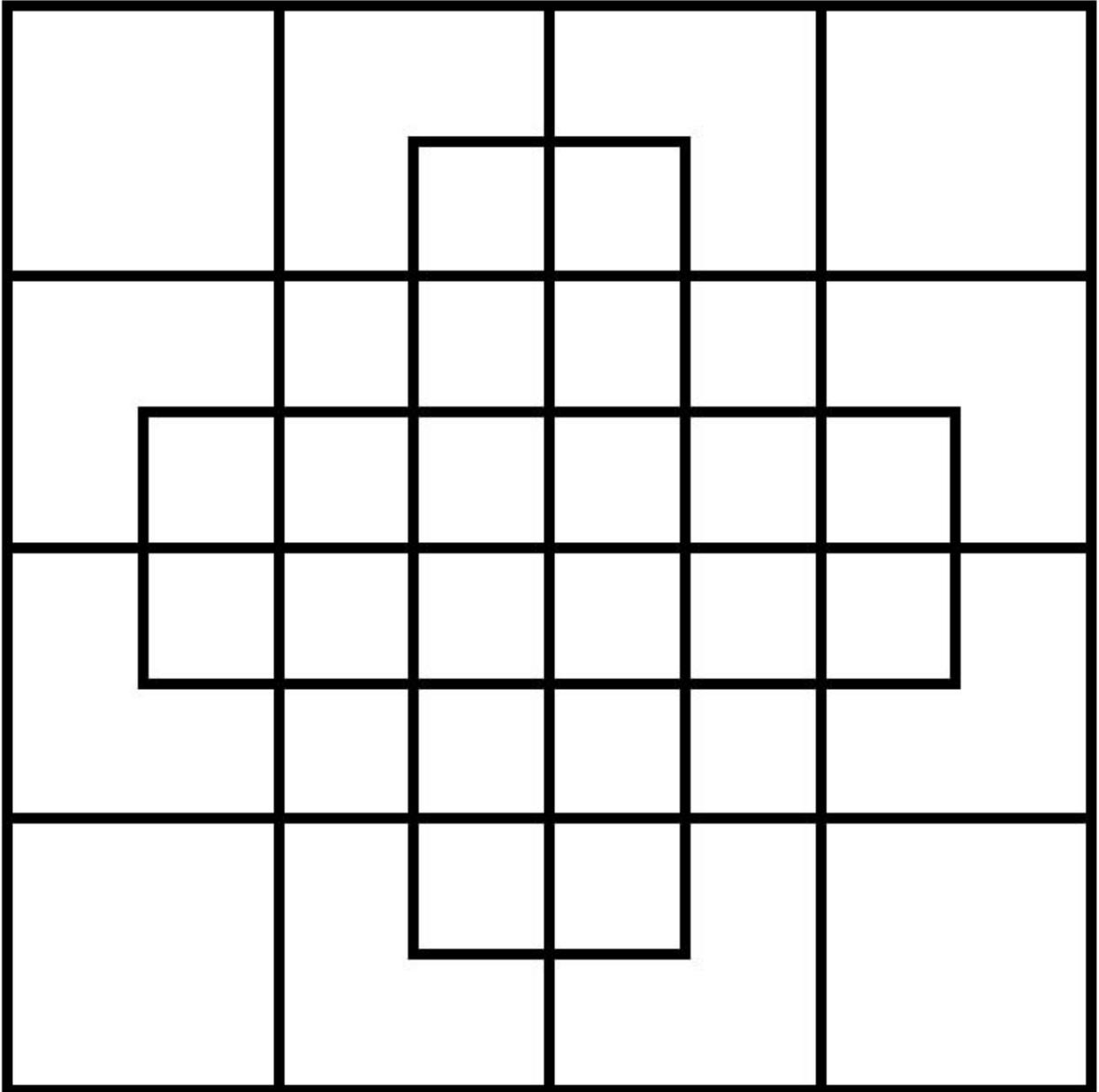


**PTR WORKSHOP ACTIVITIES  
HANDOUT PACKET #2**

# Collaboration Activity



## PTR Step 2: Developing Short Term Goals for Paris Activity 2b

	<b>Behavior</b>
<b>Broad Goals</b>	
<b>Decrease</b>	<i>Identify and operationalize (clearly define) one problem behavior:</i>
<b>Increase</b>	<i>Identify and operationalize (clearly define) one replacement behavior</i>

