | |
| 1. What behaviors could the youth be taught to do that would help meet employment goals? Select **3-5** behaviors that would enable the youth to participate and meet employment goals. | | |
| Specific employment skills  Socially engage (e.g., working cooperatively with co-workers)  Participate, persist, and be engaged | Organizational strategies  Attend trainings  Self-regulation (controls temper, obeys rules, copes with stress) | Employment productively (complete tasks)  Time management  Arrive to employment on time |
| Additional comments not addressed above in the ***Teach Component.*** | | |
|  | | |

**PTR Functional Behavior Assessment Transition Age Youth: Reinforce Component**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1.What ***consequence(s)/responses of others*** typically happen immediately after the youth’s *(problem behavior)*? Select the top 3-5 that adults and/or co-workers almost always do immediately after the problem behavior. | | | | | | |
| \_\_\_ Sent to take a break  \_\_\_ Sent to home  \_\_\_ Released from  employment/ fired  \_\_\_ Sent to supervisor  \_\_\_ Removed from  employment task  \_\_\_ Written up  \_\_\_ Ignored | | \_\_\_ De-escalation  \_\_\_ Sent to educator  \_\_\_ Assistance given  \_\_\_ Allowed to delay tasks  \_\_\_ Changed the task  \_\_\_ Ended the tasks  \_\_\_ Calmed/soothed | | | | \_\_\_ Verbally reprimanded  \_\_\_ Verbally redirected  \_\_\_ Stated rules  \_\_\_ Physically prompted  \_\_\_ Co-workers react (laugh, make  comments)  \_\_\_ Physically restrained  \_\_\_ Removed reinforcers  \_\_\_ Natural consequences (Specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| 2.Does the youth ***enjoy praise*** from educator and other adults? Does the youth enjoy praise from some adults more than others? | | | | | | |
| \_\_\_ Yes *List specific people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  \_\_\_ No | | | | | | |
| 3.What is the likelihood of the youth’s***appropriate behavior*** (e.g., on-task behavior; cooperation; successful performance) resulting in acknowledgment or praise from educator or other adults? | | | | | | |
| \_\_\_ Very likely | \_\_\_ Sometimes | | | \_\_\_ Seldom | \_\_\_ Never | |
| 4.What is the likelihood of the youth’s ***(problem behavior)*** resulting in acknowledgment (e.g., reprimands, corrections) from educator or other adults? | | | | | | |
| \_\_\_ Very likely | \_\_\_ Sometimes | | | \_\_\_ Seldom | \_\_\_ Never | |
| 5. What items and activities are ***most enjoyable*** to the youth? What items or activities could serve as special rewards? | | | | | | |
| \_\_\_ Social interaction with adults  \_\_\_ Social interaction with co-workers  \_\_\_ Educator or other adult  \_\_\_ Going to break area  \_\_\_ Sensory activity (specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ Given leadership opportunities | | | \_\_\_ Listening to music  \_\_\_ Being outside  \_\_\_ Going for a walk  \_\_\_ Reading  \_\_\_ Outside break  \_\_\_ Extra free time | | \_\_\_ Doing art  \_\_\_ Using the computer  \_\_\_ Video/electronic games/apps  \_\_\_ Watching TV/DVD/Movie  \_\_\_ Objects (Specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ Food (Specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Other(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| Additional comments not addressed above in the ***Reinforce Component.*** | | | | | | |
|  | | | | | | |

