

PTR Intervention Checklist

Student _____ Date _____

<i>Prevent</i> interventions	<i>Teach</i> interventions	<i>Reinforce</i> interventions
<input type="checkbox"/> Provide choices	*Replacement behavior <input type="checkbox"/> Functionally equivalent <input type="checkbox"/> Alternative skill (desired)	*Reinforce replacement behavior <input type="checkbox"/> *Functionally equivalent <input type="checkbox"/> Alternative skill (desired)
<input type="checkbox"/> Transition supports	<input type="checkbox"/> Teach specific academic skills	*<input type="checkbox"/> Discontinue reinforcement of problem behavior
<input type="checkbox"/> Environmental supports (enhance independence, engagement, predictability)	<input type="checkbox"/> Teach problem-solving strategies	
<input type="checkbox"/> Curricular modifications	<input type="checkbox"/> Teach general coping strategies	
<input type="checkbox"/> Stay close/Non-contingent attention (positive, caring comments; positive gestures)	<input type="checkbox"/> Teach specific social skills	
<input type="checkbox"/> Classroom management (whole class)	<input type="checkbox"/> Teach active engagement	
<input type="checkbox"/> Peer modeling	<input type="checkbox"/> Teach learning skills strategies	
<input type="checkbox"/> Setting event (slow trigger) modification/neutralization	<input type="checkbox"/> Teach self-management (self-monitoring)	
<input type="checkbox"/> Peer collaboration/Support	<input type="checkbox"/> 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? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, is a crisis or safety plan needed? <input type="checkbox"/> Yes <input type="checkbox"/> No		

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

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Prevent Interventions-Appendix A

The following are descriptions of the Prevention interventions included on the PTR Intervention Checklist. These can be used as strategies to directly modify or adapt the setting and immediate events (i.e., antecedent events) that trigger the student to perform the problem behavior. Prevention interventions, when implemented, are intended to modify the context or trigger so that problem behavior is no longer relevant or necessary for the student to perform.

PROVIDE CHOICES

Definition. Providing the student a choice between two or more options.

Description of strategy. The strategy sets up opportunities for the student to make a choice between two options. When used as a prevention intervention, the team determines valid choice options that could be offered in a time proximal with the antecedent events associated with the problem behavior. The primary components of the strategy include: (a) determining the choice options to be presented, (b) when to present the choice, (c) how to present the choice, and (d) how to release the student to the choice selected.

Reason for using the strategy. When problem behaviors occur during non-preferred routines or activities, choice-making provides the student with autonomy on how he/she will do the task demand. This is sometimes referred to as “shared control”. That is, the teacher selects the choice options that are acceptable in the classroom and task context and the student selects the option that is most preferred. This strategy also serves as a distraction by shifting the student’s focus from the task demand to the two choice options related to doing the task.

Consider using this intervention when the PTR assessment information indicates:

- Problem behavior occurs when instructional requests are made of the student

- Problem behavior occurs when transitioning from preferred to non-preferred activities
- Student uses behavior to delay, avoid, or escape demands

Examples of choice options:

- Choosing **materials** to use in a task: Choose colors of pen ink
- Choosing **between** different tasks: Choose a math or writing task
- Choosing **where** to work: Choose to work at a desk or at the table
- Choosing **when** to do a task: Choose writing first, math second.
- Choosing **a person** to work with: Choose Max or Sue
- Choosing **to end** an activity: Choose when to stop art and start journal.
- **Refusing** an option: Decline a specific food item at snack

Steps for Implementation

1. Determine the situations or events in which the student has the problem behavior.
Examples might include when asked to do a pencil-paper task or when asked to stop a preferred to do a non-preferred activity.
2. Decide appropriate and valid choices that can be presented during those times. The choice options listed earlier can be used to help in making the selections. For example, if the behavior happens when a demand is made, a “within” choice can be presented by presenting options for materials to be used to engage in the task. For example, a student can be offered a choice between a pencil or a thin magic marker for doing a math worksheet. When determining choice options, make sure that both choice options are valid choices and will be honored.

3. Determine the specific situations and times that choice-making will be implemented. The hypothesis developed from the PTR Assessment information will have the antecedent events that trigger the behaviors. For example, if the student exhibits problem behaviors during independent work and transitions, the decision might be to present choices during those events throughout the day or to select one independent work routine in which to introduce the strategy.
4. Provide choices to the student during the scheduled times identified. An important discussion point for the PTR team is to determine the exact time to offer the choices in relation to the presentation of the antecedent. For example, if it was determined that choices would be presented when an adult makes an instructional request to do non-preferred tasks involving writing demands, the team will need to decide whether the choice should be presented prior to or immediately after making the request. The answer will be contingent on how quickly the student performs the behavior when the antecedent event is present and what will be most feasible for the teacher.
5. Consider whether the student requires a time delay in making a choice. Some students may not have much practice making choices or need time to process the choice.
6. Honor the choice made by the student. For example, if the student chooses to do the math worksheet with a magic marker, immediately present the magic marker to the student.
7. Provide a positive comment/reinforcement to the student for making a choice. Making a choice is a socially valid behavior that is generalizable to other routines and settings; thus, it is an important skill for the student to have in his/her repertoire. Thanking the

student for making a choice may be an additional reinforcement for the student and encourage repetition of the choice-making behavior.

Implementation Considerations

- Choice options should be provided immediately before or after the antecedent event that triggers the problem behavior. The time point selected must be prior to the student performing the problem behavior.
- Both choice options should be valid, available and honored by the adult making the choice. They should be both acceptable and preferable for the student. If the choice options are not equally preferable to the student or is unavailable after making the selection, it will most likely lead to failure of the strategy.
- Choices should be presented in the communication mode best understood by the student. If the student is nonverbal, the choices can be presented as pictures or photos. If the student does not have picture or photo representation, the choice options can be objects (e.g., showing the pen and the magic marker).
- If the team is concerned that the student may not select from the choice options, the intervention should consider including strategies for how to handle this. For instance, the teacher may represent the choice after a 5 second time delay or make the choice for the student after a specified number of offerings. If the team decides to add a strategy that has the teacher making the choice for the student, it should be described in positive terms (e.g., *“I’ll help you make the choice. How about choosing the magic marker (while teacher hands the magic marker to the student)?”*)

Supporting Evidence

Carlson, Luiselli, Slyman, & Markowski (2008)

Patall, Cooper & Wynn (2010)

Rispoli et al. (2013)

Ulke-Kurkcuoglu & Kircaali-Iftar (2010)

TRANSITION SUPPORTS

Definition. Transition supports assist the student to change activities, settings or routines.

Supports can be verbal, visual, and/or auditory.

Description of strategy. Transition supports provide predictability of a day's sequence of activities and create positive routines before, during, and after transitions. The transition cue can support the student switching to a different activity within the same physical setting, switching the activity by moving to a new location or preparing the student for new people. Cues can be visual, auditory, motoric, or a combination. Transition supports can be individualized (i.e., built into an individual schedule or only available to this student) or used for the entire class. The transition support can also include a cue or checklist for the expected transition behaviors the student will perform and the reinforcement that the student will earn when transitioning.

Reason for using strategy. Transitions are a considerable part of a school day. Presenting a cue prior to a transition allows the student to predict the sequence of events and be prepared for the new event. For students who may have problems transitioning between activities and/or physical locations, transition supports can modify the feature of the transition that triggers problem behaviors so that the problem behavior is no longer relevant. For example, if a student

has a problem transitioning to a new activity before the previous activity is finished, the transition support can either provide the student with enough warning to finish the task prior to the transition or can provide the student reassurance that she will have time later to complete the task.

Consider using this strategy when the PTR hypothesis indicates that the student:

- Performs problem behavior immediately prior to or during transitions.
- Does not understand what is expected during a transition.
- Has difficulty physically moving from one activity to another.
- Has difficulty ending a preferred activity
- Function is to delay, stop, or avoid a transition.

Examples of transition supports:

- **Auditory:** Playing a song, chanting a phrase, or providing an audible cue (bell or chimes)
- **Visual:** Showing a symbol or picture, flipping over a sign, or pointing out a visual timer
- **Motoric:** Having a dance or physical movement associated with upcoming changes in activities.
- **Visual checklist of transition behaviors:** A checklist can be made for the student that lists each transition behavior to be performed with the student checking off each behavior and receiving a reinforcement for performing them. This example blends a transition cue (visual checklist) and teaching the student a desired or alternative behavior.
- **Video:** Using a video to provide a model of transition behaviors prior to transitioning. The videos can be on smart phones or tablets as well as computers or virtual technology and can

be a recording of the student or a peer performing appropriate transition behaviors (also known as video priming or a simulation (virtual technology)).

Steps for Implementation

1. Review the PTR Assessment information and hypothesis to determine the transition(s) in which the student demonstrates problem behavior. Evaluate whether problem behavior occurs just prior to or during transitions, or when the student is beginning to start the next activity. Problem behavior also may be seen throughout the transition sequence. Ascertain the specific reason that transitions are events setting the stage for problem behavior for the student.
2. Identify and define specific behaviors for transitioning (e.g., put away materials, get supplies for the next activity, line up, physically move from one place to another, etc.). Even though transition supports are most often cues signaling the student to get ready for a transition, they can also provide the student with the specific transition behaviors expected. By defining and including these specific behaviors in the cue for the transition, the teacher will have opportunities to teach the student the expected behaviors and reinforce the student for performing them.
3. Develop the transition support that will best modify the reasons transitions trigger problem behaviors. This could include a two-minute warning, as well as visual, auditory, and motoric cues. Build in a cue that allows the student to anticipate and prepare for transitions.
4. Implement the transition support prior to the problematic transition. Initially, the teacher may need to review the transition support intervention with the student by modeling and role playing. Cues may be necessary to remind the student about the upcoming transition support.

As the transition support becomes part of the daily routine, some of the practice and cueing may be faded.

Implementation Considerations

- It is important to provide a consistent routine or ritual for transition supports. The routine cue will allow the student to quickly predict an upcoming change.
- Including transition times in student schedules can serve as another opportunity to cue the student when to expect transitions.
- The student may need direct instruction in the specific behaviors to perform while making the transition (lining up, walking in the hallways) and reinforcement for performing the appropriate behaviors.

Supporting Evidence

- Cihak Fahrenkrog, Ayres, & Smith (2009)
- Cote, Thompson, & McKerchar (2005)
- Schreibman, Whalen, & Stahmer (2000)

ENVIRONMENTAL SUPPORTS

Definition. Clear and detailed cues that provide the student with an understanding of his/her environment.

Description of strategy. Environmental supports consist of visual and/or auditory cues that let the student understand what is currently happening in the environment, what will be happening throughout the day, and/or scheduled changes in routines. The supports can promote the student's engagement in activities and enhance communication. Supports can be objects,

pictures, written words, video/audio recordings, or icons. The supports are carefully taught to and systematically used with the student.

Reason for using the strategy. By providing concrete representation of events, environmental supports allow for predictability of routines and events while decreasing anxiety or uncertainty. They can provide structure to a student's day and offer motivation to the student for engaging in activities and increasing his/her independence. They can also afford clear and consistent behavioral expectations for specific routines.

Consider using this strategy when the PTR assessment information indicates that problem behavior occurs when:

- The student has difficulty understanding what is happening within the environment.
- The student experiences a change in routine or schedule.
- The student does not understand behavioral expectations or behavioral expectations are not clearly and consistently defined

Examples of environmental supports:

- **Visual schedules and calendars:** A visual sequence of the day's activities
- **Task cards.** Cues on smaller formats than schedules (e.g., 3-5" index cards, business cards) to help students remember expected behaviors or communication starters to perform in specific routines, social situations, or activities.
- **Video modeling.** A video recording that provides information on an environmental setting that may be new to the student or exemplars of behavioral expectations to be performed by the student in the environment.
- **Choice boards:** A visual display of activities or reinforcers from which to choose

- **Boundary identification:** Providing a carpet square with the student's name to sit on; using a checkered tablecloth for snack time and a striped tablecloth for art time.
- **Labels:** Placing photograph, picture, or written word symbol on objects and areas
- **Activity Ending:** Visual or auditory symbol indicating the end of an activity, such as having a finished folder to place daily activities as completed, timers (visual or auditory)

Steps for Implementation

1. Determine the antecedents in which the student performs the problem behavior and the reasons that the antecedents are triggers.
2. Discuss the type of environmental support that will best directly modify the antecedent and prevent problem behavior occurrence.
3. Develop the environmental support. Consider the best method for representing the information on the environmental support. The first consideration should be having the support be normalizing for the student. That is, the support should not be one that makes the student look different than peers of the same age and grade level. For example, if most of the students have written planners for use as schedules, consider adapting the student's planner to address the antecedent that predicts problem behavior. The second consideration is to determine the level and form of communication. For instance, if the student cannot read, consider adapting the planner to include picture or photo representations along with the written words. Another example might be to develop a video recording for students who require modeling and prefer to watch videos rather than reading or listening to explanations.