## PTR Step 2: Developing Short Term Goals for Your Student Activity 2c

<b>Behavior</b>	
<b>Broad Goals</b>	
<b>Decrease</b>	<i>Identify and operationalize (clearly define) one problem behavior:</i>
<b>Increase</b>	<i>Identify and operationalize (clearly define) one replacement behavior</i>

### Behavior Rating Scale

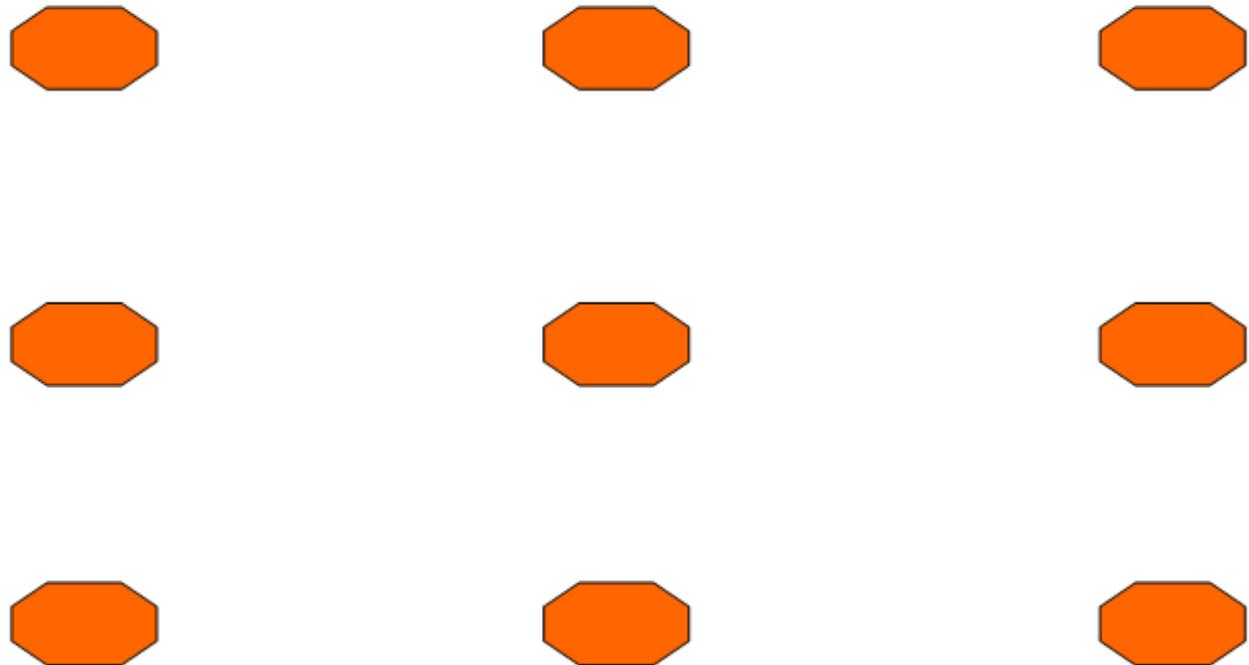
Student: \_\_\_\_\_

School: \_\_\_\_\_

Problem Behavior		Date																		
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

KEY:

**Given 60 seconds, use 4 straight lines to connect all of the dots without lifting your pen**



### 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.



- |                                              |                |                                                        |
|----------------------------------------------|----------------|--------------------------------------------------------|
| <input type="checkbox"/> Peers               | Specify: _____ | <input type="checkbox"/> Bus driver                    |
| <input type="checkbox"/> Teacher(s)          | Specify: _____ | <input type="checkbox"/> Parent                        |
| <input type="checkbox"/> Paraprofessional(s) | Specify: _____ | <input type="checkbox"/> Other family member (Specify) |
| <input type="checkbox"/> Other school staff  | Specify: _____ | _____                                                  |

Other: \_\_\_\_\_

4. Are there **specific circumstances** in which problem behavior is **very likely** to occur?

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

Other: \_\_\_\_\_

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

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 and not other days that may make problem behavior more likely?

