PTR Blank Forms

PTR Classroom Team Survey: Step 1

School: _____   **Student:** _____

Complete this survey if the team meets on a regular basis for planning purposes.

1.   Our team meets for planning purposes:
    Rarely   Monthly   Bimonthly   Weekly   Daily
    0   1   2   3   4

2.   Our team plans daily classroom activities collaboratively:
    Rarely   Occasionally   Frequently   Usually   Almost Always
    0   1   2   3   4

3.   Our team plans collaboratively around implementing IEP objectives and making
    adaptations and modifications for children in the classroom:
    Rarely   Occasionally   Frequently   Usually   Almost Always
    0   1   2   3   4

4.   Our team communicates well and problem solves collaboratively:
    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree
    0   1   2   3   4

5.   We interact and work with children across developmental domains and disciplines:
    Rarely   Occasionally   Frequently   Usually   Almost Always
    0   1   2   3   4

6.   Professional roles and responsibilities are shared across team members members:
    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree
    0   1   2   3   4

7.   Parents play an active role on their child's team regarding the identification of goals,
    supports and services, modifications and adaptations.
    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree
    0   1   2   3   4

8.   Our team has access to additional resources (e.g., technology, personnel, classroom
    materials, etc.) to help us work with children in the classroom.
    None   Limited   Adequate   Good   Excellent
    0   1   2   3   4

PTR Form 2a

Please answer the following questions:

1. List some strengths of the Team.

2. What challenges face the Team?

3. What are the most pressing needs of the team?

4. What might help to enhance the team's productivity?

PTR Form 2a

PTR Teacher Work Style Survey: Step 1

Directions: *Circle the number that indicates your level of agreement / disagreement with each statement.*

	Disagree			Agree		

1. I supervise paraeducators closely...1   2   3   4   5   N/A

2. I prefer a flexible work schedule. 1   2   3   4   5   N/A

3. I let paraeducators know exactly what is expected.....................................1   2   3   4   5   N/A

4. I provide (or at least determine) all the materials that will be used...............1   2   3   4   5   N/A

5. I provide a written work schedule...1   2   3   4   5   N/A

6. I expect the paraeducator to think ahead to the next task. 1   2   3   4   5   N/A

7. I determine the instructional methods that will be used 1   2   3   4   5   N/A

8. I encourage the paraeducator to try new activities independently..................1   2   3   4   5   N/A

9. I give explicit directions for each task 1   2   3   4   5   N/A

10. I always do several things at one time. 1   2   3   4   5   N/A

11. I like working with paraeducators that willingly take on new challenges...1   2   3   4   5   N/A

12. I like taking care of details..1   2   3   4   5   N/A

13. I require the paraeducator to be punctual...1   2   3   4   5   N/A

14. I like to get feedback on how I can improve as a supervisor 1   2   3   4   5   N/A

15. I like to bring problems out in the open..1   2   3   4   5   N/A

16. I like to give frequent performance feedback to the paraeducator...............1   2   3   4   5   N/A

17. I like to discuss activities that do not go well 1   2   3   4   5   N/A

18. I like working with other adults...1   2   3   4   5   N/A

19. I encourage paraeducators to think for themselves.....................................1   2   3   4   5   N/A

20. I am a morning person 1   2   3   4   5   N/A

21. I speak slowly and softly..1   2   3   4   5   N/A

22. I work best alone with little immediate interaction 1   2   3   4   5   N/A

23. I need a quiet place to work without distractions 1   2   3   4   5   N/A

24. I prefer that no one else touches my things..1   2   3   4   5   N/A

25. I prefer to work from a written plan...1   2   3   4   5   N/A

PTR Form 2b

PTR Paraeducator Work Style Survey

Directions: *Circle the number that indicates your level of agreement / disagreement with each statement.*

	Disagree			Agree		

1. I like to be supervised closely. .... 1 2 3 4 5 N/A

2. I prefer a flexible work schedule..... .... 1 2 3 4 5 N/A

3. I like to know exactly what is expected. .... 1 2 3 4 5 N/A

4. I prefer to decide which materials to use .... 1 2 3 4 5 N/A

5. I like having a written work schedule .... 1 2 3 4 5 N/A

6. I need time to think ahead on the next task. .... 1 2 3 4 5 N/A

7. I like to determine the instructional methods I use .... 1 2 3 4 5 N/A

8. I like to try new activities independently. .... 1 2 3 4 5 N/A

9. I like to be told how to do each task .... 1 2 3 4 5 N/A

10. I like to do several things at one time. .... 1 2 3 4 5 N/A

11. I like to take on challenges and new situations. .... 1 2 3 4 5 N/A

12. I like taking care of details. .... 1 2 3 4 5 N/A

13. I like to be very punctual .... 1 2 3 4 5 N/A

14. I like to give feedback on how I prefer to be supervised .... 1 2 3 4 5 N/A

15. I like to bring problems out in the open .... 1 2 3 4 5 N/A

16. I like to get frequent feedback on my performance .... 1 2 3 4 5 N/A

17. I like to discuss when activities do not go well .... 1 2 3 4 5 N/A

18. I like working with other adults .... 1 2 3 4 5 N/A

19. I like to think things through for myself .... 1 2 3 4 5 N/A

20. I am a morning person .... 1 2 3 4 5 N/A

21. I like to speak slowly and softly .... 1 2 3 4 5 N/A

22. I like to work alone with little immediate interaction .... 1 2 3 4 5 N/A

23. I need a quiet place to work without distractions .... 1 2 3 4 5 N/A

24. I prefer that no one else touches my things .... 1 2 3 4 5 N/A

25. I prefer to work from a written plan .... 1 2 3 4 5 N/A

PTR Form 2c

PTR Work Style Score Comparison Sheet: Step 1

Directions: *Transfer scores from the Teacher and Paraeducator Work style forms to this form. Look for areas of agreement and disagreement. However, there are no 'right' or 'wrong' responses. Determine areas of concern and solutions in light of the areas of agreement and disagreement.*