4. Decide when to implement the environment support. For example, if the strategy is to use a visual checklist that lists each behavior in a routine to get started on an independent writing activity, determine when the visual checklist will be reviewed with the student in relation to the antecedent. This may happen at the beginning of the day or immediately before or after the antecedent event.
5. Teach the student to use the environmental support. General teaching steps should include the following:
 - a. *Explain the environmental support to the student.* The explanation includes showing the support and giving the reason the support is being used. Stress the benefits for the student.
 - b. *Model using the environmental support.* The antecedent event that triggers problem behavior can be used as the routine for modeling. The modeling session can occur in a simulated event or during the authentic event as it is occurring in the classroom. For example, if the antecedent event is a demand to do a multi-step writing activity that consists of several steps and the support is a visual checklist, the modeling session can be conducted during a time in which no other students are present while making the session be like the situation in which the demand is typically given. While modeling, the teacher will perform each step on the visual checklist. Prior to performing each step, the teacher will explain the step and say “watch me do this step”.
 - c. *Have the student practice using the environmental support via role playing.* After modeling the use of the support, the teacher will provide a practice opportunity

for the student. First, the teacher will explain to the student that they will be doing a role-play. The teacher will present the antecedent (e.g., demand to do a multi-step writing activity) and then prompt the student to use the support to do each step. As the student performs each step, the teacher will provide feedback. When the student does a step correctly, the teacher will provide a positive comment. If the student does not perform a step correctly, the teacher will provide corrective feedback in a positive way and have the student perform the step again (e.g., “Whoops! Let me show you how that step is done. Watch me first. I’ll give you another change to do it.”).

- d. *Prepare the student for implementation of the environmental support strategy in real time.* After the role-play, explain to the student when he/she will start using the environmental support and in which routines (antecedent events) the support will be used. Decide upon how the student will be prompted initially to use the support and explain to the student that at first, he/she will be reminded by the teacher when to use the support. These cues can be faded as the student assumes more independent use of the support.
6. Implement the support during the identified routine(s).

Implementation Considerations

- Direct instruction is often required to teach the appropriate use of the specific support.
- Be consistent in implementation and, when deciding to fade prompts, do so slowly and systematically. It may also be advisable to retain an environmental support. At times, adults assume students no longer need the support; however, almost all individuals

require environmental supports in everyday life. For example, consider what would happen if a person walked into or drove-through a McDonalds to order a meal and the environmental support of the menu on the wall or on the drive-through was removed. Most individuals would not be certain of the items they wanted to order or the prices. Fading prompts to use the environmental support are encouraged so that the student can achieve more independence.

- If the student is non-verbal and is using an augmentative/assistive technology device, consider embedding environmental supports within the device.

Supporting Evidence

- Koyama & Wang (2011)
- Murdock & Hobbs (2011)
- Pierce, Spriggs, Gast, & Luscre (2013)

CHANGES TO TASK DEMANDS/CURRICULUM

Definition. Changes in instructional task components such as content, method of presentation, and/or student outcomes

Description of strategy. There are two main categories of changing tasks: change in the **content** of the instruction or change in the **presentation** of the task.

Reason for using the strategy. Often, there is a close relation between a student's problem behavior and academic skills. There are many features of academic task demands that trigger behavior episodes. For example, the task may be too difficult or lengthy for the student. On the other hand, the task may be too easy or boring for the student. The mode of completing the task

may not be the preferred student method of learning (e.g., worksheets vs. hands-on; independent vs. cooperative peer groups). The student's interest in the task type or subject is another feature that can trigger behavior episodes. These various task features may result in the student performing problem behavior to avoid or delay engaging in the tasks and/or to get assistance in completing them. Making changes or adjustments to the FBA identified features of instructional tasks may prevent the occurrence of problem behaviors and concurrently enhance the student's engagement in the task and eventual mastery of the skill.

Consider using this strategy when the PTR assessment information indicates:

- Problem behavior occurs when academic demands are made of the student, specifically when the demands are difficult, lengthy, or non-preferred.
- Problem behavior occurs when easy or boring academic demands are requested of the student.
- Problem behavior occurs when the mode or method of engaging in the task is less preferred by the student.
- The student engages in problem behavior to escape an academic demand.
- The student refuses to engage in an academic task.

Examples of changes to task demands:

- **Task Presentation:** Tasks are presented in a way that makes the activity less distasteful and more likely that the student will do the task.
 - Task alternation – novel to familiar; maintenance to acquisition; non-preferred to preferred; teacher-directed to independent; lecture to interactive activities
 - Task division – break task up into smaller units

- Choices related to how task will be completed (e.g., independent of peer partner)
- Materials to use to engage in the task

Example of task division: A math worksheet with four rows of problems can be cut into 4 strips. The student is given one strip at a time, making the work sheet less overwhelming. As the student completes each row, it can be turned in to be checked, providing an opportunity for reinforcement of appropriate work behaviors.

- **Task Content Changes:** Academic activities are modified to be more meaningful
 - Task difficulty – reduce the level of difficulty to match the student’s skill level; provide errorless learning opportunities; teach replacement skills; shorten task, then gradually increase length or time
 - Task preference – incorporate student’s interests
 - Task meaningfulness – task is functional and relevant to student

Example of task meaningfulness: Rather than doing a sorting activity on a worksheet, the student could sort chocolate and white milk cartons in the cafeteria before lunch begins.

Steps for Implementation

1. Determine the specific task demand features that trigger problem behaviors. For example, does the problem behavior occur when the student is asked to complete independent worksheets that include difficult reading comprehension questions or does the problem behavior occur for all independent academic task? This information should be available through the functional behavior assessment.

2. Identify whether the student has the skills to do the task demand. If the student does not have an adequate skill level, the team will want to include an instructional plan for reducing the skill deficits along with changing the task demands.
3. Based on the specific features of the task demands that trigger the behavior episode, select a task change that would be appropriate. For example, if the trigger of the task demand is independent difficult math tasks, the team can select adjusting the difficulty of the task, changing the task presentation to be cooperative rather than independent, and/or offering a choice to the student on how to do the task (e.g., alone or with assistance, allowing student to choose five of the ten problems the student will complete).
4. Determine how the changes will be made to the tasks. For example, the teacher may review the task demands at the beginning of the week and make the changes necessary at that time, or the teacher may review the tasks in the morning and make the necessary changes.
5. Prepare the student for the changes. Prior to initiating implementation of the strategy, explain to the student the changes that will be made and the rationale for making the changes. Provide practice opportunities during this explanation so that the student can experience the strategy and provide feedback.
6. Determine the time point of the presentation of the task demand that the strategy will be delivered to the student. For example, will the teacher review the task changes with the student at the beginning of the day or at the point of presenting the task demand? Or will the teacher provide a preview of the task changes immediately before the task demand?

7. During implementation of the strategy, monitor the student's efforts and decide how the teacher will provide positive comments to the student while he/she is engaged in the changed task.
8. Evaluate whether the changed task had an impact on preventing the problem behavior and increasing the student's engagement in the task.

Implementation Considerations

- It is important to identify the specific **features** of the task that trigger problem behavior episodes. It is not sufficient to merely say "demands" is a trigger. Instead, the FBA should examine why the task demand is a trigger. This further detail will allow the team to select the most effective task demand change.
- Make sure that the student has the skills to do the task requirements. Review instructional assessments that provide information on the student's skills in the specific academic areas that trigger the problem behaviors. If the student does not have the skills to do the task, the team will need to provide instruction to teach the skills while adjusting the difficulty of the task demands.
- Identify ways to make the activity more motivating and interesting. Incorporating the student's preferred interests into an activity can result in him/her participating without problem behavior.
- Review **Increasing Opportunities to Respond** to determine whether changes to how instruction is delivered in the classroom can be incorporated in this strategy.

Sample References

- Blakeley-Smith, Carr, Cale, & Owen-DeSchryver (2009)

- Filter & Horner (2009)
- Haydon (2012)
- Lambert, Cartledge, & Heward (2006)
- McIntosh, Horner, Chard, Dickey & Braun (2008)
- Sanford & Horner (2012)
- Simonsen, Little, & Fairbanks (2010)

NON-CONTINGENT ATTENTION/POSITIVE COMMENTS

Definition. A strategy designed to build positive student/adult relationships and provide social attention to the student independent of the problem behavior being performed. In this strategy, the teacher provides positive attention (e.g., positive comments) about what the student is doing and/or engages in positive non-verbal behaviors (e.g., smiling, listening to the student). The attention is provided without the need for the student to perform a specific behavior.

Description of strategy. Non-contingent attention (NCA) provides a positive, safe, and caring environment in which the adult is established as a source of caring, empathy, and provider of positive comments. The non-contingent attention can be provided to the student in a fixed schedule (e.g., every 4 minutes, the teacher provides positive social attention) or a variable schedule (e.g.,

Rationale for using the strategy. Positive social attention is one of the most effective reinforcement tools to use with students. This strategy is one that works for all individuals and most likely occurs naturally in daily life. For example, if you are walking with your partner and he/she hugs you or takes your hand, it usually results in you feeling happy. Your partner did not

do this behavior because of a behavior you exhibited; rather, it was done spontaneously. This act can then impact your behavior. You may smile or initiate a pleasant conversation. For students, whose problem behavior function is to access adult attention, providing positive attention prior to the student engaging in problem behaviors can make it unnecessary for the student to resort to problem behavior in obtain that attention and may make it more likely that the student will perform appropriate social or academic behaviors. When the delivery of positive attention is infrequent, and this is often the situation for students who have problem behaviors, the student will learn the most efficient and effective method for getting adult attention. Typically, this will happen by performing a problem behavior. By using Non-Contingent Attention, the student will learn that the adult cares about them and that he/she does not need to perform problem behavior to get adult attention.

Consider using this strategy when the PTR assessment information indicates:

- Being alone or without adult attention triggers problem behavior
- The student engages in problem behavior to access adult attention
- The student responds positively to praise or acknowledgement from the teacher
- The student engages in problem behavior to access peer attention

Examples of Non-Contingent Attention:

- Delivering positive verbal and/or physical greeting, smile, or eye contact with the student when he/she enters the classroom. For example, prior to giving a demand that triggers problem behavior, the teacher can go near the student and ask how his/her morning or day is going. As the student responds, intermix open ended questions, positive comments, and appropriate facial expressions/body posturing.

- Positively interacting with the student at fixed times (e.g., within 5 minutes, providing an interaction every 30 seconds)
- Making positive or neutral comments while the student is working on a task (e.g., “Doing OK?”, “I can tell you’re working hard.”).
- Being physically near the student (e.g., walking with student during transitions while engaging in positive interaction or non-verbal behaviors, having a kindergarten student sit in your lap while reading a story to the entire class)
- Adult engages in an activity (preferably non-academic) with student
- Rather than asking questions in which the only response options are yes, no, or I don’t know, ask questions that initiate and sustain a reciprocal conversation (e.g., what? who? how? when? where?).
- Making more “comments” than “demands” when working with the student

Example: “You need to work much faster” may trigger problem behavior while making a comment such as, “You are trying so hard to finish”, may prompt the student to work harder.

- Using clear, specific language when asking the student to do an activity
- Pairing student with peer to do cooperative work and training the peer to provide NCA

Steps for Implementation

1. For students, whose problem behavior function is to access adult attention, identify the routine/context for using the NCA strategy (e.g., the routines in which the problem behavior typically occurs). This can be identified through the FBA antecedent data.

2. Develop a list of positive comments/non-verbal behavior/social attention delivery that can be used within the routine, provide the attention function, and fit with the teacher's style. This can include a script for the teacher and other adults to follow.
3. Decide upon the physical proximity of the teacher to the student when delivering the NCA.
4. Decide on how frequently the NCA will be delivered. The options include a fixed schedule, variable schedule, or a specific positive/negative ratio for delivering the NCA. Develop the schedule selected. For example, if the teacher decides to do a fixed schedule, determine the length of the routine in which the NCA will be delivered and identify a feasible schedule of delivery (e.g., for a 15-minute routine, the teacher may elect to provide NCA every 3 minutes).
5. Whichever schedule is selected, decide how the teacher will be prompted to deliver the NCA (e.g., timer with a tone, silent vibrating timer, smiling faces placed around the room) and, if using the timer, the placement of the timer in the room.
6. Describe how the teacher will behave when the student performs problem behavior. When implementing NCA, the adult does not refer to the problem behavior or note that the student is behaving inappropriately.
7. Establish the criteria that will be used for changing the schedule of NCA. For example, after providing NCA every 3 minutes in a 15-minute routine for 5 days and the student's problem behavior has decreased to a specified level, the NCA delivery may be changed to every 5 minutes (or another schedule contingent upon the teacher and student). This

procedure should make gradual reductions in the delivery of NCA so that the student will not feel the need to revert to problem behavior to get sufficient social attention.

