**PTR ACTIVITY PACKET**

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**PTR Step 1: Developing Short Term Goals for Paris**

**Activity 2b**

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

**Step 1: Individualized Behavior Rating Scale Tool (IBRST)**

 Student:      School:       Teacher(s):

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Target Behavior** | **Date** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |                           | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 |
|  |                           | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 | 54321 |

**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 2: Activity**

**PTR Functional Behavior Assessment Summary Table**

**Student: Paris School: ­­­­­­­­­­­­­­­Cotton Candy Date: 2/26/06**

|  |  |  |  |
| --- | --- | --- | --- |
| **Behavior** | **Antecedent/Prevent Data** | **Function/Teach Data** | **Consequences/Reinforce Data** |
| **Call-outs** | **Tasks*** **Independent work—specifically when seatwork**
* **Teacher led lessons—academics both whole and small group**
* **Non-preferred activities—activities that involve paper/pencil, academic content (reading and lang.arts)**
* **Given demands/requests to start working**
* **During transitions** between activities-specifically from preferred to non-preferred

**Setting events:*** When Paris is **fatigued (sleep deprived)**, behavior more likely to occur
 | * **Get attention from any peer or any adult**
* **Structured activities—wanting to terminate** (incomplete work or illegible); wants to be ‘done’;
* Transition: **Wanting to rush to next task; terminate reading and writing to go to centers**
 | * Redirection or reminders
* Gets **reactions** from peers)
* Seat location changed (moved away from other students)
* Stays in from preferred activities (specials, recess) to complete work (when this happens, she has one-to-one attention with teacher or other adult)
 |
| **Pro-social** | **Activities*** **Computer,** **center time (**spelling stamps, listening center, computer, listen and learn**), math**

**Classroom arrangement*** **Teacher proximity** (close by)
 | Desired Skills to be taught* Social skills
* Problem solving
* Getting attention in appropriate ways
* Asking questions when appropriate
* Staying on task and completing work
* Complying with instructions
 | * Social time with teacher and staff
* Computer
* Playing games
* Outside activities
 |

**Step 2: Activity**

**Hypothesis for Paris**

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

**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). |

**Activity Step 3:**

**PTR Behavior Intervention Plan—Paris**

**Hypothesis:**

**TEACH** Behavior Interventions

|  |  |
| --- | --- |
| **Intervention** | **Specific Steps** |
| **Prevention**  | **Steps:** |
| **Teach Replacement Behavior****(choice between raising hand, requesting attention, academic engagement)** | **Steps:** |
| **Reinforce Replacement Behavior** | **Steps:** |