**Step 2: PTR Functional Behavior Assessment/Transition Age Youth Prevent Component-Student**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1a. Are there ***times of the day*** when doing a job that the (challenging behavior) is ***most likely*** to occur? If yes, what are they? | | | | | | | |
| \_\_\_ Transition to employment setting  \_\_\_ Morning  \_\_\_ Afternoon | \_\_\_ Before  lunch  \_\_\_ Between  employment  tasks | | \_\_\_ During lunch | | \_\_\_ After  lunch | \_\_\_ Start of employment day  \_\_\_ End of employment day | |
| Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |
| 1b. Are there ***times of the day*** when doing a job that the (challenging behavior) is ***least likely*** to occur? If yes, what are they? | | | | | | | |
| \_\_\_ Transition to employment setting  \_\_\_ Morning  \_\_\_ Afternoon | \_\_\_ Before  lunch  \_\_\_ Between  employment  tasks | | \_\_\_ During lunch | | \_\_\_ After  lunch | \_\_\_ Start of employment day  \_\_\_ End of employment day | |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |
| 2a. Are there ***specific job activities or tasks*** when (challenging behavior) is ***very likely***to occur? If yes, what are they? | | | | | | | |
| \_\_\_ Independent tasks  \_\_\_ One-on-one  \_\_\_ Free time  \_\_\_ Breaks | | \_\_\_ Writing tasks  \_\_\_ Working in groups  \_\_\_ Computer  \_\_\_ Cooperative  tasks | | \_\_\_ Locker/ time clock  \_\_\_ After employment activities (specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | \_\_\_ Hands-on tasks  \_\_\_ On the transport  \_\_\_ Discussions/Q&A  \_\_\_ Transitions (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |
| 2b. Are there ***specific job activities or subjects*** when (challenging behavior) is ***very unlikely*** to occur? What are they? | | | | | | | |
| \_\_\_ Independent employment tasks  \_\_\_ One-on-one  \_\_\_ Free time  \_\_\_ Breaks | | \_\_\_ Writing tasks  \_\_\_ Working in groups  \_\_\_ Computer  \_\_\_ Cooperative  tasks | | \_\_\_ Locker/time clock  \_\_\_ After employment activities (specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | \_\_\_ Hands-on tasks  \_\_\_ On the transport  \_\_\_ Discussions/Q&A  \_\_\_ Transitions (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |

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| --- | --- | --- | --- | --- | --- |
| 3a. Are there ***specific co-workers or other people*** who are around you in the job setting when the (challenging behavior) is more likely to occur? If so, who are they? | | | | | |
| \_\_\_ Co-workers  \_\_\_ Educators  \_\_\_ Supervisors  \_\_\_ Other staff | | Specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | \_\_\_ Transportation driver  \_\_\_ Parent  \_\_\_ Other family member (Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_ Other person (specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| 3b. Are there ***specific co-workers or other people*** who are around you in the job setting when the (challenging behavior) is less likely to occur? If so, who are they?   |  |  |  | | --- | --- | --- | | \_\_\_ Co-workers  \_\_\_ Educators  \_\_\_ Supervisors  \_\_\_ Other staff | Specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Transportation driver  \_\_\_ Parent  \_\_\_ Other family member (Specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ Other person (specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |  | | | | | | | | |
| 4. Are there ***specific things or activities that happen in the job settings*** when the (challenging behavior) is more likely to occur? | | | | | |
| \_\_\_ Request to start task  \_\_\_ Telling youth task is wrong  \_\_\_ Reprimanding or correcting  \_\_\_ Told “no”  \_\_\_ Working near specific person  \_\_\_ Teasing or comments  \_\_\_ Change in schedule | \_\_\_ Task too difficult  \_\_\_ Task too long  \_\_\_ Task is boring  \_\_\_ Task is repetitive  (same task daily)  \_\_\_ Novel task | | \_\_\_ Transition  \_\_\_ End of preferred  activity  \_\_\_ Removal of  preferred item  \_\_\_ Start of non-  preferred activity | | \_\_\_ Youth is alone  \_\_\_ Unstructured time  \_\_\_ ‘Down’ time (no  task specified)  \_\_\_ Adult s attending  to others |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Are there specific job tasks you are asked to do that are hard for you to do? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| 5. Are there ***specific circumstances*** in which (challenging behavior) is ***very unlikely to occur*** ***in job settings?*** Describe them. | | | | | |
|  | | | | | |
|  | | | | | |
| 6. Are there other things that happen in the room or area where you do the job tasks when the (challenging behavior) happens? For example, too warm or too cold, too crowded, too much noise, too chaotic, weather conditions…. | | | | | |
| \_\_\_ Yes (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ No | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 7. Are there other things that happen outside of the job setting that occur on some days and not on other days that may make (challenging behavior) more likely? | | | |
| \_\_\_ Illness  \_\_\_ Allergies  \_\_\_ Physical condition  \_\_\_ Hormones or  menstrual cycle | \_\_\_ No medication  \_\_\_ Change in medication  \_\_\_ Hunger  \_\_\_ Parties or social event  \_\_\_ Change in diet | \_\_\_ Drug/alcohol abuse  \_\_\_ Transportation conflict  \_\_\_ Fatigue  \_\_\_ Change in routine  \_\_\_ Parent/ roommate not  home  \_\_\_ Conflict with girlfriend or  boyfriend | \_\_\_ Home conflict  \_\_\_ Stayed with non-  custodial parent  \_\_\_ Conflict with parents  \_\_\_ Conflict with friends |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Additional comments not addressed above in the ***Prevent Component***. | | | |