Implementation Considerations:

- Make sure that the NCA matches the function (i.e., attention). If the student's problem behavior is performed to escape attention or a task, NCA will be probably be ineffective.
- When designing the strategy steps, make sure that the non-contingent attention is occurring independent of the student performing a specific behavior. This is best addressed by setting up a fixed schedule for how often the teacher will provide the non-contingent attention and for how long.
- Be careful with facial expressions and non-verbal behaviors. These should match the positive attention/comments being provided.
- Evaluate the current ratio of positive to negative statements being delivered to the student and aim to increase that ratio. At a minimum, try to keep a 4:1 ratio of positive to negative statements. To assist in meeting this ratio, a teacher might put smiley faces around the room. Each time the teacher sees a smiley face, it will prompt him/her to make a positive statement. Another way is to set a daily goal of the number of positive statements to be made. The same number of paper clips could be put in the right pocket. Each time the teacher makes a positive statement, a paper clip can be moved from the right pocket to the left one.

Sample References

- Autsin & Soeda (2008)
- Banda & Sokolosky (2012)

- Enloe & Rapp (2013)
- Gonzalez, Rubio, & Taylor (2014)

CLASSROOM MANAGEMENT

Definition: Classroom Management refers to the procedures, strategies, and instructional methods a teacher uses to enhance appropriate student behavior and engagement in learning activities.

Description of Strategy. Classroom Management includes a clear description of the organization and structure of the environment. This includes a description of the instructional activities, behavioral procedures and routines, along with setting up a clear, comprehensible system of how a classroom will operate and how daily activities will occur so that appropriate behavior is encouraged and rewarded. Effective classroom management practices include the following features (Simonsen et al., 2008): (a) highly structured; (b) post, teach, review, monitor, and reinforce expectations; (c) use clear strategies to engage students in instruction; (d) establish and use a continuum of responses to appropriate behaviors; and (e) use a continuum of responses and strategies to consistently respond to inappropriate behaviors. This strategy is one that will be developed for use with the entire classroom; however, there may need to be additional strategy steps that ensures the specific student for whom the PTR intervention is being developed will be prevented in performing problem behaviors with classroom management. For some situations, a group-oriented contingency may be used to address a specific student's problem behavior within the classroom management plan.

Rationale for using the Strategy. When classrooms have clear rules for appropriate behavior that are consistently taught and reinforced, teachers spend less time addressing problem behaviors and more time in instructional activities.

Examples of Classroom Management

- **Providing structure**
 - Establish a schedule for how the instructional day flows including transitions and free-time and consistently follow the schedule
 - Post the schedule visually so that all students can view it
 - Refer to the schedule throughout the day so that students can learn and predict the daily routine
 - If multiple adults are in the classroom, provide a schedule of what each adult will be doing within each routine throughout the day.
 - Physically arrange the classroom so that adults can see all students and the students can see the adults. Students can move throughout the classroom without disturbing peers.
 - Use visual props/displays to indicate classroom procedures and routines (e.g., Stop sign on computers when unavailable).
- **Posting, teaching, reviewing, monitoring, and reinforcing behavioral expectations**
 - Establish, post, and routinely teach rules aligned with schoolwide behavioral expectations
 - Provide opportunities for the student to show appropriate “rule-following” behavior

- Prompt the student for appropriate behavior before the chance to exhibit inappropriate behavior.
- Embed classroom rules into daily lessons and activities. A specific behavior can be the focus each week.
 - **Example:** A rule, ‘speak kindly to others’, can be a theme for instructional activities. The student (along with the rest of the class) can play detective and count how many times the student, and others, are “caught in the act” of speaking kindly. Books that have characters struggling with speaking kindly to others can be read throughout the week.
- Provide peers with opportunities to teach classroom behavioral expectations to peers (this can be a supplemental strategy for the student who was the focus of the PTR intervention).
- Set up weekly rewards for student(s) who have been “caught” most often following the class rules (this can be a supplemental strategy for the student who was the focus of the PTR intervention)
- Provide active supervision by being vigilant in responding to appropriate behaviors.
- **Actively engage students**
 - Increase the frequency of delivering instruction that provide students with opportunities to respond (OTR). For example, when providing content to

students in a lecture mode, ensure that an opportunity to respond is provided at least once every 2-3 minutes.

- Include diverse ways of having the entire class respond to questions rather than calling on individual students. Strategies include response cards, white boards for writing answers, and using polling methods (e.g., online polling in which students go to a link on their computers or tablets to provide their responses to pre-planned questions).
 - Polling methods are excellent for engaging students as well as immediately showing graphs of how students responded and the proportion of correct responses.
- When providing a lecture or a task assignment in which students need to take notes use guided note strategies. This not only reduces the amount of the task the student needs to complete, but it also provides the student with a model for how to take notes by focusing on key concepts and facts. For example, students (or specific students) can be given a copy of the notes summarizing the lecture content or the assigned reading with blanks inserted where important facts or concepts should appear. Students use the guided notes during the assignment or lecture by writing the missing content into the blanks.
- **Continuum of strategies to acknowledge appropriate behavior**
 - Provide specific praise following students performing behavioral expectations.
 - Set up a token economy, preferably aligned with a school-wide reward system.
 - Setting up group-oriented contingencies

- Providing incentives to student based on individual behaviors
 - Setting up groups or team of students in what they earn incentives based on behavior of one student or small subgroup of student within the team
 - Setting up groups or teams of students in which the team's behaviors reach criteria to earn incentives
- **Continuum of strategies to respond to inappropriate behavior**
 - When responding to inappropriate behaviors, use error correction procedures. For example, if a student performs a behavior that does not align with *respectful behavior-saying positive comments to others*, the teacher will respond immediately by stating the behavior the student performed and the behavioral expectation that it did not follow. The teacher will then model the behavioral expectation and ask the student to imitate the model of appropriate behavior.
 - Developing a hierarchy of responses to inappropriate behaviors and the conditions in which they will be used. This includes inappropriate behaviors that will be handled within the classroom and the behaviors that will be handled by the office. An example of a hierarchy for disruptive behavior could include error correction, behavioral contracting, contacting parents, differential reinforcement, and conferencing with the student.

Consider using this strategy when the PTR assessment information indicates:

- The student is engaging in problem behaviors due to inconsistent or unclear behavior management procedures

- Problem behavior occurs when classroom management is delivered in a negative manner
- Other students in the classroom appear to have behavior problems in similar contexts
- The classroom structure is not clear to other adults in the school setting

Steps for Implementation

1. Identify the specific features and routines in which the problem behavior occurs in relation to classroom management issues. This includes the specific activities the student is expected to be doing, what other students are doing when the behavior occurs, what teachers and other adults are doing.
2. Evaluate which of the five essential features described are not currently implemented in the classroom (i.e., structure; posting, teaching, reviewing, monitoring, reinforcing expectations; actively engaging students; continuum of strategies reinforcing appropriate behavior; continuum of strategies responding to inappropriate behavior).
3. For each feature identified as a need, determine how that feature will be established in the classroom organizational procedures. Describe each one in enough detail so that all adults in the context can implement and teach the system. For example, if guided note-taking will be implemented under increasing academic engagement, the procedures would describe: (a) how the teacher will determine which lectures/assignments require guided notes; (b) how the teacher will prepare the guided notes prior to the lecture/assignment by determining the key facts/concepts (via highlighting, underlining, or gesturing) for which the student will be responsible for completing; (d) how the guided notes will be reviewed with the student(s) including

- the information that the student will be responsible for completing; (e) initial teaching and modeling of using the guided notes (via computer/LCD or other technology in which the teacher displays the guided notes and completes the blanks as the information is presented; and (f) how the modeling will be gradually decreased.
4. Elicit student choices in classroom management features. For example, in determining the behavioral expectations, have students vote on the top three expectations they would like everyone to perform in the classroom.
 5. Develop lesson plans to directly teach the classroom management system to the students. Provide explanations for each component, models of behavioral expectations as well as models of inappropriate behaviors, role plays of responses to appropriate and inappropriate behaviors, and provide opportunities for students to practice. Initially, the teacher will provide frequent opportunities for students to practice behavioral expectations while being acknowledged for appropriate and inappropriate behaviors. The frequency can be gradually faded as students learn the system and behaviors improve.

Implementation Considerations

- When selecting and implementing classroom management as a prevention strategy for a specific student, consider whether supplemental interventions may be necessary. For example, the teacher may provide the student with a higher rate of acknowledging appropriate behavior than the other students or may develop a behavioral contract that establishes a goal and reinforcement for performing the appropriate behavior while decreasing the problem behavior.

- Classroom management procedures are permanent, and it is important that the teacher be consistent in teaching the system. Although students may learn the classroom management procedures soon after implementation, consider having days in which a focus will be on performing and acknowledging one specific expectation or having a surprise reinforcement lottery that will be held on a specific date.

Supporting Evidence

- Conklin, Kamps, & Wills (2017)
- Floress & Jacoby (2017)
- Simonsen, Fairbanks, Briesch, & Myers (2008)
- Sy, Gratz, & Donaldson (2016)
- Trussell, Lewis, & Raynor (2016)

SETTING EVENT MODIFICATION

Definition. A setting event is a fluctuating environmental distal antecedent event that occurs further away in time from the problem behavior but, when present, makes the problem behavior occurrence more likely. Setting events temporarily impact the power of responses after appropriate or inappropriate behaviors. That is, on days the setting event is in place, the reinforcers typically used to reward appropriate behavior cannot compete with the functional reinforcement of the problem behavior (e.g., escape, attention). Examples of setting events can be physical or biological (e.g., when the student is suffering from sinus problems, he/she will be more likely to engage in cursing behavior to avoid difficult academic tasks) or social (e.g., when the student has a fight with her boyfriend, she will be more likely to engage in noncompliance to avoid doing work).

Description of Strategy. A modification to the setting event is a strategy that is used when the specific setting event is present making it less likely that the setting event will trigger problem behaviors. There are four primary categories of setting event modification strategies including (a) minimizing or eliminating the setting event; (b) neutralizing the setting event; (c) temporarily increasing the power of reinforcers, and (d) teaching alternative skills.

Rationale for using Strategy. When setting events have been identified as triggers to problem behavior occurrence, developing intervention strategies to be implemented when setting events are present can be a powerful way of preventing occurrences of problem behavior throughout the day. Most likely, if an intervention plan is developed that does not provide a strategy to implement when the setting event is present, the behavior plan may not be effective in reducing problem behaviors and increasing appropriate behaviors.

Consider using this strategy when the PTR assessment information indicates:

- The student's behavior occurs more predictably on days when a setting event has occurred

Examples of Setting Event Modification:

- **General**
 - Develop a consistent communication system between home and school (or student and school) to identify if the setting event has occurred.
- **Minimizing or eliminating the setting event**
 - Using wraparound supports to identify and provide resources to support treatment for medical conditions that are not present each day and are setting events (e.g., migraine headaches, seasonal or situational allergies)

- Providing a plan for having medication available at the school with the school nurse to be administered in proper dosages to the student when the medical condition is present.
- Changing the schedule or the context so that the setting event is no longer in play. For example, Joey displayed more predictable and intensive problem behaviors on days his parents took a specific route to school that resulted in stopping and starting more than 20 times. In this case, taking a preferred route that involved less stopping and starting would eliminate the setting event. Alternatively, providing Joey with headphones to watch his favorite TV or movie or listen to favorite music can minimize the setting event if no other route to school is available.
- Providing breakfast or food to the student upon arrival at school when the setting event of not having dinner the previous evening or breakfast prior to arriving at school is present. For students who arrive late at school resulting in missing the school-provided breakfast, provide them with a breakfast and a location to eat it regardless of arrival time.
- For students whose setting event is not completing homework assigned the previous night, give the student an option of completing the homework at a specified time during the school day.
- **Neutralize the setting event**
 - Provide time to talk with a preferred adult in the mornings upon arriving to school when the setting event has occurred. For example, Toni, who lives with her

maternal grandmother, displays more call-out behaviors on Mondays if her mother does not show up for a visit over the weekend as promised. On Monday mornings, the teachers call Toni's grandmother to ask if the setting event has occurred. When Toni arrives at school, she is asked if she wants time to visit with the counselor for 15 minutes.

- Provide a place and time to “nap” upon arrival at school or prior to the immediate trigger if fatigue or a night of not sleeping well predict problem behaviors.

Alternatively, the student could be provided an activity that may enhance alertness such as taking a walk around the school with a preferred adult or doing 15 minutes of hands-on activities at the beginning of the day or during times in which the fatigue will promote problem behaviors.

- **Temporarily increase the power of reinforcers**

- Provide a higher rate of reinforcement on days the setting event has occurred. For example, provide more opportunities for escape or attention, increasing the quantity of time spent in escape or attention, or making it easier for the student to earn the reinforcers.

- **Teaching alternative skills/behaviors**

- Teach the student to inform the teacher when a setting event has occurred and a replacement behavior to minimize the event. For example, Tanisha informs the teacher upon arrival that she had a fight with her mother that morning and that she will be using her replacement behavior of signaling a “thumbs up” to the teacher when she needs a break from work that day.

- Teach coping strategies or techniques to use when a setting event is present. For instance, Joanne engages in psychosomatic complaints when she knows she must speak in front of the class during the day (e.g., giving a report, participating in a debate). She is taught to recognize the signs that she is becoming anxious and is taught to state positive statements to herself (“I can give this talk”, “I will do a good job”). She can also be taught deep-breathing techniques or other self-calming strategies.

