APPENDIX 5.1 **PTR Intervention Checklist**

Student Date

|  |  |  |
| --- | --- | --- |
| ***Prevent* interventions** | ***Teach* interventions** | ***Reinforce* interventions** |
| Provide choices | **\*Replacement behavior**  Functionally equivalent  Alternative skill (desired) | **\*Reinforce replacement behavior**  \*Functionally equivalent  Alternative skill (desired) |
| Transition supports | Teach specific academic skills | **\*** **Discontinue reinforcement of problem behavior** |
| Environmental supports (enhance independence, engagement, predictability) | Teach problem-solving strategies |  |
| Curricular modifications | Teach general coping strategies |
| Stay close/Noncontingent attention (positive, caring comments; positive gestures) | Teach specific social skills |
| Classroom management (whole class) | Teach active engagement |
| Peer modeling | Teach learning skills strategies |
| Setting event (slow trigger) modification/neutralization | Teach self-management (self-monitoring) |
| Peer collaboration/Support | Teach independent responding |
| Does the severity or intensity of the student’s problem behavior pose a safety threat or danger to the student or to others?  Yes No  If yes, is a crisis or safety plan needed? Yes No | | |

\*Required to be selected and included in the student’s PTR Behavior Intervention Plan.

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