**Step 3: PTR Intervention Checklist/Elementary**

Student:       School:       Date:      Completed by:

Hypothesis:

|  |  |  |
| --- | --- | --- |
| **Prevention**  **Interventions** | **Teaching**  **Interventions** | **Reinforcement**  **Interventions** |
| Providing Choices | **\*\*Replacement Behavior** *(What appropriate behavior will be taught?)*  Functional Equivalent  Alternate Skill (desired) | **\*\*Reinforce Replacement Behavior** *(Write in the function of the problem behavior from the hypothesis)*  \*\* Function  Additional |
| Transition Supports | Specific Academic Skills | \*\* Discontinue Reinforcement of Problem Behavior |
| Environmental Supports | Problem Solving Strategies | Group Contingencies (peer, teacher) |
| Curricular Modification (eliminating triggers) | General Coping Strategies | Increase Ratio of + to – Responses |
| Stay Close (positive caring, comments) | 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