Steps for Implementation

1. Identify the features of the setting event and the category of intervention that will best prevent problem behavior when the setting event has occurred.
2. Describe how to best identify if the setting event has occurred. This can be via communicating with caregivers (if setting event occurs outside of school hours) and/or communicating with the student. The description should include when to do this (e.g., as soon as the student arrives at school, calling family prior to student arriving).
3. Describe the strategy including *when* the intervention will be implemented (upon arrival at school, immediately prior to an immediate antecedent, during specific contexts in which the problem behavior is more likely to occur), and what specifically will be provided as the intervention (e.g., a verbal choice, prompting to use a coping strategy, medical intervention, opportunity to eat). The description can should have the specific sequence of behaviors that the adult (teacher or other educator) will perform in implementing the strategy. For example, initially, the teacher may need to provide

additional prompts or models to teach the student how the setting event modification will work.

Implementation Considerations

- The most salient feature of this strategy is to appropriately identify the setting event. Setting events can be confusing. Often, FBAs will identify medication or conflicts at homes as setting events but will not further describe how these factors set up a pattern of triggering problem behaviors on the days they are present. Upon confirmation that a setting event is an antecedent, it should be included in the hypothesis, specifically if a strategy is necessary to decrease the problem behavior and increase the replacement behavior.
- Establishing a system for knowing when the setting event has occurred is crucial for implementing any setting event modification.

Supporting Evidence

- Iovannone, Anderson, & Scott (2017)
- McGill, Teer, Rye, & Hughes (2005)
- McLaughlin & Carr (2005)
- Smith, Carr, & Moskowitz (2016)
- Stichter, Hudson, & Sasso (2005)

INCREASE OPPORTUNITIES TO RESPOND

Definition. Opportunities to respond (OTR) is direct instructional delivery that provides a high level of student-teacher interaction via the use of teacher questioning, student-responding, and teacher feedback.

Description of Strategy. There are several categories of OTRs. One is *teacher-directed individual responding* in which the teacher provides a direct question or gives a task assignment to a specific student and requires the student to respond orally or physically followed by teacher feedback. Another is *teacher-directed unison responding* in which the teacher provides a direct question/task to all students and all are given an opportunity to respond in unison. The teacher provides feedback to the entire class. A third is *student-to-student responding* in which students work collaboratively in pairs or teams and provide each other with OTR and feedback.

Rationale for using Strategy. OTRs have been shown to increase student engagement during academic times by focusing them on the content and motivating all students to contribute. It gives the teacher a structure for providing feedback to students at a higher rate than other instructional methods. It provides the teacher with an overview of student acquisition of content. By increasing the engagement of students, there is less opportunity for them to engage in problem behavior. This reduces the amount of time teachers spend addressing problem behaviors and concurrently increases the time spent on instruction.

Consider using this strategy when the PTR assessment information indicates:

- The student's behavior is maintained by teacher and/or peer attention
- The student's behavior is triggered by demands to do non-preferred tasks, specifically tasks that involve independent work or work that involves lectures or is lengthy or difficult.

Examples of Increased Opportunities to Respond:

Note: In each of these examples, the teacher should provide feedback to students after they respond.

- Using a round robin process so that each student is given an opportunity to respond
- Providing a direct question/task to all students and all are given an opportunity to respond. This is best used when the responses are short (1-3 words) or when there is only one correct answer to the questions. Examples of unison responding are:
 - Voting with a hand raise
 - Giving a thumbs-up/down, holding up a specific number of fingers to indicate a response
 - Choral verbal responding
 - Response cards with answers printed on each (e.g., yes/no, number or letter indicating correct multiple choice response)
 - Provide students with a personal white board and marker; students write their responses on the white board and then hold it up upon teacher signal
 - On-line polling-teachers provide a link to a prepared poll that is embedded in their presentation to class; class uses computers or tablets to go to poll when directed, enter their response)
- Student-to-student responding-students collaborate in pairs or teams and provide each other opportunities to respond and feedback
 - Think-pair-share
 - Response cards

Steps for Implementation

1. Identify the academic contexts in which the problem behavior occurs.
2. Review the PTR hypothesis and select categories of OTRs that would best be used for delivering the instructional content and providing the student with increased opportunities to respond while considering the function of the problem behavior. If the teacher desires to implement the strategy so that it impacts other students, and the student is reinforced by both adult and peer attention, group responding may be best. If the student is more motivated by peer attention, student-to-student responding may be best. If the student is motivated by direct teacher attention, the individual responding method may be selected.
3. Select and describe specific methods for increasing the opportunities to respond within the category. Determine if additional materials need to be provided to students or if the intervention will need to be developed based on resources readily available. For example, if the teacher wants to use whiteboards and markers, a plan for providing the whiteboards will be necessary if the teacher does not have any whiteboards available.
4. Decide upon the type of feedback that will be given after every OTR.
5. Identify a goal for OTRs. See implementation considerations below for examples of number of OTRs per minute based on content.
6. Determine if any pre-teaching needs to occur to get students ready for OTRs. For example, if tablets and polling will be used, the teacher may need to set up a practice lesson prior to using it for teaching content.

Implementation Considerations

- Teachers may want to set a goal for the average number of OTRs per minute during instructional time. Research recommends that teachers should provide 3 OTRs per

minute for general education students (Whitney et al., 2015). For novel material, OTRs should increase to 4-6 per minute. If it is content that is being reviewed, guidelines are 8-12 OTRs per minute.

- Having multiple methods of increasing OTR can maintain student motivation to participate. For example, one day could be response card day while the next day might be polling day.
- This strategy can be effectively used with students who are nonverbal. By developing OTRs that use visuals or other methods other than verbal language, students can be included in more academic opportunities in meaningful ways.

Supporting Evidence

- Cakiroglu (2014)
- Cuticelli, Collier-Meek, & Coyne (2015)
- Harbour, Evanovich, Sweigar, & Hughes (2015)
- Haydon, Conroy, Scott, Sindelar, Barber, & Orlando (2010)
- Lamella & Tincani (2012)
- McComas, Downwind, Klingeil, Petersen-Brown, Davidson, & Parker (2017)
- Partin, Robertson, Maggin, Oliver, & Wehby (2009)
- Skinner, Pappas, & David (2005)
- Whitney et al. (2015)

PEER MODELING/PEER SUPPORT

Definition. Peer modeling and peer support strategies are interventions in which same-aged peers work with a peer and model appropriate academic/social responses and/or provide targeted support to the peer to engage in tasks/activities that are typically contexts in which problem behavior is exhibited.

Description of Strategy. Peer modeling and/or peer support is comprised of several types of strategies. Video models of peers engaged in appropriate behaviors can be used to teach the target student replacement behaviors. Face-to-face peer modeling is another category in which a peer is trained to support the target student by modeling appropriate behavior for the situation, providing a prompt for the target student to imitate the behavior. Peer support provides the target student with peer guidance to engage in a task. The guidance can include showing an example or model of how to do the task, encouraging the student to do the task, and providing feedback.

Rationale for using Strategy. Modeling, both live peer modeling and video-recorded modeling, has been shown to increase appropriate behavior and decrease problem behavior, specifically for students whose problem behavior function is to access peer attention. This intervention is also effective in increasing academic engagement and skill acquisition. For many students, peer attention and peer modeling is a powerful motivator.

Consider using this strategy when the PTR assessment information indicates:

- Problem behavior occurs to obtain peer attention
- The student has deficits in social skills
- The student is not engaged in academic instruction when working independently but does perform better when engaged in peer partner activities.

Examples of Peer Modeling and Peer Support:

- **Peer Modeling**

- Video-record peers modeling specific appropriate behaviors in the contexts that are occasions for student problem behavior.

- **Peer Support**

- Arrange for the peers to work in a cooperative activity rather than independent work. Cooperative activities should consider the skills of the peers and assign roles/responsibilities so that each peer has an opportunity for input, participation, and successful outcomes

Steps for Implementation

1. Refer to the PTR Hypothesis to determine the contexts in which the problem behavior occurs for accessing peer attention.
2. Decide upon the method of peer modeling/support to be used in the contexts. The choices are peer video-taping of desired behaviors, real-time peer modeling (e.g., assigning a peer partner), or providing academic and behavioral support through collaborating with a peer.
3. Determine the behaviors to be modeled and write a script for the peer (or peers) to follow. For real time peer modeling, the script should include the specific behaviors, when the peer should model (during the contexts in which the problem behavior occurs and prior to the target peer engaging in any problem behavior), what the peer should say and do when modeling, how to prompt the peer to imitate if the peer doesn't respond after the model, and how to give feedback and reinforcement. In the peer model video

recordings, the teacher will want to be present to reinforce the behaviors being modeled (e.g., “I like the way George is holding his pencil.”).

4. For peer collaboration/support, determine the nature of the support that best matches the PTR assessment information related to the context of the problem behavior occurring and provide a script/plan for the peer to follow while providing support.
5. Select the peers who will serve as models/supporters. The peers should be preferred peers of the target student as well as peers who are caring and empathetic.
6. Schedule a time to directly teach the peers the script/plan. The initial teaching should occur without the target peer. Explanation, rationale, modeling, role-playing and feedback are used during the teaching sessions. Depending on the age of the peers, several teaching sessions may be necessary. Teaching sessions for younger peers (e.g., kindergarten-2nd grade) should be of short duration (e.g., 5-15 minutes) and may need to be repeated two or three times.
7. Schedule a time to practice with the target peer. This is best achieved by setting up a simulation that is like the context in which the modeling/support will be provided (i.e., the context in which problem behavior occurs). Provide feedback to the target student and the peers as they are practicing the intervention. If using the video recording, be present when the activity begins in which the student is to use the behaviors. Decide upon the comments that will be delivered to the student to encourage imitation of the modeled behaviors (e.g., “I bet you can keep working on that task as well as Anna did in the tape.”)

8. Determine the date of implementation. Initially, be present when the intervention is being implemented so that the peers can be prompted to use the strategies at the appropriate times.
9. If video-recordings are to be used, determine when the student will view the videos and the method. To prevent problem behavior, the ideal time to view the videos is prior to the environmental event/context in which problem behavior occurs. Students can watch the videos on computers or tablets with headphones. Initially, the student may need several scheduled times for reviewing the videos. This can be gradually faded.

Implementation Considerations

- When using peers as the intervention implementers, make sure that they are involved in the development of the script. This will ensure that the language and physical behaviors being modeled are age appropriate and natural for the peers to perform.
- Selection of peers is critical for the success of this strategy and enhancing the target student's buy-in.
- Videos should not be of long duration. Videos that are 3-4 minute in duration are ideal for this intervention.
- Provide rewards to the peers who are providing the modeling or support.

Supporting Evidence

- Kourassanis, Jones, & Fienup (2015)
- Laureati, Bergamaschi, & Pagliarini (2014)
- Richards, Heathfield, & Jenson (2010)
- Sani-Bozkurt & Ozen (2015)

- Urlacher, Wolery, & Ledford (2016)

Teach Interventions

The following are descriptions of interventions for teaching new skills and/or behaviors that can be considered within the Teach component of the PTR behavior intervention plan. A few things need to be noted about the Teach interventions. First, the Replacement Behaviors are asterisked (**) because the PTR Behavior Intervention Plan must include at least one Replacement Behavior to be a functionally-based intervention plan. Research suggests that intervention plans that are function-based are more effective than those that are not function-based (Ingram, Lewis-Palmer, & Sugai, 2005; Newcomer & Lewis, 2004). The behavior taught should be one that is used instead of the problem behavior; thus, when developing the Teach intervention, the team will want to consider the student's problem behavior function and design a Teach intervention so that the student's new skill will be a more efficient and effective way to get the function. Second, skills that are taught should be those that are socially valid and useful for the student to perform throughout all environments.

****REPLACEMENT BEHAVIOR (FUNCTIONAL EQUIVALENT)**

Definition. Teaching appropriate alternative communicative behaviors that replace the problem behavior and result in the student getting the **same** outcome or function as the problem behavior.

Description of strategy. Teaching a functional equivalent communicative behavior that will take the place of the problem behavior has been shown to be effective by a large body of research.

Moreover, it is a strategy that can impact the student over the long-term as it teaches the student a life-long skill for use in multiple present and future environments.

Teaching a functional equivalent replacement behavior consists of (a) determining the function or purpose of the student's problem behavior and (b) directly teaching the student an age-appropriate, communicative behavior that serves the same function. The student should be taught when to use the new behavior as well as what will happen after he/she performs the behavior. The instructional plan should consider the prompts necessary to cue the student to use the replacement behavior. The plan should describe the types of prompts that will be delivered, when the prompts will be delivered (preferably prior to problem behavior occurs), the frequency of the prompts and, eventually, how the prompting will be faded. The communication method must already be in the student's repertoire and the behavior should be as easy, if not easier, to perform than the problem behavior. Contingent upon the student's communication skills, the method can be verbal or nonverbal (e.g., pictures, photographs, switches, communication cards, sign language, etc.).

Reason for using the strategy. A core behavioral principle is that all behavior is communicative. That includes both problem and appropriate behavior. By conducting a functional behavior assessment, such as the PTR model, we are attempting to identify the outcomes the problem behavior is getting for the student or what the student is trying to communicate to us. Often, students either do not know a more appropriate way of behaving to get the function or they have learned through experience that the problem behavior is a much more effective and efficient way for them to get the outcome than an appropriate behavior.

