Prevent-Teach-Reinforce (P-T-R) is a standardized, function-based model of PBIS for students with persistent and challenging behavior problems. P-T-R is a data driven, manual-guided process designed for school-based teams who are working on developing and implementing behavior support plans for individual students.

Team-based Collaborative Process
Implementing the P-T-R model is an extensive process and requires effective collaboration within the school-based team. All team members involved need to know the steps and become committed to following through with the recommended steps and frequent team meetings.

Step One: Goal Setting and Behavior Rating Scales
The primary focus and purpose of the goal setting step is for the school-based team members to identify the most important target behavior(s) to address. Additionally, team members will agree on the team’s “vision” and develop both long term and short-term goals for the team as well as for the student. The goal-setting step of the P-T-R also includes establishing data collection techniques. A Behavior Rating Scale (BRS), a 5-point Likert-type scale, is used as the daily data collection tool for the student’s target behavior.

Step Two: Function-based Assessment & Problem Analysis
The P-T-R Assessment serves to identify specific information regarding the student’s target behaviors and ultimately will determine the function of the target behavior. It is during this step that the antecedents, setting events, and consequences of the student’s challenging behavior are identified. The P-T-R Assessment is in a checklist format consisting of three categories relating to the Prevent component (antecedents and triggers), the Teach component (determining function of the behavior and appropriate alternative behaviors), and the Reinforce component (consequences). The team develops an appropriate alternative behavior matching the hypothesized function of the target behavior.

Step Three: Intervention Planning and Coaching
After the P-T-R Assessment team completes the FBA for each P-T-R component along with developing a hypothesis statement, the team focuses on developing the student’s Behavior Intervention Plan (BIP). A student’s behavior intervention plan consists of three components based on the FBA developed from the P-T-R Assessment: (a) a Prevent intervention, (b) a Teach intervention, and (c) a Reinforce intervention. One way for the team to come up with one intervention for each component is to have each team member rank order at least three possible interventions for each component and select the intervention ranking the highest on average. Any coaching or training should be done during this step for team members implementing the interventions. It is crucial each team member knows and understands each of the steps to ensure adequate fidelity and treatment reliability.

Step Four: Evaluation
Evaluation of the P-T-R interventions selected should be frequent and as objective as possible. Daily measures of the target behavior should be taken using the Behavior Rating Scales process. Additionally, team members will need to meet as regularly as possible throughout the school year to ensure everybody is maintaining their responsibilities and keeping current with any intervention changes. If the interventions are providing successful and positive outcomes, then the team must consider the possibility to expand and generalize these outcomes into other settings. Additionally, teachers will complete a social validity rating scale measuring the extent of the intervention acceptability within the classroom. The BRS outcome data combined with the P-T-R Fidelity of Implementation Checklist and Teach Social Validity Scale scores provide the team with adequate information to assist them in making appropriate data-based decisions regarding the future of the student’s behavior intervention plan.
Step 1: Goal Setting / Student Version

1. What is your dream? What do you want to be doing 3-5 years from now?

2. What could help you reach your dream? What could school, family, or other people do and what could you do? What opportunities are already available that could help?

3. What is keeping you from your dream? What are the challenges that are making it hard? What are some of your fears if you don’t get to reach your dream?

4. Choices are very important for everyone. Examples of big choices most people have is the type of work they will do for money, the type of fun activities they do in the evenings and weekends, where and when they go for shopping or fun activities, friends to do things with, etc. Some smaller choices most people have each day is what they wear, the clothes they buy, what they eat for breakfast, lunch, and dinner, etc. What choices do you get to make most days? What choices do you wish you could make most days?

5. Who are the most important people in your life? They can include people from school, people from your family, friends, girlfriends or boyfriends, people who live in the city or other important people who may live further away? Are there any people you wish could be included as important people?