Paraeducator   **Teacher**

Disagree Agree	Item Content	Disagree Agree
1 2 3 4 5 N/A	1. Closeness of supervision.	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	2. Flexibility of work schedule.	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	3. Preciseness of expectations.	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	4. Decisions on materials to use	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	5. Written work schedule	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	6. Time to think ahead.	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	7. Decisions on instructional methods	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	8. Trying new activities independently.	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	9. Specifying how to do each task	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	10. Doing several things at one time.	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	11. Taking on challenges .	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	12. Taking care of details.	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	13. Punctuality	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	14. Giving/getting feedback on supervision	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	15. Dealing with problems out in the open	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	16. Giving/getting feedback	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	17. Discussing activities that do not go well	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	18. Working with other adults	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	19. Thinking things through for myself	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	20. Morning person	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	21. Speak slowly and softly	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	22. Working alone - little interaction	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	23. Quiet place to work/no distractions	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	24. Touching others' things	1 2 3 4 5 N/A
1 2 3 4 5 N/A.	25. Working from a written plan	1 2 3 4 5 N/A

PTR Form 2d

Goal-Setting: Step 2

Directions:
1. Complete the goal form by developing broad and short-term goals in each area.
2. Use the student's IEP objectives, if applicable.
3. Identify one broad goal in each category.
4. Under each broad goal, identify the behavior(s) to be decreased and the pro-social behavior(s) to be increased to achieve the broad goal.
5. Clearly define or operationalize the goals so that each goal is:
    a. Observable (seen or heard)
    b. Measurable (counted or timed)
    c. Significant (impact on student's life)
6. Obtain consensus on the team's short-term goals for the student.

Example: Goals for Johnny

	Behavioral Goal	Social Goal	Academic Goal
Broad	*Johnny will communicate his wants and needs in an age-appropriate manner.*	*Johnny will demonstrate age-appropriate social skills to maintain friends.*	*Johnny will increase task engagement time during academic activities.*
Short-Term Goals — Decrease	Johnny will decrease screaming, kicking furniture and/or people, and throwing objects to express his wants and needs.	Johnny will reduce the number of times he screams at and/or throws objects toward other children during group assignments.	Johnny will decrease screaming and throwing work materials during academic activities.
Short-Term Goals — Increase	Johnny will verbally express his wants and needs in the classroom by using an inside voice and calm body.	Johnny will use a calm, normal-tone of voice when interacting with his peers during academic work groups.	Johnny will increase the amount of time he remains in his seat with eyes focused on the teacher and/or work materials during academic assignments.

PTR Form 3a

Goal-Setting: Step 2

Goals for: _____
(Student's Name)

	Behavioral	**Social**	**Academic**
Broad Goals			
Short-Term Goals			
Short-Term Goals			

PTR Form 3b

Goal Setting—Version 2 Modified: Step 2

_____
(Student's Name)

	Behavior
Decrease	
Increase	

1

Behavior Rating Scale: Step 2

Student:_____   School: _____

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

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.

Problem behavior: _____ Person Responding: _____ Student: _____

PTR Functional Behavior Assessment: Prevent Component

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

___ Morning   ___ Before meals   ___ During meals   ___ After meals   ___ Arrival
—— Afternoon   —— Dismissal

Other:_____

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

___ Morning   ___ Before meals   ___ During meals   ___ After meals   ___ Arrival
—— Afternoon   —— Dismissal

Other: _____

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

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

Other: _____

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

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

Other: _____

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

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

Other: _____

Problem behavior: _____ Person Responding: _____ Student: _____

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

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

Other: _____

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

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

Other: _____

5. 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

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

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

Other:
_____

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

Problem behavior: _____ Person Responding: _____ Student: _____

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 dela***y 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?

___ Recognizing need for help	___ Note-taking strategies	___ Staying engaged
___ Asking for help	___ Assignment management	___ Working independently
___ Using visual supports to work independently	___ Working with a peer	___ Making an outline
___ Ignoring peers	___ Move ahead to easier items then go back to difficult items	___ Self-management
___ Graphic organizers		___ 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?

___ Asking for a break	___ Raising hand for attention	___ Asking for help
___ Expressing emotions (frustration, anger, hurt)	___ Requesting wants	___ Commenting
___ Requesting information	___ Rejecting	___ Responding to others
	___ Active listening	

Others: _____

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

Problem behavior: _____ Person Responding: _____ Student: _____

PTR Functional Behavior Assessment: Reinforce Component

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

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

Other:_____

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

___ Yes *List specific people* _____
—— No

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

___ Very likely   ___ Sometimes   ___ Seldom   ___ Never

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

___ Very likely   ___ Sometimes   ___ Seldom   ___ Never

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

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

Other(s):_____

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

PTR Form 4a

PTR Functional Behavior Assessment Summary Table: "Cheat Sheet" for Step 3

Student: _____ School: _____ Date: _____

	Behavior	Prevent Data	Teach Data	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 Teach component of the PTR assessment (items #7 through #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).