An effective behavior intervention plan will directly teach the student a communicative replacement behavior and provide ample opportunities for the student to use the behavior. By practicing and receiving the function or outcome desired after performing the replacement

behavior, the student will learn that the new behavior is a more efficient and effective way of obtaining the function (avoiding/delaying or accessing/obtaining).

Consider using this intervention when the PTR assessment information and hypothesis indicates one or more of the following:

**Note: All PTR Behavior Intervention Plans should have a minimum of one replacement behavior, either a functional equivalent, an alternate skill, or both. The following considerations will assist the team in identifying the specific functional equivalent replacement behavior to teach contingent on the student's function.*

- Problem behavior occurs for the purpose of escaping, avoiding, or delaying a specific task or activity
- Problem behavior occurs for the purpose of escaping or avoiding a specific adult or peer
- Problem behavior occurs for the purpose of escaping or avoiding a specific object
- Problem behavior occurs for the purpose of delaying or avoiding a specific transition
- Problem behavior occurs for the purpose of escaping too much sensory input
- Problem behavior occurs for the purpose of obtaining or accessing a specific task or activity
- Problem behavior occurs for the purpose of obtaining or accessing the attention of a specific adult or peer
- Problem behavior occurs for the purpose of obtaining or accessing a specific object
- Problem behavior occurs for the purpose of obtaining or accessing sensory input
- delay transitions from preferred to non-preferred activities

Examples of functional equivalent replacement behaviors:

- Susan yells ‘no’ and starts crying when she is asked to transition from a preferred activity that involves the computer to a non-preferred activity that requires her to sit at her desk and independently read materials and answer specific questions related to the content. The hypothesized function of her behavior is to delay the transition from preferred to non-preferred tasks. She is taught to hold up a WAIT sign when a transition cue is given to stop using the computer and transition to independent reading. When she uses the WAIT card, the teacher will give her two additional minutes before transitioning.
- Joe talks out and says funny comments during independent work time when he is near peers. His behavior is hypothesized to be a function of peer attention. He is taught to ask the teacher to work with a peer during independent work time, and after receiving a yes, ask a specific peer to work with him. This allows him to get peer attention in an appropriate method.

Steps for Implementation

1. After determining the functional equivalent replacement behavior that will be taught to the student, review the PTR Assessment information and the hypothesis to identify the routines and antecedent events that trigger the student to perform the problem behavior.
2. Determine how the student will communicate their replacement behavior. For example, if the student is to be taught to request a break and the student is non-verbal, the options may be a break card, signing “break”, or pressing a switch that will say the word “break”. If the student is verbal, the team may consider using nonverbal methods (e.g., break cards). The important part of this step is to choose something that the student is able to

perform and that others could respond to immediately, either by hearing an audible sound or seeing a visual.

3. Directly teach the replacement behavior to the student. The following general guidelines should be implemented for any of the replacement behaviors:
 - a. Describe the replacement behavior that the student will be using and discuss why the student will be using it.
 - b. Describe to the student when the behavior should be used and what will happen after it is used.
 - c. Using the information from the hypothesis, set up a simulation of the event in which problem behavior typically occurs. Model to the student exactly when and how to use the replacement behavior. While modeling, verbalize each step. For example, in modeling the use of a break card, the teacher can have an independent writing task on his desk, say aloud “This is hard. I need a short break.” The teacher would then pick up the break card while saying “I am going to pick up the break card like this and hold it up in the air for my teacher to see it. The teacher will let me take a 2 minute break once he sees it.” The entire sequence should be modeled.
 - d. Ask the student to practice the intervention by setting up a role play. The student will do the same steps as described in Step C.
 - e. The teacher will provide feedback to the student upon role playing. The teacher will want to provide positive comments following correct performance and guided practice/redirect for inaccurate performance.

- f. Identify the prompting that will be used to remind the student to use the replacement behavior once the strategy is initiated in the classroom. Decide when to deliver the prompts and how often the prompts will be delivered. Let the student know the prompts that will be delivered.
- g. For this intervention to be effective, the function or outcome should be provided immediately after the student performs the replacement behavior accurately. A plan for fading components of the intervention can happen once the student is consistently using the replacement behavior and is no longer (or rarely) using the problem behavior.

Implementation Considerations

- When selecting functional or equivalent replacement behaviors, performing the replacement behavior should be more efficient and less effortful at getting the payoff than the problem behavior.
- Ensure that the replacement behavior has an equivalent function or outcome as the problem behavior. That is, if the student's behavior appears to serve a means of escaping a task, the replacement behavior also should allow the student to escape the task. Choosing a replacement behavior that serves a different function (e.g., getting attention) will most likely be ineffective.
- Once this intervention is implemented, the adults in the classroom will want to be vigilant the first few days to be proactive with prompting the student to use the replacement behavior prior to any problem behavior as well as responding to the student immediately after the replacement behavior is used.

Supporting Evidence

- Dufrene, Doggett, & Henington, 2007
- Ingram, Lewis-Palmer, & Sugai, 2005
- Newcomer & Lewis, 2004
- Reichle & Johnston, 1993

***REPLACEMENT BEHAVIORS (ALTERNATE SKILL/DESIRED):**

Definition. Teaching and reinforcing replacement behaviors that are appropriate alternate skills or desired behaviors to be used instead of the problem behavior and result in the student earning the function that results from the problem behavior, but typically in a more powerful or motivating format.

Description of strategy. It is often valid and important to teach the student an alternate skill or desired behavior that should be performed instead of the problem behavior. This can be taught instead of, or in addition to, the functional equivalent replacement behavior. For example, a teacher may want the student to learn how to be academically engaged during independent work time rather than asking for a break to briefly stop working. Or the teacher may want to teach the student to be academically engaged while still providing the opportunity for the student to ask for a short break from work. For this strategy to be effective, the alternate skill should earn the functional outcome, but at a more powerful or motivating level. For instance, Ruth can ask for a break by flipping a card over to show the color red. When she requests this break, she is allowed to sit back without any demand being placed on her for two minutes. During the two minutes,

she will not receive attention nor will she get to engage in a preferred activity. However, when she immediately goes back to task after the break is over and engages in the task for a specified period of time, she earns time that she can use to either stop the task early and engage in a preferred activity for the remainder of the time or buy time out of another non-preferred task later that day or the next day and select a preferred activity to do instead.

Reason for using the strategy. Functional equivalent replacement behaviors are effective and socially valid for all students. Alternate/desired skills, however, will teach the student the appropriate behaviors that will enhance their success in school and future post-school environments. For example, all students will need to eventually learn how to transition appropriately from a preferred to a non-preferred task and engage in the non-preferred task.

Consider using this intervention when the PTR Assessment information indicates:

- The student has a skill deficit. That is, the student does not know HOW to perform the alternate/desired skill and needs it broken down into its sequential steps to be taught.
- The student has a performance deficit. That is, the student knows how to perform the alternate/desired skills but chooses not to perform it. The student needs additional motivation to use the behavior as well as direct instruction on why and when to use it.

Examples of replacement behaviors (alternate/desired) strategies:

- Karl shouts out curse words during large group instructional time when he is in close proximity to peers. The hypothesized function of his cursing behavior is primarily to get the attention of the peers and secondarily, the teacher. He has a performance deficit; that is, he knows how to do the group work, but he prefers to get student attention, primarily laughter. He is taught an alternate/desired replacement behavior of working

cooperatively during large group instruction. For each five minutes duration that he works cooperatively, he earns a piece of a puzzle. When he earns all of the puzzle pieces, he is awarded with time to tell the class a joke at the end of the activity. This gives him peer attention.

- When Mike is given a non-preferred writing task to do independently, he will swing his legs, look around the room, poke and touch peers, and get up to sharpen his pencil and walk around the room. His function is to delay or avoid the writing assignment. He knows how to do the writing assignment, but it is difficult for him to get started. The teacher breaks up his writing task into smaller portions, and teaches him to be academically engaged. For each portion of the task completed and for remaining engaged, he receives break cards that he can use to buy out of math problems or comprehension questions (other non-preferred activities) in the future.

Steps for Implementation

1. After determining the alternate skill/desired replacement behavior that will be taught to the student, review the PTR Assessment information and the hypothesis to identify the routines and antecedent events that trigger the student to perform the problem behavior.
2. Identify whether the alternate skill/desired behavior is a skill or performance deficit. If it is a skill deficit, the student will need to be taught how to do the skill as well as when and what will happen after the skill is performed. If it is a performance deficit, the student will need to be taught why and when the skill should be used and what will happen when the skill is used.

3. Describe the alternate skill/desired behavior. The most effective way is to break it down into each component or operationally define the behavior in observable terms so that the student knows exactly how to perform the behavior. For example, academic engagement could be described for a student as (a) interacting with materials on desk to get the task completed; (b) raising hand to ask questions, answer questions, or make a comment; (c) letting everyone else work.
4. Directly teach the replacement behavior to the student. The following general guidelines should be implemented for any of the replacement behaviors:
 - a. Describe the replacement behavior that the student will be using and discuss why the student will be using it.
 - b. Describe to the student when the behavior should be used and what will happen after it is used.
 - c. Using the information from the hypothesis, set up a simulation of the event in which problem behavior typically occurs. Model to the student exactly when and how to use the replacement behavior. While modeling, verbalize each step. For example, in modeling academic engagement, the teacher can have an independent writing task on his desk, say aloud “I am using my pencil and paper in a way that is getting my work finished.” “I am raising my hand to ask my teacher if I can get use the iPad to look up a work.” “I am keeping my hands to myself so that Joan can keep working.” The entire sequence should be modeled.
 - d. Ask the student to practice the intervention by setting up a role play. The student will do the same steps as described in Step C.

- e. The teacher will provide feedback to the student upon role playing. The teacher will want to provide positive comments following correct performance and guided practice/redirect for inaccurate performance. The teacher will want to provide the reinforcer upon successful modeling. For example, if the student is to earn 1 minute of “get out of work time” for each five minutes of working, the teacher should set up the role-play to last a sufficient amount of time so that the student can earn “get out of work time” to use immediately. This is a way of buying the student into the plan.
- f. Identify the prompting that will be used to remind the student to use the replacement behavior once the strategy is initiated in the classroom. Decide when to deliver the prompts and how often the prompts will be delivered. Let the student know the prompts that will be delivered.

Implementation Considerations

- Ensure that the student is being directly taught the alternate/desired behavior.
- For this intervention to have a greater chance of being effective, make sure that the reinforcement provides the student with a more powerful/motivating way of getting the function. The teacher may also provide choices of reinforcers to the student. If choices are being provided, attempt to have at least one choice that matches the function of the problem behavior.

Supporting Evidence

- Dunlap, Iovannone, Wilson, Kincaid, & Strain, 2010
- Lane, Rogers, Parks, Weisenbach, Mau, Merwin, et al., 2007

- Newcomer & Lewis 2004

SPECIFIC ACADEMIC SKILLS

Definition. Teaching a student basic skills, such as reading, writing, or math, that will allow the student to be actively engaged and to complete instructional activities.

Description of strategy. This intervention is selected and implemented when the student is performing the problem behavior because of lack of skills to do the tasks required of him/her. The strategy may require seeking the expertise of academic area experts. For example, if the student is not able to read at the reading level of the tasks being presented during independent work time, a reading specialist may need to be part of the behavior team.

Reasons for using the strategy. There are several reasons for using the strategy. First, it is vital for all students to learn basic academic skills. The skills are building blocks on which all content throughout the student's school years and post-school years are dependent. Second, although teaching replacement behaviors are extremely effective at reducing problem behavior and increasing appropriate behaviors, if the student does not have the basic academic skills, the replacement behaviors may not be sufficient for future success. Third, there is ample evidence that academic and behavior problems are closely associated. That is, behavior problems impact academic problems and vice versa. Teaching basic academic skills can increase the competence and confidence of the student and make it less likely for the student to need to engage in problem behavior.

Consider using this intervention when the PTR Assessment information indicates:

- Problem behaviors occur because the child is lacking necessary academic skills to do instructional tasks.

Examples of academic skills strategy

- Teaching the student to decode multi-syllable words
- Revisit the basic concepts of addition, subtraction, multiplication, and division if the student is having difficulty with advanced math.
- Assess and focus on the specific components of reading such as phonemic awareness, phonics, fluency, vocabulary, or text comprehension.

Steps for Implementation

1. Based upon the PTR Assessment data, determine the specific academic skill the student needs to acquire to be actively engaged and complete the task.
2. If necessary, consult with content area specialists to get materials, lessons, and other supports to teach the skill.
3. Break down the skill to be taught into components. Use the following sequence to teach the skill:
 - a. Provide instruction/explanation of the skill being taught. Provide several real-life examples of how the skills is used.
 - b. Demonstrate how to do the skill by modeling.
 - c. Provide the student with guided practice opportunities after modeling.
 - d. Provide immediate feedback during guided practice including positive comments for correct steps and corrective feedback for errors. Corrective feedback should be followed by more practice opportunities.
 - e. Provide multiple opportunities in the next weeks for the student to practice the skill and continue to provide feedback.