- |                                                      |                                                  |                                             |                                                           |
|------------------------------------------------------|--------------------------------------------------|---------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Illness                     | <input type="checkbox"/> No medication           | <input type="checkbox"/> Drug/alcohol abuse | <input type="checkbox"/> Home conflict                    |
| <input type="checkbox"/> Allergies                   | <input type="checkbox"/> Change in medication    | <input type="checkbox"/> Bus conflict       | <input type="checkbox"/> Sleep deprivation                |
| <input type="checkbox"/> Physical condition          | <input type="checkbox"/> Hunger                  | <input type="checkbox"/> Fatigue            | <input type="checkbox"/> Stayed with non-custodial parent |
| <input type="checkbox"/> Hormones or menstrual cycle | <input type="checkbox"/> Parties or social event | <input type="checkbox"/> Change in routine  |                                                           |
|                                                      | <input type="checkbox"/> Change in diet          | <input type="checkbox"/> Parent not home    |                                                           |

Other: \_\_\_\_\_

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

## PTR Functional Behavior Assessment: 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 objects** (toys or games, materials, food) from peers or adults?

Yes *List the specific objects:* \_\_\_\_\_

No

4. Does the *problem behavior* seem to be exhibited in order to **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 **terminate 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 nonpreferred classmate or adult?

Yes *List the specific peers or adults* \_\_\_\_\_

No

7. What **social skills(s)** could the student learn in order to reduce the likelihood of the *problem behavior* occurring in the future?

Peer interaction

Sharing objects

Taking turns

Play skills

Sharing attention

Losing gracefully

Getting attention appropriately

Conversation skills

Waiting for reinforcement

Joint or shared attention

Making pro-social statements

Accepting differences

Others: \_\_\_\_\_

8. What ***problem-solving skill(s)*** could the student learn in order to reduce the likelihood of the problem behavior occurring in the future?

- |                                                                      |                                                                                     |                                                                          |
|----------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <input type="checkbox"/> Recognizing need for help                   | <input type="checkbox"/> Note-taking strategies                                     | <input type="checkbox"/> Staying engaged                                 |
| <input type="checkbox"/> Asking for help                             | <input type="checkbox"/> Assignment management                                      | <input type="checkbox"/> Working independently                           |
| <input type="checkbox"/> Using visual supports to work independently | <input type="checkbox"/> Working with a peer                                        | <input type="checkbox"/> Making an outline                               |
| <input type="checkbox"/> Ignoring peers                              | <input type="checkbox"/> Move ahead to easier items then go back to difficult items | <input type="checkbox"/> Self-management                                 |
| <input type="checkbox"/> Graphic organizers                          |                                                                                     | <input type="checkbox"/> Making choices from several appropriate options |

Others: \_\_\_\_\_

9. What ***communication skill(s)*** could the student learn in order to reduce the likelihood of the problem behavior occurring in the future?

- |                                                                         |                                                     |                                               |
|-------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Asking for a break                             | <input type="checkbox"/> Raising hand for attention | <input type="checkbox"/> Asking for help      |
| <input type="checkbox"/> Expressing emotions (frustration, anger, hurt) | <input type="checkbox"/> Requesting wants           | <input type="checkbox"/> Commenting           |
| <input type="checkbox"/> Requesting information                         | <input type="checkbox"/> Rejecting                  | <input type="checkbox"/> Responding to others |
|                                                                         | <input type="checkbox"/> Active listening           |                                               |