PTR Functional Behavior Assessment Summary Table: Step 3

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			

PTR Intervention Checklist: Step 4

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

Hypothesis: _____

Prevention Interventions	Teaching Interventions	Reinforcement Interventions
☐ Providing Choices	****Replacement Behavior** *(What appropriate behavior will be taught)* ☐ Functional _____ ☐ Incompatible _____	****Reinforce Replacement Behavior** *(Write in the function of the problem behavior from the hypothesis)* ☐ Functional _____ ☐ Incompatible _____
☐ Transition Supports	☐ Specific Academic Skills	☐ Discontinue Reinforcement of Problem Behavior
☐ Environmental Supports	☐ Problem Solving Strategies	☐ Group Contingencies (peer, teacher)
☐ Curricular Modification (eliminating triggers)	☐ General Coping Strategies	☐ Increase Ratio of + to – Responses
☐ Adult Verbal Behavior (just be nice)	☐ Specific Social Skills	☐ Home to School Reinforcement System
☐ Classroom Management	☐ Teacher Pleasing Behaviors	☐ Delayed Gratification
☐ Increase Non-Contingent Reinforcement	☐ Learning Skills Strategies	
☐ Setting Event Modification	☐ Self-Management (self-monitoring)	
☐ Opportunity for Pro-Social Behavior (peer support)	☐ Independent Responding	
☐ Peer Modeling or Peer Reinforcement	☐ Increased Engaged Time	
Does the severity or intensity of the student's problem behavior pose a threat to self or others? ☐ Yes ☐ No If yes, is a crisis intervention plan needed? ☐ Yes ☐ No		

**All asterisked interventions need to be selected and included in the student's PTR Intervention Plan

Team form

PTR Interventions Checklist-Secondary

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

Prevention Interventions	Teaching Interventions	Reinforcement Interventions
❑ Providing Choices	****Replacement Behavior** ❑ Functional ❑ Incompatible (desired)	****Reinforce Replacement Behavior** ❑ Functional ❑ Incompatible (desired)
❑ Transition Interventions/Planning	❑ Study Skills/Test-taking Strategies	❑ Increase Non-Contingent Reinforcement
❑ Visual Cues/Tools	❑ Social Problem Solving Strategies	❑ Discontinue Reinforcement of Problem Behavior
❑ Curricular/Assignment Modification/Flexibility	❑ General Coping Strategies	❑ Group Contingencies (peer, teacher)
❑ Adult Verbal Behavior	❑ Teacher Pleasing Behaviors	❑ Increase Ratio of + to – Responses
❑ Classroom Management	❑ Learning Strategy Instruction	❑ Home to School Reinforcement System
❑ Setting Event Modification	❑ Self Management	❑ Establish Crisis Intervention
❑ Opportunity for Pro-Social Behavior	❑ Basic Academic Skills	
❑ Peer Support/Cooperative Grouping Activities	❑ Specific Social Skills Training	

All asterisked interventions need to be selected and included in the student's PTR Intervention Plan

Chapter 5: Intervention Scoring Table

Directions:
1. Gather all completed PTR Intervention Checklists.
2. List the interventions selected number 1 by each team member.
3. List the intervention selected number 2 by each team member and so on until all interventions are listed.
4. Determine the mean rank of all interventions selected.
5. List the interventions in order of rank.
6. Place an asterisk next to the interventions selected as number 1 by the teacher.
7. As a team, discuss the ranked interventions and come to a consensus on at least one Prevent, one Teach, and one Reinforce strategy.

Intervention Scoring Table

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

Hypothesis:_____

_____

Prevent	**Rank**	**Teach**	**Rank**	**Reinforce**	**Rank**
1.		1. Replacement behavior ❑ Functional ❑ Desired or pro-social		1. Reinforce replacement behavior ❑ Functional ❑ Desired or pro-social	
2.		2.		2.	
3.		3.		3.	
4.		4.		4.	
5.		5.		5.	
6.		6.		6.	
7.		7.		7.	

A replacement behavior must be included in the student's behavior intervention plan.

Behavior Intervention Plan/Positive Behavior Support 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

Training Checklist

Directions for developing the form:
1. Select an intervention and write it next to the appropriate component.
2. As a team, use the specific, step-by-step behavior intervention plan to identify the steps to be performed. Write one step in each box.
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, use direct instruction methods to practice each step (i.e., role play, modeling, feedback).
4. Circle the Y if the intervention agent (i.e., person implementing the plan) correctly implements step(s).
5. Circle the N if the intervention agent 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.

Training Checklist

Student: _____

Intervention Agent: _____

Date of Training: _____

_____

Task Analysis 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		

PTR Plan Assessment

Teacher: **Student:**   **Date:**

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	 Y / N / NA Y / N / NA Y / N / NA Y / N / NA	1 2 3 4 5
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	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	 Y / N / NA Y / N / NA Y / N / NA	1 2 3 4 5
Reinforce asking to be excused • Provide 1 minute break each time Isaiah asks to be excused	Y / N / NA	1 2 3 4 5
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	1 2 3 4 5
Behavior Plan Assessment Implementation: Total # of Y/Y + N total		

PTR Plan Assessment (Fidelity)

Teacher: **Student:**   **Date:**

Interventions **PREVENT**	Implemented	Impact
	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		

Weekly Behavior Support Plan Assessment

Student: _____   Teacher: _____   Date:_____

1. To what level did we implement the plan we proposed?				
Low		Moderate		High
1	2	3	4	5
Comments:				

2. To what degree is the plan having a positive impact on the student's behavior?				
Low		Moderate		High
1	2	3	4	5
Comments:				

3. To what degree is the plan having a positive impact on the student's academic achievement?				
Low		Moderate		High
1	2	3	4	5
Comments:				

Self-Evaluation: Evaluation, Monitoring, and Maintenance
Social Validity

Please score each item by circling the number that best indicates how you feel about the PTR intervention(s).