**PTR Functional Behavior Assessment Transition Age Youth: Teach Component**

|  |  |  |
| --- | --- | --- |
| 1. Does the *(challenging behavior)* happen to ***get attention from co-workers***? | | |
| \_\_\_ Yes *List the specific co-workers:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| \_\_\_ No | | |
| 2. Does the *(challenging behavior)* happen to ***get attention from adults***? If so, are there particular adults whose attention is solicited? | | |
| \_\_\_ Yes *List the specific adults:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| \_\_\_ No | | |
| 3. Does the *(challenging behavior)* happen to ***get items or preferred activities*** (games, electronics, materials, food) from co-workers or adults? | | |
| \_\_\_ Yes *List the specific objects:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| \_\_\_ No | | |
| 4. Does the *(challenging behavior)* happen to ***avoid or delay a transition*** from a preferred tasks to a non-preferred task? | | |
| \_\_\_ Yes *List the specific transitions:*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| \_\_\_ No | | |
| 5. Does the *(challenging behavior)* happen 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 *(challenging behavior)* happen to ***get away from*** a non-preferred person? | | |
| \_\_\_ Yes *List the specific co-worker or adults*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| \_\_\_ No | | |
| 1. What behaviors do you think you could be taught to do that would help you on the job? Select **3-5** behaviors. | | |
| Specific employment skills  Socially engage (e.g., working cooperatively with co-workers)  Participate, persist, and be engaged | Organizational strategies  Attend trainings  Self-regulation (controls temper, obeys rules, copes with stress) | Employment productively (complete tasks)  Time management  Arrive to employment on time |
| Additional comments not addressed above in the ***Teach Component.*** | | |
|  | | |

**PTR Functional Behavior Assessment Transition Age Youth: Reinforce Component**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1.What ***do others do or say*** right after the *(challenging behavior)*? Select the top 3-5 that adults and/or co-workers almost always do immediately after the challenging behavior. | | | | | | |
| \_\_\_ Sent to take a break  \_\_\_ Sent to home  \_\_\_ Released from  employment/ fired  \_\_\_ Sent to supervisor  \_\_\_ Removed from  employment task  \_\_\_ Written up  \_\_\_ Ignored | | \_\_\_ De-escalation  \_\_\_ Sent to educator  \_\_\_ Assistance given  \_\_\_ Allowed to delay tasks  \_\_\_ Changed the task  \_\_\_ Ended the tasks  \_\_\_ Calmed/soothed | | | | \_\_\_ Verbally reprimanded  \_\_\_ Verbally redirected  \_\_\_ Stated rules  \_\_\_ Physically prompted  \_\_\_ Co-workers react (laugh, make  comments)  \_\_\_ Physically restrained  \_\_\_ Removed reinforcers  \_\_\_ Natural consequences (Specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| 2.Do you ***enjoy praise*** from co-workers? Do you enjoy praise from adults? Are there some adults or co-workers you enjoy praise from more than others? | | | | | | |
| \_\_\_ Yes *List specific people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  \_\_\_ No | | | | | | |
| 3.What is the likelihood that when you do an appropriate behavior (e.g., on-task behavior; cooperation; successful performance) you get praise from other people? | | | | | | |
| \_\_\_ Very likely | \_\_\_ Sometimes | | | \_\_\_ Seldom | \_\_\_ Never | |
| 4.What is the likelihood that when you do the (challenging behavior), you get a noticed (e.g., reprimands, corrections) from other people? | | | | | | |
| \_\_\_ Very likely | \_\_\_ Sometimes | | | \_\_\_ Seldom | \_\_\_ Never | |
| 5. What items and activities are ***most enjoyable*** to you? What items or activities could serve as special rewards? | | | | | | |
| \_\_\_ Social interaction with adults  \_\_\_ Social interaction with co-workers  \_\_\_ Educator or other adult  \_\_\_ Going to break area  \_\_\_ Sensory activity (specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ Given leadership opportunities | | | \_\_\_ Listening to music  \_\_\_ Being outside  \_\_\_ Going for a walk  \_\_\_ Reading  \_\_\_ Outside break  \_\_\_ Extra free time | | \_\_\_ Doing art  \_\_\_ Using the computer  \_\_\_ Video/electronic games/apps  \_\_\_ Watching TV/DVD/Movie  \_\_\_ Objects (Specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ Food (Specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Other(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| Additional comments not addressed above in the ***Reinforce Component.*** | | | | | | |
|  | | | | | | |