- f. As the student gains skills, provide multiple exemplars with guided feedback so that the student begins to generalize the skills.
- g. Gradually fade the practice opportunities contingent upon student data showing increased mastery.
- h. Continue to probe throughout the school year to ensure generalization.

Considerations for Implementation

- This strategy may often require collaboration between content specialists and the primary teacher.

Supporting Evidence

- Barton-Arwood, Wehby, & Falk, 2005)
- Lane, Harris, Graham, Weisenbach, Brindle, & Morphy, 2008
- Strong, Wehby, Falk, & Lane, 2004

PROBLEM-SOLVING STRATEGIES

Definition. Teaching specific strategies that allow a student to independently and successfully complete academic tasks.

Description of strategy. This strategy is best used when the student may have basic academic skills but exhibits difficulty in more complex situations. This strategy can include graphic organizers and learning strategies. Graphic organizers are typically visual maps or diagrams that organize information or make abstract information more concrete. Learning strategies typically involve the use of word-based strategies that help the student understand information and solve problems, recall, comprehend, organize and synthesize new materials.

Reason for using the strategy. Students whose problem behavior occurs during complex tasks may be having difficulties understanding the materials in a way that allows them to engage in the task. Graphic organizers and learning strategies have a wealth of research support showing effectiveness in increasing a student's understand of abstract materials so that they can become more independent and successful. This strategy is an important skill to teach students for use as they progress through the grade levels.

Consider using this intervention when the PTR assessment information indicates:

- The student engages in problem behavior when required to work independently and is assigned complex or abstract tasks
- Problem behavior occurs when the student appears to get 'stuck' while working on an academic task and does not know how to work through the difficulty on his/her own

Examples of Problem Solving strategies:

- Learning Strategies
 - K-W-L worksheets (K-what I know; W-what I want to learn; L-What I learned)
 - Mnemonics that assist the student in remembering facts and sequences (e.g., TRAVEL-Topic, Read, Ask, Verify, Examine, Link)
 - Using semantic maps
 - Having a checklist to break complex tasks into small steps
- Graphic Organizers
 - Star, webbing, or cluster diagrams-condense and organize information about multiple traits, facts, or attributes
 - Fact or opinion-helps distinguish facts vs. opinions in a theme or chapter

- Brainstorming charts-charts that spell out a phrase (e.g., Thanksgiving) and for each letter of the word, student lists words that start with that letter that remind the student of the word
- Compare and Contrast-diagrams, charts, or other graphic that provides organization to features that let the student examine the similarities and differences

Implementation Steps

1. Using the PTR Assessment information, determine the specific areas, events, or situations in which the student needs to have problem-solving strategies taught.
2. Select the most appropriate problem-solving strategy that matches the situation.
3. Create the sample charts, graphs, mnemonic, or other problem-solving strategy that was selected.
4. Develop a task analysis of the steps for using the problem-solving strategy selected and teach it to the student by using the following procedures:
 - a. Provide instruction/explanation of the skill being taught. Provide several real-life examples of how the skills is used.
 - b. Demonstrate how to do the skill by modeling.
 - c. Provide the student with guided practice opportunities after modeling.
 - d. Provide immediate feedback during guided practice including positive comments for correct steps and corrective feedback for errors. Corrective feedback should be followed by more practice opportunities.

- e. Provide multiple opportunities in the next weeks for the student to practice the skill and continue to provide feedback.
 - f. As the student gains skills, provide multiple exemplars with guided feedback so that the student begins to generalize the skills.
 - g. Gradually fade the practice opportunities contingent upon student data showing increased mastery.
 - h. Continue to probe throughout the school year to ensure generalization.
5. Identify a reinforcement system. Consider the function of the problem behavior as a reinforcement.

Implementation Considerations

- This strategy is best used for students who have the basic academic skills but have problem behaviors when presented with materials and tasks that are more complex or abstract
- Problem-solving strategies may need to be significantly modified if using with early elementary grade students. The majority of the research support has been shown with students in third grade and older.

Supporting Evidence

- Erwin & Ruane, 1993
- Shure, 1993
- Webster-Stratton, Reid, & Hammond, 2001

GENERAL COPING STRATEGIES

Definition. Strategies that provide a student with skills and tools to use in stressful situations or solve conflicts.

Description of strategy. Everyone, including students, encounter situations that are stressful or cause anger or anxiety. Teaching strategies for responding to situations that provoke stress and anxiety improve general wellness and decrease the need to use reactive, problem behaviors to cope with unsettling incidents. Coping strategies can include calming strategies or problem-solving solutions. For younger students, coping strategies can include a coping skills toolbox in which different calming strategies or tips for when to use the strategy are included. Coping strategies are most effective when the student can be taught to identify a potentially stressful situation prior to feeling stressed so that the coping strategy can be used to prevent more intense feelings.

Reason for using this strategy. Problem behavior can often be for the purpose of coping with a conflict or a situation that is causing worry or anger. By providing a student with the necessary tools that will allow him/her to cope with the situations, the student is learning an extremely important skill that will be useful throughout the student's lifespan.

Consider using this intervention when the PTR assessment information indicates the student:

- Has problem behavior when attempting to respond to stressful interpersonal or socially challenging situations
- Problem behavior is a manifestation of being unable to communicate his/her emotions in stressful situations effectively or efficiently

Examples of coping strategies:

- Relaxation techniques
 - Deep breathing
 - Positive thoughts
 - 5 4 3 2 1 grounding technique
- Anger management
- Negotiation strategies
- Coping skills toolbox (includes a variety of coping strategies that the student can be taught to use during situations requiring their use)

Implementation Steps

1. Using the PTR Assessment information, determine the specific areas, events, or situations in which the student is having problem behaviors due to situations in which the student is having difficulty coping.
2. Select the most appropriate coping strategy that matches the situation.
3. If applicable, create materials for coping strategies
4. Develop a task analysis of the steps for using the coping strategy selected and teach it to the student by using the following procedures:
 - a. Provide instruction/explanation of the skill being taught. Provide several real-life examples of how the skill is used.
 - b. Demonstrate how to do the skill by modeling.
 - c. Provide the student with guided practice opportunities after modeling.

- d. Provide immediate feedback during guided practice including positive comments for correct steps and corrective feedback for errors. Corrective feedback should be followed by more practice opportunities.
 - e. Provide multiple opportunities in the next weeks for the student to practice the skill and continue to provide feedback.
 - f. As the student gains skills, provide multiple exemplars with guided feedback so that the student begins to generalize the skills.
 - g. Gradually fade the practice opportunities contingent upon student data showing increased mastery.
 - h. Continue to probe throughout the school year to ensure generalization.
5. Identify a reinforcement system. Consider the function of the problem behavior as a reinforcement.

Implementation Considerations

- When selecting this strategy, make sure that it is directly taught to the student and monitored for use and effectiveness. Using visual cues/cards that remind the student of the steps to take in following the specific coping strategy may facilitate prompting the student to use a strategy as well as becoming more independent in performing the steps.

Supporting Evidence

- Kellner, Bry, & Colletti, 2002
- Presley & Hughes, 2000

SPECIFIC SOCIAL SKILLS

Definition. Teaching specific skills to enhance social competence of students in their interactions with peers.

Description of strategy. This strategy involves directly teaching students the necessary social skills to successfully interact with peers. This strategy will typically require at least one other peer. This can be through peer mediated intervention strategies (in which a cohort of peers are trained to elicit, model, and reinforce specific social skills with a target student), peer tutoring or peer modeling. This intervention requires providing ample social opportunities in which the student can practice the social skills with peers.

Reason for using the strategy. All individuals need to learn how to socially navigate in social situations. Peer interactions and relationships are necessary ingredients for a better quality of life and are foundational for future development. Students whose problem behavior occurs when interacting with peers can decrease the problem behaviors by being taught socially appropriate ways to get peer attention, or in the event that a student is engaging in problem behavior to avoid peer interaction, the student can be taught appropriate social skills for ending or rejecting interaction activities.

Consider using this intervention when the PTR Assessment information indicates:

- Problem behavior occurs because the student does not use appropriate social behaviors. This can be due to a skill deficit (not knowing the social skills) or a performance deficit (knowing the social skills but not using them).
- Problem behavior is occurring for the function of getting peer attention or avoiding peer attention.

Examples of specific social skill strategies:

- Making conversation
- Negotiating activities
- Asking to join ongoing social activities.
- Ending an interaction
- Engaging in an ongoing conversation
- Taking turns in a game or activity

Implementation Steps

1. Using the PTR Assessment information, determine the specific areas, events, or situations in which specific social skills should be taught.
2. Select the most appropriate social skill strategy that matches the situation.
3. Determine appropriate peers to include in the instruction.
4. Develop a task analysis of the steps for using the social skills strategy selected and teach it to the students by using the following procedures:
 - a. Provide instruction/explanation of the skill being taught. Provide several real-life examples of how the skill is used.
 - b. Demonstrate how to do the skill by modeling.
 - c. Provide the students with guided practice opportunities after modeling.
 - d. Provide immediate feedback during guided practice including positive comments for correct steps and corrective feedback for errors. Corrective feedback should be followed by more practice opportunities.
 - e. Provide multiple opportunities in the next weeks for the students to practice the skill and continue to provide feedback.

- f. As the student gains skills, provide multiple exemplars with guided feedback so that the student begins to generalize the skills.
 - g. Gradually fade the practice opportunities contingent upon student data showing increased mastery.
 - h. Continue to probe throughout the school year to ensure generalization.
 - i. Expand the cadre of peers with whom the student will use the specific social skills.
5. Identify a reinforcement system. Consider the function of the problem behavior as a reinforcement.

Implementation Considerations

- Skills targeted for instruction should be ones that can:
 - Be learned quickly
 - Be used in multiple environments with multiple peers
- Instruction should be provided in the natural environment in which the social situations occur.
- When selecting peer partners or cadres, identify peers who have respect of others, have intact social skills, are empathetic toward others, and are well-liked

Supporting Evidence

- Gresham, 2002
- Gresham, Van, & Cook, 2006
- Jordan & Le Metais, 1997

SELF –MANAGEMENT (SELF-MONITORING):

Definition. Providing a system in which the student monitors, evaluates, and reinforces his/her own performance or non-performance of specified behaviors.

Description of strategy. Teaching students strategies to monitor and manage their own behaviors is vital in enhancing independent functioning. Self-Management interventions consist of three types, self-management, self-monitoring and self-evaluation. Self-management teaches students to be cognizant of their performance of specific behaviors in light of a behavioral goal in a way that allows them to be responsible for the behavior. Self-monitoring is the student recording of his/her behavior target while self-evaluation involves the student comparing their performance with a specified criterion. The criterion can be a behavioral goal or a teacher's rating. Self-management interventions are effective when paired with a reinforcement for meeting and surpassing goals. There may also need to be a reinforcement process for accurate self-marking of performance. Using the function of the behavior as the reinforcement can be a powerful motivator for students to work toward achieving their goals. Students should be directly taught how to use the self-management intervention. Further, the student should be involved, as much as possible, on decisions related to the self-management system including behavioral criteria, format of the self-management form or card, timer type to be used to prompt for ratings, etc.

Consider using this intervention when the PTR Assessment information indicates:

- Problem behavior occurs for the function of teacher/adult attention
- Problem behavior occurs for the function of escaping/avoiding a non-preferred task or activity

- Problem behavior occurs for the function of delaying a transition from a preferred to a non-preferred activity
- Problem behavior occurs when academic demands are requested of the student

Examples of self-management intervention:

- Kyle engages in problem behaviors during independent work time. Instead of working on the assigned task, Kyle will make jokes, fold up papers into planes and fly them toward his peers, and make conversation with peers about topics other than the task. The teacher has the students seated in quad arrangements, each student having three other peers as part of the quad. After the PTR Assessment was summarized, the team agreed that Kyle’s behavior was to gain attention from the peers and secondarily, to avoid doing the task. They set up a self-management system with Kyle to monitor his academic engagement and decided to do the intervention in the independent math and independent reading routines. Both of the classes were 60 minutes in length. The teacher divided up the 60 minutes into 10 units of varying lengths lasting between four to six minutes. The teacher and Kyle defined academic engagement behaviors that Kyle should be doing during the activities. The self-management sheet included two rows, one for math and one for reading, divided into 10 cells. A tablet timer was used to set the variable times. Each time the timer went off, Kyle was to check whether he was engaged or not engaged. The initial goal set was for Kyle to have at least 50% of the cells checked yes (i.e., 5 or more cells). If Kyle met this goal, he would earn free time for his quad in which he could get peer attention and a small escape from a task.