1. Given this student's behavior problems, how acceptable do you find the PTR behavior plan?

1	2	3	4	5
Not at all acceptable		Neutral		Very acceptable

2. How willing are you to carry out this behavior plan?

1	2	3	4	5
Not at all willing		Neutral		Very willing

3. To what extent do you think there might be disadvantages in following this behavior plan?

1	2	3	4	5
None likely		Neutral		Many likely

4. How much time will be needed each day for you to carry out this behavior plan?

1	2	3	4	5
Little time will be needed		Neutral		Much time will be needed

5. How confident are you that the behavior plan will be effective for this student?

1	2	3	4	5
Not at all confident		Neutral		Very confident

6. How likely is this behavior plan to make permanent improvements in this student's behavior?

1	2	3	4	5
Unlikely		Neutral		Very likely

7. How disruptive will it be to carry out this behavior plan?

1	2	3	4	5
Not at all disruptive		Neutral		Very disruptive

8. How much do you like the procedures used in the proposed behavior plan?

1	2	3	4	5
Do not like them at all		Neutral		Like them very much

9. How willing will other staff members be to help carry out this behavior plan?

1	2	3	4	5
Not at all willing		Neutral		Very willing

10. To what extent are undesirable side-effects likely to result from this behavior plan?

1	2	3	4	5
No side-effects likely		Neutral		Many side-effects likely

11. How much discomfort is this student likely to experience during this behavior plan?

1	2	3	4	5
No discomfort at all		Neutral		Very much discomfort

12. How willing would you be to change your routines to carry out this behavior plan?

1	2	3	4	5
Not at all		Neutral		Very willing

13. How well will carrying out this behavior plan fit into the existing routine?

1	2	3	4	5
Not at all well		Neutral		Very well

14. How effective will the intervention be in teaching your student appropriate behavior?

1	2	3	4	5
Not at all effective		Neutral		Very effective

15. How well does the goal of the intervention fit with the team's goals to improve the student's behavior?

1	2	3	4	5
Not at all		Neutral		Very much

(Adapted from the TREATMENT ACCEPTABILITY RATING FORM—REVISED; TARF-R, Reimers & Wacker, 1988)

Tier 3 FBA and BIP Technical Adequacy Evaluation

District/State _____   Evaluator _____   Date of Review _____   IRR ☐ Yes ☐ No IRR Score: _____
ID _____   Date of FBA _____   Date of BIP _____

Directions: Score each item using the Product Evaluation Scoring Guide.

Component	Item	Scoring Guide	Score
Part I. FUNCTIONAL BEHAVIOR ASSESSMENT Data Gathering and Hypothesis Development	1. Input is collected from multiple people/sources to complete the functional behavior assessment. *Check all that apply.* ☐ Student interview ☐ Parent interview ☐ Teacher interview ☐ Rating Scales ☐ Direct Observations ☐ Record Review ☐ Efficient FBA (team meeting, ERASE, etc.) ☐ Other _____	**0** = unable to determine **1** = 1 source/person or list of signatures with no detail **2** = two or more sources with supporting details	
	2. Problem behaviors are identified and operationally defined. (Easily observable and measurable). If more than one behavior is identified, it is clear which behaviors will be the focus of the FBA List problem behavior(s): _____	**0** = none operationally defined **1** = behaviors are defined, but are ambiguous or subjective **2** = ALL identified behaviors are operationally defined.	
	3. Baseline data on the problem behaviors are collected and detailed or summarized. The data are in addition to office discipline referrals (ODR), in-school suspension (ISS), and/or out of school suspension (OSS) data. ☐Target Behavior ☐Method ☐Time Frame ☐Analysis	**0** = unable to determine **1** = data collected, but omits one or more essential details **2** = data collected, AND includes all 4 essential details	
	4. Setting events (i.e., slow triggers; antecedent events that provide the context or "set the stage" for a higher likelihood of problem behavior) are considered, identified (if present) and the contingency to the problem behavior is described. *List setting events (slow triggers):* Distant event_____ Environmental, social, or physiological events_____	**0** = unable to determine, OR no indication setting events were considered **1** = identified, no contingency **2** = identified, AND contingency described, OR clear indication no setting events exist	
	5. Antecedent events (immediate triggers) that precede and predict the occurrence of problem behavior are identified and specified. List antecedents (triggers): _____	**0** = none, OR not antecedents **1** = identified, lacks detail **2** = identified AND detailed	

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Component	Item	Scoring Guide	Score
	6. Antecedent events in which problem behavior is least likely to occur (or appropriate behavior is more likely to occur) are identified and specified. List antecedents: _____	**0** = none, OR not antecedents **1** = identified, lacks detail **2** = identified AND detailed	
	7. Consequences (i.e., how others respond immediately after problem behavior occurs) are identified. List consequence(s): _____	**0** = none, OR not consequences **1** = identified, lacks detail **2** = identified AND detailed	
	8. An identifiable hypothesis or summary statement that includes three essential components (i.e., antecedent events, behavior, function) is present and linked to the antecedents and consequences listed in the FBA. Check each component present in the hypothesis and the presence of its ink to the FBA data ☐ Antecedent events ☐ Description of problem behavior ☐ Function of behavior	**0** = no identifiable hypothesis, OR no link to FBA data **1** = includes all 3 components, but antecedents or function are not valid, OR only partial link **2** = includes all 3 components AND all components are linked	
	9. Function of behavior is one identified in research literature, provides specificity, and is linked to FBA data. ☐ Positive reinforcement—To get/obtain (attention, tangible, sensory stimulation) _____ ☐ Negative reinforcement—To escape/avoid/delay (tasks, attention,, tangibles; painful/uncomfortable stimuli) _____ ☐ Multiple functions (positive and negative reinforcement) _____	**0** = no function identified, OR no hypothesis, OR function not in research literature **1** = function identified in research literature, not linked to FBA data. **2** = function identified in research literature, AND linked	
	FUNCTIONAL BEHAVIOR ASSESSMENT SCORE		**/18**