**Step 2: PTR Functional Behavior Assessment Summary Table: “Cheat Sheet”**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: ­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Behavior** | **Prevent (Antecedent) Data** | **Function (Teach) Data** | **Consequences (Reinforce) Data** |
| Problem behavior | Name of problem behavior | Include information from the Prevent component of the PTR assessment (items #1a, 2a, 3a, 4, 5, 6) | Include information from the Teach component of the PTR assessment (items #1 through #6) | Include information from the Reinforce component of the PTR assessment (items #1 & 4) |
| Appropriate behavior | Name of pro-social or replacement behavior | Include information from the Prevent component of the PTR assessment (items #1b, 2b, 3b) | Include information from the IBRST or other sources that provide the replacement behaviors;  (if student PTR used, items #7, 8, 9). | Include information from the Reinforce component of the PTR assessment (items #2, 3, & 5) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Possible Hypotheses** | | | |
|  | **When….** | **He/she will…..** | **As a result, he/she ……** |
| Problem Behavior | Include the relevant data from the problem behavior prevent data above | Behavior being evaluated | Function (from problem behavior teach data) |
| Replacement Behavior | Copy what you have in the row above (problem behavior when) | Write in the new behavior/skill or, replacement behavior | Copy what you have in the row above (problem behavior function). |

**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-TAY Intervention Checklist**

**Youth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Setting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Behavior: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Hypothesis:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Prevention**  **Interventions** | **Teaching Interventions**  ***(skills that will help meet job goals)*** | **Reinforcement**  **Interventions** |
| * Providing Choices | **\*\*Replacement Behavior**   * Functional Equivalent * Alternate skill (desired) | **\*\*Reinforce Replacement Behavior**   * \*\* Function * Additional |
| * Environmental Modifications |
| * Transition Interventions/Planning | * Basic Job Skills | * \*\*Discontinue Reinforcement of Problem Behavior |
| * Visual Cues/Tools | * Social Problem Solving Strategies |  |
| * Job/Assignment Modification/Flexibility | * General Coping Strategies |
| * Opportunities to Respond | * Cognitive Behavior Therapy Strategies |
| * Setting Event Modification | * Self-Management |
| * Increase Non-Contingent Reinforcement | * Specific Social Skills Training |
| * Peer Co-Worker Support/Cooperative Grouping Activities | * Self Advocacy Skills |

|  |
| --- |
| Does the severity or intensity of the youth’s problem behavior pose a threat to self or others?  Yes  No  If yes, is a safety plan needed?  Yes  No |

**\*\***All asterisked interventions need to be selected and included in the youth’s PTR Intervention Plan

**Step 3: PTR TAY Interventions Checklist- -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 | * Basic Job skills | * \*\*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 |
| * Changing features of the room or area where the job tasks are completed | * Learning Strategy Instruction |
| * Interventions that address the days that I come to the job angry/unhappy because of things that have happened at home or with friends | * Self-Management |
| * Have more positive comments from adults and co-workers | * Self-Advocacy Skills |
| * Co-worker Support/Cooperative Job Activities | * Specific Social Skills Training |