Others: \_\_\_\_\_

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

## PTR Functional Behavior Assessment: Reinforce Component

1. What responses (**consequences**) typically occur after the student engages in the **problem behavior**?

- |                                           |                                                                |                                                         |
|-------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> Sent to time-out | <input type="checkbox"/> Gave personal space                   | <input type="checkbox"/> Verbal reprimand               |
| <input type="checkbox"/> Chair time-out   | <input type="checkbox"/> Sent to behavior specialist/counselor | <input type="checkbox"/> Stated rules                   |
| <input type="checkbox"/> Head down        | <input type="checkbox"/> Assistance given                      | <input type="checkbox"/> Physical prompt                |
| <input type="checkbox"/> Sent to office   | <input type="checkbox"/> Verbal redirect                       | <input type="checkbox"/> Peer reaction                  |
| <input type="checkbox"/> Sent home        | <input type="checkbox"/> Delay in activity                     | <input type="checkbox"/> Physical restraint             |
| <input type="checkbox"/> Calming/soothing | <input type="checkbox"/> Activity changed                      | <input type="checkbox"/> Removal of reinforcers         |
| <input type="checkbox"/> Ignored          | <input type="checkbox"/> Activity terminated                   | <input type="checkbox"/> 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?

- |                                                         |                                           |                                                  |
|---------------------------------------------------------|-------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Social interaction with adults | <input type="checkbox"/> Music            | <input type="checkbox"/> Art activity            |
| <input type="checkbox"/> Social interaction with peers  | <input type="checkbox"/> Puzzles          | <input type="checkbox"/> Computer                |
| <input type="checkbox"/> Playing a game                 | <input type="checkbox"/> Going outside    | <input type="checkbox"/> Video games             |
| <input type="checkbox"/> Helping teacher                | <input type="checkbox"/> Going for a walk | <input type="checkbox"/> Watching TV/video       |
| <input type="checkbox"/> Line leader                    | <input type="checkbox"/> Reading          | <input type="checkbox"/> Objects (Specify) _____ |
| <input type="checkbox"/> Going to media center          | <input type="checkbox"/> Extra PE time    | _____                                            |
| <input type="checkbox"/> Sensory activity (specify)     | <input type="checkbox"/> Extra free time  | <input type="checkbox"/> Food (Specify) _____    |
| _____                                                   |                                           | _____                                            |

Other(s): \_\_\_\_\_

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

**Step 3: Activity**  
**PTR Functional Behavior Assessment Summary Table**

Student: Paris

School: Cotton Candy

Date: 2/26/06

Behavior	Prevent Data	Teach Data	Reinforce Data
<b>Call-outs</b>	<p><b><u>Tasks</u></b></p> <ul style="list-style-type: none"> <li>• <b>Independent work</b>—specifically when seatwork</li> <li>• <b>Teacher led lessons</b>—academics both whole and small group</li> <li>• <b>Non-preferred activities</b>—activities that involve paper/pencil, academic content (reading and lang.arts)</li> <li>• <b>Given demands/requests to start working</b></li> <li>• <b>During transitions</b> between activities-specifically from preferred to non-preferred</li> </ul> <p><b><u>Setting events:</u></b></p> <ul style="list-style-type: none"> <li>• When Paris is <b>fatigued (sleep deprived)</b>, behavior more likely to occur</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Get attention from any peer or any adult</b></li> <li>• <b>Structured activities—wanting to terminate</b> (incomplete work or illegible); wants to be ‘done’;</li> <li>• Transition: <b>Wanting to rush to next task; terminate reading and writing to go to centers</b></li> </ul>	<ul style="list-style-type: none"> <li>• Redirection or reminders</li> <li>• Gets <b>reactions</b> from peers)</li> <li>• Seat location changed (moved away from other students)</li> <li>• Stays in from preferred activities (specials, recess) to complete work (when this happens, she has one-to-one attention with teacher or other adult)</li> </ul>
<b>Pro-social</b>	<p><b><u>Activities</u></b></p> <ul style="list-style-type: none"> <li>• <b>Computer, center time</b> (spelling stamps, listening center, computer, listen and learn), <b>math</b></li> </ul> <p><b><u>Classroom arrangement</u></b></p> <ul style="list-style-type: none"> <li>• <b>Teacher proximity</b> (close by)</li> </ul>	<p><b><u>Desired Skills to be taught</u></b></p> <ul style="list-style-type: none"> <li>• Social skills</li> <li>• Problem solving</li> <li>• Getting attention in appropriate ways</li> <li>• Asking questions when appropriate</li> <li>• Staying on task and completing work</li> <li>• Complying with instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Social time with teacher and staff</li> <li>• Computer</li> <li>• Playing games</li> <li>• Outside activities</li> </ul>