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Component	Item	Scoring Guide	Score
II. BEHAVIOR INTERVENTION PLAN	10. Behavior plan is developed in a timely manner (e.g., within 30 days) upon completion of the FBA. _____	**0** = no dates, OR >60 days **1** = >30 days **2** = ≤30 days	
	11. Hypothesis developed from the FBA is included or referenced on the behavior plan. _____	**0** = no hypothesis, OR substantially different **1** = similar (1-2 components) **2** = identical (3 components)	
	12. A minimum of one strategy that addresses and modifies antecedent events listed in the FBA hypothesis (Item 8) is identified and described in enough detail for implementation. List antecedents in hypothesis _____ List strategy(ies): _____	**0** = none identified, OR no link with hypothesis, OR not antecedent strategies **1** = identified, linked, NOT sufficient detail **2** = identified, linked, AND sufficient detail	
	13. A minimum of one replacement behavior that will be taught to the student is identified, linked to FBA hypothesis (item 8), and described in enough detail for implementation. List replacement behavior(s) to be taught: _____ List intervention strategies to teach replacement behavior _____	**0** = none identified, different function, OR function not identified in research literature. **1** = identified, linked, NOT sufficient detail **2** = identified, linked, AND sufficient detail.	
	14. A minimum of one strategy that will reinforce the replacement behavior and provide the same outcome/function stated in the hypothesis (item 8) as did the problem behavior is identified, and described in enough detail to implement. Function identified in hypothesis: _____ List reinforcement strategy(ies): _____	**0** = none identified, no link, OR no replacement behavior identified **1** = identified, linked, NOT task analyzed **2** = identified, linked, AND task analyzed	
	15. A minimum of one strategy that eliminates the maintaining consequences identified in the FBA is described with sufficient detail to implement (i.e., changes the way others respond to problem behavior). Function identified in hypothesis: _____ List strategies: _____	**0** = none identified, OR continue to provide same outcome **1** = identified, linked, NOT sufficient detail **2** = identified, linked, AND sufficient detail.	

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Component	Item	Scoring Guide	Score
	16. A need for a crisis plan is identified and justified by the team and plan procedures are described with sufficient detail if a need is indicated.	**0** = not addressed OR need identified but no plan **1** = procedures unclear **2** = specific procedures identified, OR no need indicated.	
	17. A specific plan for collecting monitoring data on both the problem and replacement behaviors following implementation of the behavior plan is included. _____ ☐ When/How often ☐ Who ☐ Method ☐ Review date	**0** = no plan, OR unable to determine **1** = partial plan, lacks details, AND/OR does not address both problem and replacement behaviors **2** = plan fully described AND addresses both problem and replacement behaviors.	
	18. A specific plan for collecting fidelity data on BIP implementation is included. _____ ☐ When/How often ☐ Who ☐ Method ☐ Review date	**0** = no plan, OR unable to determine **1** = partial plan, lacks details **2** = plan fully described	
	BEHAVIOR INTERVENTION PLAN TOTAL SCORE		**/18**

Feature	Score Obtained	Score Possible	Percent Obtained
I. Functional Behavior Assessment		18	
II. Behavior Intervention Plan		18	
Total Product Score		36	

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Tier 3 Functional Behavior Assessment/Behavior Intervention Plan—Technical Adequacy Evaluation Scoring Guide

Component	0 – Not Addressed	1 – Partially Addressed	2- Completely Addressed
Part 1: Functional Behavior Assessment (Data Gathering and Hypothesis Development)			
1. **Input is collected from multiple people/sources to complete the functional behavior assessment.**	Unable to determine if input was collected from multiple people/sources.	Vague indication that input was collected from more than one person/source; details missing **Examples:** • Checklist or list of names of people who participated in the FBA but no explanation of how they participated.	Clear documentation that input was collected from more than one source with supporting details. **Examples:** • Direct observation AND teacher/parent rating scales indicated or checked. • Statements such as, "The teacher(s) and the parent(s) were interviewed."
2. **Problem behavior(s) are identified and operationally defined (easily observable and measurable). If more than one behavior is identified, it is clear which behavior(s) are/will be the focus of the FBA.**	No problem behavior(s) are identified	• Behaviors are defined but definitions are ambiguous or subjective • Problem behavior(s) are checked from a list with no further definitions. **Examples:** • Expressing anger • Hostility • Off-task • Defiant • Non-compliant	• ALL identified problem behaviors are operationally defined (observable and measurable; can be seen, heard, counted), AND • If more than one behavior is identified, the FBA data show the target behavior that will be the focus of the assessment *Note: If the FBA only identifies one problem behavior, and the problem behavior is clearly defined, score '2'.* **Note; There may not be a clear statement that indicates the behaviors that will be the focus of the FBA. If the antecedents, functions, and hypothesis clearly identify the behavior(s) of concern, the criterion has been met.* *Note: Behaviors do not need to be broken down into discrete units (e.g., pushes until other person is moved 1.5 meters/inches), but behaviors are defined so that anyone can determine when the behavior starts and stops.* **Examples** • Measureable/Observable: ○ Disruption is defined as

			"hitting, kicking, and punching"
			  o Hits peers and teacher
			  o Shouts out curse words at the teacher
			  o Off task is defined as "playing with pencil, looking around the room, etc."