Steps for Implementation

Self-Monitoring

1. Define the replacement behavior to be monitored in operational terms (observable and measureable).
2. Identify the time periods for which the student will self-monitor the behavior.
3. Take baseline data during those time periods to establish a criterion that will serve as the initial goal. This can be slightly above baseline performance. For example, if the student is currently academically engaged for 50% of the specified time period for self-monitoring, the initial criterion could be set at 60%.
4. Meet with the student to talk about the self-monitoring strategy, the goal, and how he/she will monitor the behavior during the specified routine. Discuss how the self-management card will be formatted, including student preferences in the design. Decide upon the sound that will be used to signal the student that it is time to self-record. When the audible goes off, the teacher will also have a copy of the self-management card to record whether the student was or was not performing the behavior.
5. Before using the self-management system, train the student by setting up a simulated situation and practicing recording occurrences and non-occurrences of the target behavior. Be sure to practice “gray” areas so that the student knows the exact expectations of the behavior.
6. Decide upon the reinforcement to be earned when the student meets the established goal. Consider the function of the problem behavior in developing the reinforcement system
7. Select a way of reviewing the student’s self-management recordings and assisting with student evaluation of his/her performance.

8. Deliver the reinforcement when it is earned.
9. Develop a plan to gradually shape performance. This can be increasing the criterion by incremental units (e.g., 10% increase each week).

Self-Evaluation

1. Follow all of the steps of self-monitoring. Self-evaluation helps the student become increasingly independent in evaluating his/her own performance.
2. At the end of the routine for self-monitoring, the teacher and student will compare their evaluations of the student performance.
3. If the student's ratings are an exact match or close match (e.g., within one recording check error over or under the teacher's ratings), the student earns a reinforcer. This reinforcer can be an additional one to the one for meeting criterion or it can take the place of the criterion reinforcer. If choosing to do the second, be aware that students may discover a "loophole". That is, the student can perform lower than the goal but still get a reinforcement as long as their ratings agree with the teacher's ratings.

Implementation Considerations:

- This strategy should be considered if intervention goal(s) include:
 - Increasing rates of positive behaviors such as attention-to-task or academic productivity
 - Increasing task productivity
 - Decreasing rates of inappropriate behavior
- The process of self-management should be clearly explained to the student. Appropriate recording and cueing systems should be selected for the student's use.

- Always use self-management with a reinforcement system. If the self-management system is not showing effectiveness, it may be due to the reinforcement not being delivered when the student meets the goal or the reinforcement not being motivating enough to elicit the desired performance from the student.
- A plan for fading teacher prompts should be included once the student is reaching criterion.

Supporting Evidence

- Carr & Punzel, 1993
- Kern, Ringdahl, & Hilt, 2001
- Rock, 2005
- Koegel, Koegel, Boettcher, Harrower, & Oppenden, 2006

INDEPENDENT RESPONDING

Definition. Providing skills to the student, which allows him/her to answer questions and volunteer responses without assistance from others.

Description of strategy. Some students may have problem behaviors when required to respond to direct requests, including responses to content-related questions posed by the teacher or other member of the class. This may be due to the student not having the skills to answer the question, anxiety about answering the question in front of other students, or not understanding the question or the response expected. Teaching the student to independently respond will involve careful pre-planning of the instruction that will be delivered to the class, daily or weekly and identifying the routines/activities in which it would be most effective to implement the independent responding intervention. The planning will include providing a preview of the questions the

student will be asked and providing the responses so that the student will be prepared. As the student gets more comfortable and confident responding to questions, the teacher can gradually fade the pre-prepared responses. This can be accomplished through using cloze techniques or providing multiple choice responses from which the student can select and have a high chance of getting the correct response. Fading can also include lessening the preview of the questions that the student will be given to respond. For example, if the teacher had been providing the student with five preview questions, the teacher may initially fade to four preview questions with one “wild card”. The first few wild cards should be questions that the teacher knows the student can answer with 100% accuracy. The goal is to eventually have the student skillful at responding to questions and/or volunteer responses.

Consider using this intervention when the PTR Assessment information indicates:

- Problem behavior is performed for the function of avoiding or escaping having to answer questions posed by the teacher or others (either due to skill deficits, performance deficits, or anxiety about responding in front of others)
- Problem behavior is performed for the function of getting assistance from staff or peers when required to respond independently or to complete a task without assistance.

Examples of Independent Responding interventions:

- Arranging for a gesture to be given to the student to let him/her know that the next question will be one that he/she will be asked to provide a response. The response related to the signal may be one that has been rehearsed so that the student is ready for the question.

- Advanced preparation or scripts for the student to be prepared for questions. The scripts will be gradually faded until the student can respond independently.

Steps for Implementation

1. Identify the routines and content that is present when the student engages in the problem behavior rather than responding independently.
2. Determine the function of the problem behavior. This determination will help identify the intervention steps. For example, if the function is to escape because the student does not have the skills to respond correctly, the intervention will focus on preparing the student with the correct responses. It may also include teaching the student the specific skills. If it is due to the student not wanting to talk in front of others for fear of being wrong or that the peers will make comments, the intervention may include preparing the student to know the questions that he/she will be asked and pre-preparing responses to the questions.
3. Develop a task analysis of the independent responding intervention selected and teach it to the student by using the following procedures:
 - a. Provide instruction/explanation of the intervention being taught. Provide several real-life examples of how the skill is used.
 - b. Demonstrate how to do the skill by modeling.
 - c. Provide the students with guided practice opportunities after modeling.
 - d. Provide immediate feedback during guided practice including positive comments for correct steps and corrective feedback for errors. Corrective feedback should be followed by more practice opportunities.

4. Implement the intervention as practices and prepared for during the independent responding instructional time.
5. Provide a reinforcer to the student for successfully engaging in the independent responding. Consider the student's function. Some of the reinforcement will be naturally occurring through the implementation of this intervention; however, initially the teacher may want to provide additional motivation by rewarding the student for engaging in the specified behavior.
6. Gradually fade the practice opportunities contingent upon student data showing increased mastery.
7. Continue to probe throughout the school year to ensure generalization.

Implementation Considerations

- This intervention requires significant preparation with the student. The initial work will be gradually faded as the student increases independent skills
- Consider implementing the Specific Academic Skills intervention and/or the Problem-Solving Strategies intervention for students who may need more skill instruction in the content to become independent.

Supporting Evidence

- Hughes, Ruhl, Schumaker, & Deshler, 2002
- Tralli, Colombo, Deshler, & Schumaker, 1996

INCREASED ACADEMIC ENGAGEMENT

Definition. Teaching the student strategies that will lengthen the amount of time s/he is attending to, and actively interacting in the academic environment.

Description of strategy. Academic engagement is one of the key predictors for student academic success. When a student is present and engaged in the instructional activities, the student is available to learn. Disengagement not only is correlated with lower skill attainment but is also a risk factor for dropping out of school. This strategy breaks down academic engagement into measureable and observable definitions and determining methods for directly teaching the student when he/she is and is not performing engaged behavior. This strategy may be used in conjunction with other Teach strategies such as Self-Management or Problem-Solving Strategies.

Academic engagement is best measured by the engagement rate, typically the proportion of time that the student is performing behaviors that are compatible with engagement. The strategy should include goals/criterion levels for the student to attain related to academic engagement rate as well as reinforcement system for achieving the criterion.

Consider using this intervention when the PTR Assessment information indicates:

- The student exhibits low rates of engagement.
- Problem behavior occurs for the purpose of escaping/avoiding academic work
- Problem behavior occurs during academic time for the purpose of getting attention or assistance from others
- The student has shown minimal academic growth.

Examples of Academic Engagement Interventions:

- Teaching and providing self-management systems
- Providing problem-solving or learning strategies that will motivate the student to remain engaged in an activity

- Using mnemonic systems in conjunction with self-management systems. For example, Neil had difficulty staying engaged during independent work times. The function of his behavior was to escape doing the independent work. Neil knew how to do the work, but sitting at his desk and writing on paper were not his preferred tasks. The teacher decided to do a self-management intervention and use a mnemonic to preview the intervention as well as have a prompting cue that was less intrusive than a verbal redirect. The teacher also thought that this intervention for Neil was a great opportunity for increasing academic engagement for the entire class. The teacher set up a “check your body” system. The steps included selecting a cue to let Neil and any other student know it was time to be engaged. She decided to use an audible timer stating that it was time to do ‘check your body’. A poster was made with the defined behaviors that indicated Neil was checking his body. The behaviors included “bottom on chair”, “pencils moving”, “hands raised to ask questions”. When the timer began for check your body, the teacher programmed intervals between 3 to 5 minutes each. When the interval sound came on, the students would all do a “thumbs-up” or “thumbs-down” if they were engaged in the check your body behaviors. Neil would do a check on a self-management card. A goal was set for Neil to receive a reinforcement that would allow him to escape some of the independent task and select a choice of a preferred task to do instead.

Steps for Implementation

1. Identify the routines and content that is present when the student is not academically engaged.

2. Determine the function of the problem behavior. This can be developed into a reinforcer for academic engagement.
3. Define academic engagement into measureable and observable terms so that the student understands exactly what is expected of him/her.
4. Decide upon the way that academic engagement will be directly taught to the student. This may include use of other Teach intervention strategies (e.g., self-management, problem-solving).
5. Develop a task analysis of the academic engagement intervention selected and teach it to the student by using the following procedures:
 - a. Provide instruction/explanation of the intervention being taught. Provide several real-life examples of how the skill is used.
 - b. Demonstrate how to do the skill by modeling.
 - c. Provide the students with guided practice opportunities after modeling.
 - d. Provide immediate feedback during guided practice including positive comments for correct steps and corrective feedback for errors. Corrective feedback should be followed by more practice opportunities.
6. Decide upon prompting procedures to cue the student during implementation.
7. Implement the intervention as practiced.
8. Provide a reinforcer to the student for meeting criterion.
9. Gradually fade the prompting cues contingent upon student data showing increased mastery.
10. Continue to probe throughout the school year to ensure generalization.

Implementation Considerations

- When data indicate, this strategy should be considered for the student who exhibits low rates of engagement and has shown minimal academic growth.
- When choosing this strategy, the team should consider appropriate “prevention” strategies (e.g., interspersing preferred topics or activities in materials, modifying curriculum content, or presentations, providing increased opportunities to respond) that will motivate the student to be engaged in instructional tasks.

Supporting Evidence

- Lane, Weisenbach, Little, Phillips, & Wehby, 2006
- Liaupsin, Umbreit, Ferro, Urso, & Upreti, G, 2006
- Rock & Thead, 2007

Reinforce-Appendix C

The following are descriptions of the Reinforcement interventions included on the PTR Intervention Checklist. There are only two Reinforcement strategies on the checklist, and both should be included on every PTR Intervention plan. These are response strategies that follow replacement behaviors as well problem behaviors. Reinforcement interventions, when implemented, result in students repeating the replacement or desired behaviors for which positive reinforcement is delivered. Further, by providing the functional outcome (i.e., escape/avoid/delay or access/obtain) following the student performance of the replacement behavior gives the student a more effective way to get the functional outcome that their problem behavior formerly obtained. The positive responses following replacement behaviors are paired with no longer responding to problem behaviors in a way that allows the student to continue to obtain the functional outcome. By using these two primary reinforcement strategies, students will learn that the most effective and efficient way (or the only way) for them to obtain their function is by performing the replacement behavior. The problem behavior, thus, becomes both inefficient and ineffective.

REINFORCE REPLACEMENT BEHAVIOR-FUNCTIONAL

Definition. Providing a positive response contingent upon student performance of a desired (i.e., replacement) behavior.

Description of strategy. The Reinforce Replacement Behavior intervention, at a minimum, provides the purpose or function of the problem behavior after the student performs the replacement behavior. After determining the replacement behavior that will be taught to the

student (Teach Intervention), the team determines how the new behavior will earn the student the functional outcome. If the Teach component of the plan included a functional communicative/equivalent replacement behavior (e.g., teach the student to ask for a break to get a brief escape in place of yelling out curse words to the teacher and peers), the student will receive a break after performing the new behavior. The reinforce intervention can also include a more powerful motivator to encourage the student to perform an alternate skill or desired behavior (**Reinforcement-other**). For example, the student can ask for a break and receive a brief 2 minute break following each request as the reinforcement for the replacement behavior. If the student returns to work and engages to a specified criterion, the student may earn proportional break time that can be used to trade some non-preferred work time for equal time with a preferred activity instead.

The primary components of the strategy include: (a) determining the function of the problem behavior; (b) reviewing the replacement behavior that the team included in the PTR Teach component; (c) deciding how the student will be reinforced with the function of the problem behavior; and (d) deciding if any additional reinforcement will be necessary for the student to be successful at performing the new behavior.

Reason for using this strategy: Positive reinforcement is a core behavioral principle that is essential in changing behaviors. Behaviors that are followed by a response that increase their future occurrence are said to be positively reinforced. Thus, by reinforcing the student's replacement behavior with the functional outcome that was formerly obtained by the problem behavior, the likelihood of the student increasing the rate of performing the new behavior will increase.

Consider using this intervention when the PTR assessment information indicates:

- All PTR Intervention plans should include this strategy.