**Step 3: Activity  
Hypothesis for Paris**

<b>Possible Hypotheses</b>			
	<b>When....</b>	<b>He/she will.....</b>	<b>As a result, he/she .....</b>
<b>Problem Behavior</b>		Call out	
<b>Replacement Behavior</b>			

**PTR Functional Behavior Assessment Summary Table: Cheat Sheet**

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

	<b>Behavior</b>	<b>Prevent Data</b>	<b>Teach Data</b>	<b>Reinforce Data</b>
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 Teach component of the PTR assessment (items #7 through #9)	Include information from the Reinforce component of the PTR assessment (items #2, 3, & 5)

<b>Possible Hypotheses</b>			
	<b>When....</b>	<b>He/she will.....</b>	<b>As a result, he/she .....</b>
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).

PTR Functional Behavior Assessment Summary Table Practice Your Student

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

	Behavior	Prevent Data	Teach Data	Reinforce Data
Problem behavior				
Appropriate behavior				

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

**Activity Step 4:  
PTR Behavior Intervention Plan—Paris**

**Hypothesis:**

**TEACH** Behavior Interventions

<b>Intervention</b>	<b>Specific Steps</b>
<b>Prevention</b>	
<b>Teach Replacement Behavior</b> (choice between raising hand, requesting attention, academic engagement)	<u><b>STEPS</b></u>
<b>Reinforce Replacement Behavior</b>	

**Behavior Intervention Plan/Positive Behavior Support Plan for Your Student**

**Hypothesis:**

<b>PREVENT Interventions</b>		
<b>Intervention Strategy Name</b>	<b>Description and Steps</b>	<b>Comments</b>

Facilitator/Team Form

<b>TEACH Interventions</b>		
Intervention Strategy Name	Description and Steps	Comments

Facilitator/Team Form

<b>REINFORCE Interventions</b>		
Intervention Strategy Name	Description and Steps	Comments

## Intervention Training Checklist

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

Name of person(s) implementing intervention: \_\_\_\_\_

Date of Training: \_\_\_\_\_

<b>Core Adult Behavior Components of Intervention</b>	<b>Did the implementer complete the step?</b>	
<b>PREVENT Component</b>		
1.	Yes	No
2.	Yes	No
3.	Yes	No
4.	Yes	No
5.	Yes	No
6.	Yes	No
<b>TEACH Component</b>		
1.	Yes	No
2.	Yes	No
3.	Yes	No
4.	Yes	No
5.	Yes	No
6.	Yes	No
<b>REINFORCE Component</b>		
1.	Yes	No
2.	Yes	No
3.	Yes	No
4.	Yes	No
5.	Yes	No
6.	Yes	No
<b>TOTAL (# Yes / # Total)</b>		
<b>Percent Score</b>		

**PTR Plan Assessment (Fidelity)**

**Teacher:**

**Student:**

**Date:**

<b>PREVENT</b> <b>Interventions</b>	<b>Implemented</b>	<b>Impact</b>
	Y / N / NA	1 2 3 4 5
<b>TEACH</b>		
<u>Replacement behavior</u>	Y / N / NA	1 2 3 4 5
<b>REINFORCE</b>		
<u>Reinforce replacement behavior</u>	Y / N / NA	1 2 3 4 5
<b>Behavior Plan Assessment: Y/Y + N total</b>		

**ACTION PLAN**  
Prevent-Teach-Reinforce

District: \_\_\_\_\_ Team Members: \_\_\_\_\_

Area of Focus: Step 1-Teaming			
Outcomes Expected and Measure:			
Activities	Who	When	Status

Area of Focus: Step 2-Identifying and Defining Behaviors; Developing Behavior Rating Scale			
Outcomes Expected and Measure:			
Activities	Who	When	Status

**Area of Focus: Step 3-PTR Assessment; Assessment Organization Table**

**Outcomes Expected and Measure:**

Activities	Who	When	Status

**Area of Focus: Step 4-Behavior Intervention Plan; Coaching; Fidelity**

**Outcomes Expected and Measure:**

Activities	Who	When	Status

**Area of Focus: Step 5-Monitoring; Data-Based Decision Making**

**Outcomes Expected and Measure:**

Activities	Who	When	Status