3. Baseline data on the problem behaviors are collected and detailed or summarized. The data are in addition to office discipline referrals (ODRs), in-school suspension (ISS), and/or out of school suspension (OSS) data.	Unable to determine from FBA information if baseline data were collected in addition to school-wide sources (i.e. ODR, ISS, OSS)	• Baseline data collected but omits one of the 4 essential details (e.g., method/format, time period data collected, target behavior on which data were collected, analysis of data). • Baseline data include all of the essential components but the time period of data collection occurred more than 30 days of FBA. • Baseline data were collected on a behavior other than the one that is addressed in the FBA. **Examples:** • Daily; Weekly; Monthly boxes checked from a list of options for data collection, etc. but no indication of the format data were collected, time period, or analysis. • Baseline data outcomes reported on "hitting" but target behavior for FBA is "cursing".	Baseline data collected on the specific behavior and description addresses the 4 essential details: (a) target behavior on which data were collected; (b) method/format (e.g., frequency, rating scale/DBR, ABC, duration, etc.), (b) the time period of the data collection (e.g., dates, statement such as "data collected over last 2 weeks), and (c) analysis of outcomes (e.g., average of 4 times a week). Data collected should be close in time to FBA (e.g., within 30 days). Data may be provided in graphic or narrative format. **Example:** • Frequency data box checked, dates-9/01/10-9/05/10, hitting averages 3 times a week, and hitting was the problem behavior targeted. • "Data collected over the last 3 weeks show that Jack curses 3-5 times a day." ('times' indicates frequency format).
4. Setting events (i.e., slow triggers; antecedent events that provide the context or "set the stage" for a higher likelihood of problem behavior) are considered, identified (if present) and the contingency to the problem behavior is described.	• Unable to determine based on available FBA information. No indication setting events were considered in relation to the problem behavior, OR • Listed events that are not setting events o(e.g., lists immediate triggers or antecedents, lists physical locations) **Example:** • Immediate antecedents such as "teacher gives a non-preferred task"	At least one setting event is identified, but lacks information on the contingency to problem behavior. **Example:** • A box is checked from a list on the FBA or a setting event is named but no additional details are provided. E.g., 'flickering lights' is listed as a setting event but no further explanation is given..	• At least one setting event is identified and contingency described, OR • Data clearly indicate no setting events exist. **Example:** • "When Jordan doesn't get enough sleep, the problem behavior happens more frequently.'

	• Classroom		
5. **Antecedent events (immediate trigger) that precede and predict the occurrence of problem behavior are identified and specified.**	• No antecedent events identified that are most likely to trigger or predict the occurrence of problem behavior, OR • Antecedent events listed would not be considered antecedents. **Examples:** • "Student gets upset." • "Joe slowly rocks in his seat and taps his head". • "There is no clear trigger."	• At least one antecedent event identified that is most likely to trigger or predict problem behavior, but lacks the detail to generate an intervention, OR • Multiple behaviors are identified but no clear indication of which antecedent events predict specific behavior(s). **Examples:** • A box is checked from a list of possible antecedents and/or routines on the FBA form or an antecedent is written but lacks detail (e..g, 'transition' is checked or the word is written, but no further detail on how specific transitions predict the behavior. • "Teacher demands" is listed, but is lacking details such as the type of teacher demands or the tasks involved in the demands, etc. • Multiple problem behaviors identified (e.g., yelling out, incompletion of tasks, teasing peers) and antecedents identified i(difficult tasks, chaotic environments, new tasks, transitions, etc.), but no indication of which antecedents predict specific behaviors.	• One or more antecedent events identified that trigger or predict problem behavior and includes enough detail or descriptor to generate an intervention , AND • If more than one target behavior is listed, clear description of the antecedent events that predict each target behavior is provided. **Examples:** • '"Teacher demand to complete written assignments" • Antecedent events for behavior 1 (fighting)—'peers make teasing comments during independent work time' Antecedents for behavior 2 (cussing)—'teacher presents demand to do a non-preferred task'
6. **Antecedent events in which problem behavior is least likely to occur (or appropriate behavior is more likely to occur) are identified and specified.**	• No antecedent events identified that are most likely to trigger or predict the occurrence of appropriate behavior, OR • Antecedent events listed would not be considered antecedents. .	At least one antecedent event identified in which problem behavior is least likely to occur or appropriate behavior is more likely to occur, but lacks detail. **Examples:** • "Specials" is written or checked but no further detail is provided. • "Engaged in preferred activities (but no further description of preferred activities)	One or more antecedent events identified in which problem behavior is least likely to occur or appropriate or pro-social behavior is most likely to occur, and includes some detail or descriptor. **Examples:** • When given hands-on activities to complete like Art • When allowed to work with a partner to complete a written assignment; • When doing preferred activities such as recess outside..
7. **Consequences (i.e., how others**	• No events or consequences identified	• At least one consequence identified that	• One or more consequences identified

respond immediately after problem behavior occurs) are identified.	that occur immediately after problem behavior, OR • The events listed are not consequences, OR • The consequences indicated are functions of behavior (e.g*., escapes, attention*) with no description of how the team reached the conclusion **Example:** • Token economy (not a consequence) • "Student loses self-worth and sense of accomplishment."	occurs immediately after problem behavior, but lacks details OR • Multiple target behaviors identified but no clear indication of which consequences follow specific target behaviors. **Example:** • 'Proximity" is identified as a consequence but no further descriptive detail	that occur immediately after problem behavior and includes some detail or descriptor, AND • If more than one target behavior is listed, clear description of the consequences that follow each target behavior is provided. **Example:** • Teacher moves next to the student (decreases proximal distance) • sent to the Guidance Counselor • verbal reprimand • redirects the student, • peers laugh • peers make comments to the student,
8. **An identifiable hypothesis or summary statement that includes three essential components (i.e., antecedent events, behavior, function) is present and linked to the antecedent events and consequences listed in the FBA.** *Note: Score of 0 on this question results in a score of 0 on Items 12, 13 and 14*	• No identifiable hypothesis included on the FBA, OR • A hypothesis statement is written but none of the components is linked to FBA data, OR • Hypothesis statement is written but is missing one or two components. • Hypothesis contains all the essential components, but is not found in one complete statement or is not easily identifiable. (e.g., each component-antecedent, behavior, & function-is found in different sections within the FBA but the reviewer must search the document to obtain all of the information.)	• Hypothesis written in an easily identifiable statement within the FBA, but includes an incorrect antecedent (when/context) or invalid function OR • Hypothesis contains all three components, but only one or two components linked to the FBA data. **Example:** • When student is frustrated, he displays aggressive behavior to avoid doing work. • When student is presented with a demand to do non-preferred tasks, he displays aggressive behavior because he is frustrated. • When student is presented with a demand to do non-preferred tasks, he displays aggressive behavior to avoid doing work. *FBA data did not indicate demands as an antecedent.*	• Easily identifiable hypothesis written in one complete statement in the FBA, contains all three of the essential components and all three components are linked to the FBA data. **Examples of a Completed Hypothesis:** • When the student is given a math assignment (antecedent), s/he will rip the assignment into pieces and throw it on the floor (description of problem behavior). As a result, the student is able to avoid completing the task. (function of behavior). • The student shows aggressive behavior when he is given a non-preferred task which gets him an escape from the task.
9. **Function of behavior is one identified in research literature, provides specificity, and is linked to the FBA data.**	• No function identified, OR • No identifiable hypothesis, OR • The function is not identified in research literature	Function is present, and is identified in research literature but is not linked to FBA data.	Function is present, is identified in research literature, and is linked to FBA data. **Example:**