Examples of reinforcement-functional and other strategies

- Strategies to reinforce escape functions can include asking for a break, asking to wait to transition or others, etc. The team will consider the best length for the break, typically between 2 minutes and 5 minutes, and will teach the student the behavior he/she can do during the break. Most often, the break is a true removal of demands and not typically a time that the student can engage in more preferred activities. Timers or other audible tools are used to let the student know when the break is finished.
- Strategies to reinforce obtain functions (e.g., attention, access to an activity or object) can include asking for help (for attention as well as for escape in that another may assist the student in engaging in a non-preferred task that can decrease its adversity), asking for time to talk, asking for a work check, asking to work with a peer partner, asking for a specific object/activity, etc.
- Reinforcement-other. A student's function of problem behavior is escape. Rather than teaching him to ask for a break, the team decided that they would break up his independent writing assignments (task that predictably triggered the problem behavior for the purpose of escape) into sections. Upon completion of each section, the student earns a sticker that is placed in a box on his desk. The student can use the earned stickers on future independent work assignments to escape work. The student does this by placing his sticker over a problem or a question to be answered, signaling to the teacher that he

wants to use one of his earned break stickers for escaping the problem. The teacher responds with a thumbs up.

Steps for Implementation

1. After developing the replacement behavior intervention, determine the functional outcome of the problem behavior that will be provided contingent upon performance of the replacement behavior. The function should be matched to the function stated in the hypothesis and should be one that can be honored.
2. Determine the immediacy of delivering the reinforcement. Initially, the team will want to ensure that the student gets the function following the replacement behavior as quickly as or more quickly than he/she obtained the function with problem behavior. For most students and to increase the likelihood of success, the reinforcement will follow immediately after the use of the replacement behavior.
3. Determine the frequency of responding to the replacement behavior with the function. For most students, the team will start with 100% (to ensure successful repetition).
4. Decide how the adult will respond with the functional reinforcement. The team will want to determine what the adult will say and/or do that tells the student he/she performed the replacement behavior correctly and will receive the reinforcement. For example, the adult may say, “You asked for a break. Thank you for letting us know you need a break. You have 2 minutes.” Or the adult may use positive gestures (e.g., thumbs up, holds up two fingers indicating 2 minutes).
5. Identify whether the student may need an additional reinforcer for engaging in the replacement behavior. For example, if the team decides to teach the student to use an

alternate/desired skill (e.g., calming strategies to regulate her emotion) for the replacement behavior, the student can earn a delay from the task while using the calming strategy. If the student uses the calming strategy a prespecified number of times, the student may earn a more powerful reinforcer, such as selecting a tangible reward from a menu. A preference or reinforcer assessment may be necessary if the team decides to offer additional reinforcement.

6. Develop a plan for teaching the student the responses to the replacement behavior. This can be explained, modeled, and role played so that the student knows the expectations.
7. Determine data criteria for coming back to review the effectiveness of the reinforcement in increasing the performance of the replacement behavior. Contingent upon the data trend, develop a plan for fading the immediacy and/or frequency of the reinforcement if appropriate.
8. Implement the reinforcement strategy during the agreed upon times in the PTR intervention plan.

Considerations for using Reinforcement strategies:

- **Immediacy and rate of reinforcement.** The reinforcement following the student's performance of the replacement behavior should be immediate. This will teach the student that the replacement behavior is a quicker way to get the outcome than problem behavior. In addition, the student should be reinforced after each occurrence of the replacement behavior. After the student begins to consistently use the replacement behavior, the immediacy and rate can be carefully trimmed. For example, the team may insert a brief time delay (e.g. 2 seconds) between the student performance of the

replacement behavior and the delivery of the reinforcement. This delay can be gradually increased. Further, reinforcement can begin to be provided on less than 100% of opportunities. All of these changes to the rate and frequency, though, should be based on student performance data and carefully planned. Students should be taught the changes that will be made to reinforcement delivery prior to initiating them. Data should consistently be reviewed after each change is implemented to ensure that the student maintains the desired criterion for replacement and problem behavior occurrence.

- **Tangible reinforcers.** Many teams design reinforcement systems in which students earn tangibles or tokens/points that lead to tangibles following performance of a desired behavior. While these reinforcement strategies can be very powerful at motivating students to engage in changed behavior, the heart of the functional behavior assessment is determining what the student obtains by engaging in problem behavior. That is the function, and the function is going to be a simple yet powerful motivator for the student to use the replacement behavior. Thus, it may not be necessary to develop complex reinforcement systems. However, there may be some students who will need more motivation to engage in a desired behavior (e.g., academic engaged time, immediately returning to a non-preferred task from a requested break, transitioning directly and quietly from point A to point B), and for those students, additional reinforcement strategies that may lead to tangibles can be considered. The other consideration is to use the function (e.g., escape, attention, etc.) and increase its value contingent upon student performance of an alternate skill such as getting back to work immediately following a break or engaging in a task for a specified criterion.

Sample References

- Dufrene, Doggett, & Henington, 2007
- Lane, Rogers, & Park, 2007
- Newcomer & Lewis 2004
- Reichle & Johnston, 1993

DISCONTINUE REINFORCEMENT OF PROBLEM BEHAVIOR

Definition. Responses following problem behavior that no longer provide the student with the functional outcome.

Description of strategy. Once the student is being taught a replacement behavior to use instead of the problem behavior to get the functional outcome, responses to problem behavior can no longer allow the student to escape or obtain the desired function. One way this can be accomplished is to provide a response that redirects the student to use his/her replacement behavior to get the outcome. Another option is for the team to develop a response that will not allow the student to obtain the function any longer (e.g., not allowing the student to leave until he or she completes the task; not providing any attention contingent upon problem behavior).

Reason for using the strategy. For behavior plans to be successful at changing student behaviors, responses to problem behaviors must be addressed along with responses to replacement behaviors. Responses that have been delivered following problem behavior prior to the PTR FBA and Intervention Plan have, inadvertently, maintained the student's performance of the behaviors. Thus, the responses to problem behavior should consist of two components: (a) redirecting the student to the replacement behavior that will result in obtaining the function; (b)

no longer responding to the problem behavior in a way that continues to let the student obtain the function. If the problem behavior no longer “pays off” for the student and only the replacement behavior works, the student should reduce use of the problem behavior while concurrently increasing use of the replacement behavior.

Consider using this intervention when the PTR assessment information indicates:

- All PTR Intervention plans should include this strategy.

Examples of reinforcement-functional and other strategies

- The student’s problem behavior of screaming results in delay of transitions and secondarily attention from adults and peers. As soon as the student makes a high-pitched squeal (a pre-cursor behavior for loud screaming), the teacher immediately goes to the student and redirects him to use his replacement behavior of using a break card to request a 2 minute calming down period. This is used instead of verbal reprimands and sending him to a time-out chair (previous responses), both of which gave him attention and escape.
- A student shouts loud curse words at the teacher for the purpose of obtaining attention. Rather than responding with verbal reprimands and sarcasm and sending him to the office to sit with the guidance counselor (all getting him attention), the teacher does not respond verbally or nonverbally. The teacher goes to the whiteboard and points to the expectation/behavior that the student is to perform instead for attention.

Steps for Implementation

1. After developing the replacement behavior intervention and the reinforcement for the replacement behavior, determine how others will respond if the student engages in

problem behavior. The strategy can be a redirect to use the replacement behavior instead of problem behavior and/or a response that no longer provides the function.

2. Determine the immediacy of delivering the new response. Decide if the student has precursor behaviors to the problem behavior or a milder version of the problem behavior. This is the signal for the adult to immediately redirect the student to use the replacement behavior or to respond in a different way so that the behavior does not get the outcome. It is important to do this strategy, if possible, prior to complete performance of the problem behavior. This step serves to teach the student to identify the times when he/she should be using the replacement behavior
3. Decide how the adult will respond including the verbal and physical motor behaviors. For example, if the teacher is redirecting the student to ask for a break and the student also likes attention, the adult may decide to redirect the student to use the replacement behavior with a gesture and minimal attention (e.g., calmly pick up a break card and hand it to the student indicating a break while making minimal eye contact).
4. Determine the hierarchy of responses that could possibly be needed if the student does not respond immediately to the strategy. For example, if the student is redirected to use the replacement behavior but continues to engage in the problem behavior instead of using the replacement behavior, describe what the next step/response will be, keeping in mind the function of the problem behavior.
5. Develop a plan for teaching the student what will happen after he/she engages in the problem behavior. This can be explained, modeled, and role played so that the student knows the expectations.

6. Determine data criteria for coming back to review the effectiveness of the strategy on reducing the problem behavior occurrence.
7. Implement the strategy during the agreed upon times in the PTR intervention plan.

Considerations for using Discontinue Reinforcing Problem Behavior strategies

- It may be difficult for educators in typical school environments to consistently respond to problem behavior in a way that no longer allows the student to obtain the function. For example, if the student's problem behavior is for the purpose of escaping or delaying a task, it may not be feasible for the teacher or other staff to implement a strategy that does not allow the student to escape. This may result in extended periods of problem behavior occurrence and disrupt instruction for the student and for the peers. Thus, it may be best for the team to consider implementing this strategy by redirecting the student to use the replacement behavior as the first one for implementation. If that does not prove to be effective, the team can regroup to problem solve and develop a more intensive intervention.

Sample References

- Hagopian, Contrucci Kuhn, Long, & Rush, 2005
- Hagopian, Toole, Long, Bowman, & Lieving, 2004

Safety Plan

Definition. A plan developed for students with problem behaviors that can be harmful (resulting in injury) to the student and/or others. The plan's intent is to keep everyone safe and return to stability as soon as possible.

Description. The Safety Plan is included in the intervention checklist as a prompt to ask the team whether the student's behavior can result in injury to the student or to others. If the behavior does impact the safety of individuals in the environment with the student, the team will want to address a strategy that keeps everyone safe and returns the classroom to stability so that instruction can continue. A safety plan, when developed, should be well thought out and described in detail. The plan should also minimize providing the student with the functions of the behavior (e.g., providing intense and a large quantity of attention during the safety plan if the student's behavior is for the purpose of gaining attention).

Reason for using the strategy. All students and adults should be safe in school environments. If the student's behavior has a history of creating unsafe and harmful environments for the student and others, the team may need to create a safety plan in the event that the PTR Intervention Plan is not effective on some days or in some situations.

Consider using this intervention when the PTR assessment information indicates:

- The student's behavior is harmful and results in a risk for injury of the student and others.
- Significant property damage or destruction occurs with problem behavior.

Examples

- Joe throws hard objects in the classroom that has struck others in the past, causing mild injuries. The team decides to develop a safety plan. Joe's function of behavior is to escape non-preferred tasks and verbal redirects from the teacher. The team develops a plan that identifies earlier, precursor behaviors that typically occur prior to throwing the hard objects. The plan uses Joe's replacement behavior (ask for a break) but instead of redirecting Joe to use his new behavior, the teacher will go over to Joe calmly and say

“let’s take a break now” while picking up Joe’s break card. For these breaks, Joe will be given the choice of taking his break in his usual place or taking the break with the counselor so that he can calm down. He can also choose the amount of time he needs for the break. The key for this safety plan to work successfully is to catch Joe prior to when he escalates to extreme anger. The choices serve to distract him from his behavior, and provide him with options that are acceptable to him.

- A second plan is developed for the situations in which Joe is unable to be redirected to take a break. This involves removing the other students from the classroom, having the behavior analyst come in to assist the teacher and allowing Joe to calm down without others providing attention to him. Once he calms down, a debriefing process will be conducted with Joe to problem solve and, if anything was destroyed or damaged, figure out a plan for replacement.

Steps for Implementation

1. If the team agreed that a safety plan was essential, determine how and when others will respond if the student engages in problem behavior. Determine the physical and verbal behaviors of others. Review the function of the problem behavior and develop responses that will minimize as much as possible the behavior obtaining the function through implementation of the safety plan.
2. Determine the immediacy of delivering the new response. Decide if the student has precursor behaviors to the problem behavior or a milder version of the intense behavior that may result in injury. This is the signal for the adult to immediately implement the safety plan (prior to highest level of emotion).

3. Determine the hierarchy of responses that could possibly be needed if the student does not respond immediately to the strategy.
4. Develop a plan for teaching the student what will happen if and when he/she engages in the behaviors that are harmful. This can be explained, modeled, and role played so that the student knows the expectations.
5. Determine data criteria for coming back to review the effectiveness of the strategy on reducing the problem behavior occurrence.
6. Implement the strategy during the agreed upon times in the PTR intervention plan.

Considerations for using a Safety Plan

- Often, the safety plan does not teach the student a new skill or behavior. Instead, it is intended to keep everyone safe and return the environment to stability. Thus, keeping data on how often the Safety Plan is needed is important. If the Safety Plan is being implemented frequently, this most likely indicates that the PTR Intervention Plan is not effective. This could be due to low implementation fidelity, or the plan may need to be adjusted or changed. The PTR team will want to reconvene as soon as possible to review the data and determine why the plan is not working. In some cases, additional expertise may need to be accessed to help the team develop a more effective plan.
- Additional factors to consider when developing and implementing a safety plan are:
 - proper training of staff to carry out the plan effectively and efficiently,
 - clear identification of team members,
 - clear identification of problem behaviors that warrant initiation of the safety plan,
 - rehearsal of the plan,

- responding with minimal disruption to classroom activities, and
- giving verbal prompts and assurances to students to let them know they are safe.