**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: Coaching/Training Checklist**

**Directions for developing the form:**

1. Select an intervention and write its name under the appropriate category (e.g., Prevent, Teach, Reinforce).
2. As a team, use the specific, step-by-step behavior intervention plan to identify the core adult behaviors that would be observed during implementation of the intervention. Write one step in each line under the correct category (e.g., Prevent, Teach, Reinforce).
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, select methods that will be used to have teachers practice each step (e.g., discussion, Q & A, role play).
4. Circle the Y if the teacher/person implementing the plan correctly implements step(s).
5. Circle the N if the teacher/person implementing the plan 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.

**Step 3: Coaching/Intervention Training Checklist**

Student:

Name of person(s) implementing intervention:

Date of Training:

|  |  |
| --- | --- |
| Core Adult Behavior Components 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** |  |

**Step 3: PTR Plan Assessment (Fidelity)—Example**

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

|  |  |  |
| --- | --- | --- |
| **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** |  |  |

**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** |  |  |

**PTR-SEC Implementation Fidelity**

**Teacher Code: ­­­\_\_\_ Student Code: \_\_\_ Observation Date: \_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_**

Adherence Scoring:

*NA = Not applicable NO = Not observed 0 = Not completed/error 1 = Minimally completed 2 = Mostly completed*

*3 = Full adherence*

Student Responsiveness:

*0 = Negative response; 1 = No or neutral response; 2 = Some response-positive; 3 =Mostly positive response*

|  |  |  |
| --- | --- | --- |
| **Interventions**  **PREVENT** | **Adherence Score** | **Student Responsiveness** |
| Name of intervention strategy   1. Educator implemented the intervention during the time/routine specified in the BIP. 2. Educator implemented antecedent strategies as outlined in the BIP | 0 1 2 3 NA NO  0 1 2 3 NA NO | 0 1 2 3  0 1 2 3 |
| **TEACH** |  |  |
| Name of intervention strategy   1. Educator implemented the intervention during the time/routine specified in the BIP 2. The stimulus prompt was present in the environment/provided to the student when necessary. 3. Educator provided the necessary prompt level, as outlined in the BIP 4. Educator provided the student with specific opportunities to use replacement skill/behavior | 0 1 2 3 NA NO  0 1 2 3 NA NO  0 1 2 3 NA NO  0 1 2 3 NA NO | 0 1 2 3  0 1 2 3  0 1 2 3  0 1 2 3 |
| **REINFORCE** |  |  |
| Name of intervention strategy   1. Educator delivered the reinforcement during the time/routine specified in the BIP 2. Educator provided the reinforcement as outlined in the BIP. 3. Educator responded to the problem behavior as outlined in the BIP. | 0 1 2 3 NA NO  0 1 2 3 NA NO  0 1 2 3 NA NO | 0 1 2 3  0 1 2 3  0 1 2 3 |
|  |  |  |
| **Adherence and Responsiveness Fidelity Scores: Total Points Earned/Total Points Possible = %** |  |  |

Quality Scoring:

*0 = Seldom (<25% of session) 1 = Sometimes (25-50%) 2 = Often (51%-75%) 3 = Always >76%*

*Provide ratings across the following quality domains (how the educator delivers the interventions) based on the observation session as a whole.*

|  |  |
| --- | --- |
| **Quality Component** | **Quality Score** |
| 1. Rapport & Engagement   Educator was responsive to the student (active listening, maintain eye contact); interacted in a positive manner (smiled; positive affect; high ratio of positive to negative statements; higher ratio of comments to demands, unless contra-indicated by BIP) | 0 1 2 3 |
| 1. Communication   Educator used even tone and volume, positive language (even when redirecting), clear & specific language and effective non-verbal behavior when interacting with student and implementing intervention procedures. | 0 1 2 3 |
| 1. Global Delivery   Educator overall delivery of the intervention components was implemented as outlined, did not make errors of commission, level of engagement with the intervention, and level of student engagement in response. | 0 1 2 3 |
| **Quality Fidelity Score: Total Points Earned/Total Points Possible = %** |  |