Note: Score of 0 on this question results in a score of 0 on Items 13 and 14.	**Examples** • Revenge, vengeance, control, power, status, etc.	**Example:** • Function is 'attention from peer' but no FBA data indicate that problem behavior consequences result in peer attention.	• Function is 'attention from peers' and FBA data indicate that problem behavior consequences result in peer laughter, comments.

| Part II: Behavior Intervention Plan |||||

10. Behavior plan is developed in a timely manner (e.g., within 30 days) upon completion of the FBA.	• No dates included on FBA and BIP to determine time span between development, OR • BIP developed ≥60 days after FBA was completed, OR • BIP date occurs prior to the FBA date	BIP developed >30 days but less than 60 days after FBA was completed based on dates provided on documents.	BIP developed ≤ 30 days after FBA was completed based on dates provided on documents. **Examples:** • Dates clearly visible on both the FBA and BIP; OR • There is only one date on the document and it is clear that the FBA and BIP were developed at the same time (i.e. FBA/BIP occurred during one team meeting)
11. Hypothesis developed from the FBA is included or referenced on the behavior plan.	• No hypothesis is included or referenced on behavior intervention plan, OR • A hypothesis is included but is substantially different from the one included on the FBA (in all 3 components).with no explanation about the change.	Hypothesis is included or referenced on the behavior intervention plan and is similar to the one on the FBA (one or two components match), but not identical.	• Hypothesis is included on the behavior intervention plan and is identical in all 3 components to the one on the FBA, OR • The BIP references the FBA hypothesis AND the BIP and FBA appear to be part of the same document (e.g., stapled together, page numbers are continuous)
12. A minimum of one strategy that addresses and modifies antecedent events listed in the "when component" of the FBA hypothesis (item 8) is identified and described in enough detail for implementation. *Note: Score of 0 on Item 8 results in a score of 0 on this item.* .	• No antecedent identified in the hypothesis, OR • No link exists between antecedent strategies identified and hypothesis, OR • Strategies would not be considered antecedent strategies (e.g., teaching or consequential strategies rather than modifying antecedent events) **Examples:** • "transition supports" identified as antecedent strategy but FBA hypothesis does not identify transitions as an antecedent.	At least one antecedent strategy is identified and linked to the antecedent component of the hypothesis, but does not include enough detail about the intervention procedures that would allow another person to do the intervention correctly and completely. **Examples:** • Boxes with names of antecedent strategies checked but no additional details are offered. • Antecedent strategy identified and some details are provided, but essential details are missing for implementation (e.g., when to do the intervention, how	At least one antecedent strategy is identified, is clearly linked to FBA hypothesis and includes enough detail describing the intervention so that it can be implemented (e.g., who, when, where and how). The description is detailed enough that a stranger would be able implement the strategy with the student. **Example:** Immediately prior to presenting a demand to do a non-preferred task (*antecedent listed on hypothesis*), the teacher will verbally present two choices to Jack. The choices will be which tool to use for writing (e.g., pen or

			to present it to the student, etc.)	pencil, red pen or blue pen) and/or where to do the task (e.g., desk or round table; in classroom or with Ms. Cool—co-teacher)
13. A minimum of one replacement behavior that will be taught to the student is identified, linked to the FBA hypothesis (item 8), and described in enough detail to implement. *Note: [a]Score of 0 on item 8 and 9 results in a score of 0 on this item.* *Note: [b]Score of 0 on this item results in a score of 0 on Item 14.*	• No replacement behavior is identified OR • Replacement behavior identified but does not serve the same function as the problem behavior or is an alternate/ desired behavior that is not incompatible with the problem behavior, OR • The identified function is not one identified in the research literature (i.e. control, revenge, status, power, etc.), OR • No function identified in hypothesis **Examples:** • Replacement behavior identified is to "raise hand for attention", but problem behavior (calling out) occurs to escape tasks • The identified replacement behavior is for the student to "raise hand" in order to "gain control", not a research literature identified function.	At least one replacement behavior is identified and serves the same function as does the problem behavior or is incompatible with the problem behavior but is not described with enough detail to be implemented. **Examples:** • Replacement behavior is to "raise hand for attention", it matches the attention function but no clear description of how to implement the intervention is included, OR • Replacement behavior is "remain on task" (incompatible to problem behavior), but no clear description of how to implement the intervention is provided.	At least one replacement behavior is identified, serves the same function as the problem behavior or is incompatible with the problem behavior, and is described with enough detail to be implemented (i.e., a stranger would be able to implement the strategy). **Example:** • Fred will be taught to "raise his hand" to get teacher/adult attention. Prior to class discussions, an adult will review when and how Fred will raise his hand to get attention. A pre-arranged signal (picture of raised hand) will be used for the times Fred forgets to raise his hand."
14. A minimum of one strategy that will reinforce the replacement behavior and provide the same outcome as did the problem behavior is identified and described in enough detail to implement. (hypothesis function) *Note: [a]Score of 0 on Item 13 results in a score of 0 on this item.* *Note: [b]Score of 0 on item 8 and/or 9 results in a score of 0 on this item.*	• No strategy identified on BIP, OR • Reinforcement inventory/items checked off from a list with no additional detail OR • The reinforcement strategy is not linked to the function of the problem behavior, OR • No replacement behavior was identified in Item 14, OR • No function identified in hypothesis **Example:** Reinforcement strategy identified is for student to receive a sticker each time he/she raises hand, but problem behavior (calling out) occurs to escape tasks.	At least one strategy is identified to reinforce use of replacement behavior and results in the same outcome/function as did the problem behavior, but does not include a task analysis or clear description of procedures for implementing the strategy. **Example:** Reinforcement strategy identified is for student to receive teacher attention and a sticker each time he/she raises hand for attention, and student's problem behavior (calling out) occurs to obtain teacher attention, but no detailed description of procedures is provided.	At least one strategy is identified on BIP to reinforce use of replacement behavior, results in the same outcome/function as the problem behavior and is described in enough detail so that a stranger would be able to implement the intervention. **Example:** "Each time Fred raises his hand, he will get attention from the teacher (thumbs up) and a sticker with positive praise (way to go). At the end of the day, Fred can use his stickers to select from (a) being the teacher's helper, (b) going to the office to talk with the principal, or (c) playing a game for 10 minutes with a peer of his choice."