**PTR Implementation Reflection Form**

Implementer’s Name: Student Name:

Date(s) Plan Implemented:

|  |  |  |  |
| --- | --- | --- | --- |
| **Over the past week, the parts of the PTR plan that I think I implemented well are:** | | | |
| **Over the past week, the most difficult parts of the PTR plan to implement were:** | | | |
| **Overall, in the past week, the extent that I believe I implemented the PTR plan as intended is *(circle one)*:** | | | |
| 0  Not at all | 1  Minimally | 2  Mostly | 3  Fully |
| **Overall, in the past week, the extent that I believe the PTR plan had a positive impact on student behavior is *(circle one)*:** | | | |
| 0  No effect | 1  Minimal effect | 2  Some effect | 3  Significant effect |

**DECISION-MAKING FLOW CHART**

*Figure 6.1.* Decision-making tree for reviewing PTR data

For any decision, schedule another meeting within 3-4 weeks to review data and make decisions

Set new criteria for behaviors

Systematically implement fading plan components

Drift

Retrain the teacher to do the plan

Plan not feasible

Modify the plan to make more feasible or make it easier

Plan not acceptable

Select new interventions for development and implementation

Modify the plan to address gaps (intensity, match of strategies to hypothesis, etc.)

Conduct a more comprehensive FBA

Consider adding additional expertise to the team (co-occurring conditions, wrap-around supports)

Yes

No

No

Are the Implementation Fidelity Scores indicating adequate fidelity?

Do IBRST data indicate that the intervention was successful? Is the student’s behavior meeting goal criteria?

Review IBRST and Implementation Fidelity Data.

Determine reasons for low fidelity:

* Teacher drift
* Plan too complex or not feasible
* Intervention not acceptable

Continue the plan as is for (number) of weeks

Extend the plan to enhance generalization

Teach a new skill or select another target problem behavior

Yes

|  |  |  |
| --- | --- | --- |
| **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** |
| 1. NO, intervention not successful: Was the plan implemented as intended? What were the fidelity scores? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | **YES NO** |
| 1. NO, intervention not successful; YES, plan was implemented as intended. Determine next step: | | |
| 1. Give the plan more time   Date of next follow-up meeting (no more than 3 weeks) \_\_\_\_\_\_\_\_\_\_\_\_   1. 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) \_\_\_\_\_\_\_\_\_\_\_\_\_   1. 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)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| 1. NO, intervention not successful: NO, plan was NOT implemented as intended. | | |
| 1. Retrain the teacher 2. Modify the plan to make more feasible    1. Date of meeting to develop modified plan \_\_\_\_\_\_\_\_\_\_\_\_    2. Date of next follow-up meeting (no more than 3 weeks) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. Select new interventions that are more acceptable and match the hypothesis    1. Date of meeting to develop new plan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    2. Date of next follow-up meeting (no more than 3 weeks) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| 1. YES, intervention effective and YES, plan implemented as intended. | | |
| 1. Extend the plan by implementing in another problematic routine or with other people 2. Establish new goal/increase criterion 3. Teach a new skill 4. Fade out parts of the plan 5. 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** |
| 1. NO, intervention not successful: Was the plan implemented as intended? What were the fidelity scores? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | **YES NO** |
| 1. NO, intervention not successful; YES, plan was implemented as intended. Determine next step: | | |
| 1. Give the plan more time   Date of next follow-up meeting (no more than 3 weeks) \_\_\_\_\_\_\_\_\_\_\_\_   1. 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) \_\_\_\_\_\_\_\_\_\_\_\_\_   1. 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)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| 1. NO, intervention not successful: NO, plan was NOT implemented as intended. Determine next step. | | |
| 1. Retrain the teacher 2. Modify the plan to make more feasible    1. Date of meeting to develop modified plan \_\_\_\_\_\_\_\_\_\_\_\_    2. Date of next follow-up meeting (no more than 3 weeks) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. Select new interventions that are more acceptable and match the hypothesis    1. Date of meeting to develop new plan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Date of next follow-up meeting (no more than 3 weeks) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| 1. YES, intervention effective and YES, plan implemented as intended. Determine next step. | | |
| 1. Extend the plan by implementing in another problematic routine or with other people 2. Establish new goal/increase criterion 3. Teach a new skill 4. Fade out parts of the plan   Other (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |

**Functional Behavior Assessment and Behavior Intervention Plan Template**

|  |  |
| --- | --- |
| Student Name: | Date of Birth: |
| School/District: | Age: |
| Date(s) of Evaluation: | Evaluators: |
| Date of Report: |  |
|  |  |

**Referral Question:**

**Functional Behavior Assessment Methods**

|  |  |
| --- | --- |
| Method | Date |
| Interview (who) |  |
| Record Review |  |
| Problem-Solving Meeting (Brief FBA) |  |
| Direct Observations |  |
| Rating Scale |  |
| Other |  |

**Team Members:**

(name and role)

**Broad Goals Identified for (student name) by Team:**

**Specific Target Behaviors:**

*Behaviors to be decreased: (list each behavior in order of priority and the operational definition)*

*Behaviors to be increased: (list each potential replacement behavior in order of priority and the operational definition)*

**Baseline Data on Target Behaviors:**

*(Sources, summary—can have graph. If we set up a Behavior Rating Scale, we would attach it to the report)*

**Functional Behavior Assessment Summary:** *(each target problem behavior would have a row in which the FBA information is summarized. If there are more than 2 problem behaviors, rows would need to be added).*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Target Behavior(s)** | **Prevent/Most likely (Antecedent) Data** | **Teach (Function) Data**  **Purpose of Behavior** | **Reinforce (Consequence) Data: What do others do after the behavior?** |
| Problem behavior |  | When:  Who:  Activities/routines:  Specific Circumstances:  Setting Events (if applicable) |  |  |
| Problem behavior |  | When:  Who:  Activities/routines:  Specific Circumstances:  Setting Events (if applicable) |  |  |
| Absence of problem behavior |  | **Least Likely**  When:  Who:  Activities/routines:  Specific Circumstances:  Setting Events (if applicable) |  |  |

Other comments/patterns:

**Hypothesis Statements:** *(A hypothesis statement should be listed for each target behavior unless they have the same antecedents and functions. Some target behaviors may need 2 or more hypotheses if there are different functions aligned with different contexts/antecedent events)*

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

Additional Comments:

**Function-Based Behavior Support Plan** *(for each hypothesis, a complete intervention plan may be developed)*

**Hypothesis:**

|  |  |  |
| --- | --- | --- |
| **PREVENT Interventions (modifies the WHEN in the hypothesis)** | | |
| Intervention Strategy | Steps/Task Analysis of Intervention Strategy | Comments |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **TEACH** **Interventions (teaches a new skill (communicative replacement and/or physically incompatible) to replace the problem behavior.** | | |
| Intervention Strategy | Steps/Task Analysis of Intervention Strategy | Comments |
| Replacement Behavior to be taught: |  |  |

|  |  |  |
| --- | --- | --- |
| **REINFORCE** **Interventions (provides the same outcome as did the problem behavior).** | | |
| Intervention Strategy | Steps/Task Analysis of Intervention Strategy | Comments |
| Reinforce replacement behavior  Discontinue reinforcement of problem behavior |  |  |

**Consideration of Safety Plan**

Is/Are the behavior(s) dangerous and has/have, or is likely to cause harm to the student and to others? No  Yes  *(If multiple behaviors were the focus of the FBA, list the behavior(s) that is/are harmful.*

*If yes, describe the safety plan in detail.*

**Implementation Plan:**

Progress Monitoring Data *(how will behavior be monitored? Who will take the data and how often? On what date will we meet to follow up? If we set up an IBRST, it can be attached).*

Teacher Support

Coaching *(When will the teacher be coached? Who will do the coaching?)*

**Behavior Plan Assessment/Fidelity**

(*How will fidelity be measured? Self-Assessment, Observation; Combination? How often will fidelity be measured?)*

|  |  |  |
| --- | --- | --- |
| **PREVENT** | **Implemented** | **Impact** |
| (name of strategy) | 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** |  |  |