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15. **A minimum of one strategy that eliminates the maintaining consequences identified in the FBA and is described with sufficient detail to implement (i.e., changes the way others respond to problem behavior).** *Note: Score of 0 on Item 8 and 9 results in a score of 0 on this item.*	• No strategies identified on BIP to minimize reinforcement of problem behavior, OR • Strategies are identified but continue to provide same outcome (function). **Example:** The strategy is 'If the student yells at the teacher, the teacher will remove the student to time-out' and the function was identified as escape.	At least one strategy is identified on the BIP to minimize reinforcement of the problem behavior and is linked to the function, but is not described with enough detail to implement**.** **Examples:** • A box is checked from a list of possible strategies. • Planned ignoring is listed for a student whose behavior resulted in attention, but no detail on how the strategy will be implemented is given.	At least one strategy is identified on the BIP to minimize reinforcement of the problem behavior, is linked to the function and is described with enough detail to implement. **Example:** When the student calls out, the teacher will not respond (neutral facial expression, no verbal comments). If the student continues to call-out, the teacher will use a flat affect (monotone, minimal eye contact) to verbally redirect the student to use his replacement skill.
16. **A need for a crisis plan is identified and justified by the team, and plan procedures are described with sufficient detail if a need is indicated.**	• No crisis plan developed although product indicated a need for a plan, OR • No evidence or documentation provided that showed team considered the need for crisis plan.	Need for crisis plan is indicated, but procedures are not described with sufficient detail. **Examples:** • Plan does not specify who, what, when and how things will be done during a crisis situation. • Plan states "office will be called to escort student out of room" but does not provide additional details.	• Need for crisis plan is indicated and procedures are described with sufficient detail OR • There is documentation that the team agreed that no crisis plan is needed. **Examples**: • BIP indicates crisis plan is needed and specifically outlines who, what, when and how things will be done during a crisis situation. • BIP indicates that no crisis plan is necessary (e.g., checks a box, or provides a statement).
17. **A specific plan for collecting monitoring data on both the problem and replacement behaviors following implementation of the behavior plan is included.**	• No plan for collecting data on either problem or replacement behavior is included in the plan OR • Unable to determine if there is a plan	A plan is described for either the targeted problem behavior or the replacement behavior and includes 1-3 relevant details (e.g., who, how often, format/type, review date) **Example:** • Teacher will monitor (who) • Frequency box is checked (how) • Teacher will collect frequency data daily.(who, how, when)	A detailed and specific plan describing who, how often, the format, and the review date for collecting outcome data on both the problem and replacement behavior following implementation of the BIP is included and is linked to the target problem behavior on the intervention plan. **Example:** Who: All teachers working with the student When: Every day at the end of each class

			(math, art, etc.) Format: Rating each occurrence of the behavior Review Date: Within two weeks.
		• Plan is included, but the data are collected on a behavior that was not the focus of the FBA/BIP. • Graphs will be charted (no indication of who, how often, when it will be reviewed) • Plan states that teacher (who) will use point cards (format) but no further information provided. • Boxes checked from a possible list of evaluation options, without providing any specific details. • Plan describes data collection procedures for throwing pencils but the behavior addressed on the FBA/BIP was hitting peers.	
18. A specific plan for collecting fidelity data on BIP implementation is included.	• No plan included on BIP describing specific procedures for collecting fidelity of implementation data, OR • Follow-up fidelity mentioned but lacks details (who, data method, schedule of measurement, review), making plan difficult to replicate. **Example:** • Statement suggesting fidelity, but lacking specific details, e.g., "Behavior specialist will collect fidelity."	Plan included on BIP describing procedures for collecting data on fidelity of implementation, but is missing two or more details (who, data method, schedule of measurement, review) **Example:** • Boxes checked from drop down lists indicating who, method, schedule, and/or review dates • Statement suggesting fidelity will be evaluated but methods are lacking two or more details, e.g., Fidelity will be evaluated once a week.	Detailed and specific plan included on BIP describing procedures for collecting fidelity of implementation data (e.g., who, when, how, review). **Examples:** • The guidance counselor will observe the plan being implemented once a week for 2 weeks and data will be reviewed in 3 weeks. • The teacher will complete a weekly self-assessment that will rate the degree of the plan's implementation. Data will be reviewed within 3 weeks.

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