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Step 1: Goal Setting - Student Version

Student Name: __________________________

| WHAT BEHAVIORS DO YOU WISH YOU WOULDN’T DO SO MUCH IN SCHOOL? |
|-----------------------------------|-------------------|
| **Target Behavior(s):** | **Definition:** |

| WHAT BEHAVIORS DO YOU WISH YOU WOULD DO MORE IN SCHOOL? WHAT BEHAVIORS WOULD YOU LIKE TO DO MORE THAT WOULD LET YOU MEET YOUR GOALS? |
|-----------------------------------|-------------------|
| **Target Behavior(s):** | **Definition:** |
## FBA PREVENT Component – Student Version

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

<table>
<thead>
<tr>
<th>Morning</th>
<th>Before</th>
<th>Lunch</th>
<th>Escaped</th>
<th>Time out</th>
<th>After school</th>
<th>Time in</th>
<th>Other</th>
</tr>
</thead>
</table>

- **Before lunch**
- **After lunch**
- **Between classes**
- **During announcements**

2a. Are there specific activities or subjects when you are most likely to do problem behavior? If yes, what are they?

<table>
<thead>
<tr>
<th>Core subjects (specify)</th>
<th>Writing tasks</th>
<th>Large group</th>
<th>Hands-on tasks</th>
<th>Independent work</th>
<th>Work</th>
<th>On the bus</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>Small group</td>
<td>Work</td>
<td>On the bus</td>
<td>After school</td>
<td>Between classes</td>
<td>Transitions</td>
<td></td>
</tr>
</tbody>
</table>

2b. Are there specific activities or subjects when you are least likely to do problem behavior? If yes, what are they?

<table>
<thead>
<tr>
<th>Core subjects (specify)</th>
<th>Writing tasks</th>
<th>Large group</th>
<th>Hands-on tasks</th>
<th>Independent work</th>
<th>Work</th>
<th>On the bus</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>Small group</td>
<td>Work</td>
<td>On the bus</td>
<td>After school</td>
<td>Between classes</td>
<td>Transitions</td>
<td></td>
</tr>
</tbody>
</table>

## FBA TEACH Component – Student Version

1. Does (problem behavior) get you attention from classmates?
   - Yes
   - No

2. Does (problem behavior) get you attention from adults?
   - Yes
   - No

3. Does (problem behavior) get you items or preferred activities (games, electronics, materials, food) from classmates or adults?
   - Yes
   - No

4. Does (problem behavior) get you to avoid or delay a transition from a preferred activity to a non-preferred activity?
   - Yes
   - No

5. Does (problem behavior) get you to avoid or delay a non-preferred (difficult, boring, repetitive) task or activity?
   - Yes
   - No

6. Does (problem behavior) get you away from a non-preferred classmate or adult?
   - Yes
   - No

7. What behaviors could you do that would help you meet your academic and future goals? Select 3-5 behaviors that would allow you to participate in class, make passing grades, and get credit toward graduation.

   - Study skills
   - Socially engage (e.g., working cooperatively with peers, cooperate)
   - Participate, persist, and be engaged
   - Homework completion
   - Organizational strategies
   - Attend class
   - Work productively (complete and turn in assignments)
   - Self-regulation (controls temper, obeys rules, copes with stress)
   - Time management
   - Arrive on time

## FBA REINFORCE Component – Student Version

1. What typically happens immediately after you do (problem behavior)?

   - Sent to time-out
   - Sent to crisis room
   - Asked to put head down
   - Sent to office/ODR
   - ISS
   - OSS

   - De-escalation (e.g., LSI or other)
   - Sent to behavior specialist/counselor
   - Assistance given
   - Changed the activity
   - Eased the activity
   - Calmed/toothed

2. Do you enjoy praise from teachers and other school staff? Do you enjoy praise from some teachers more than others?

   - Yes
   - No

3. When you do appropriate behavior (e.g., on-task behavior, cooperation, successful performance), how likely is it that a teacher or someone in school praises or gives you a positive comment?

   - Very likely
   - Sometimes
   - Seldom
   - Never

4. When you do (problem behavior), how likely is it that a teacher or someone in school responds to you (e.g., reprimands, corrections)?

   - Very likely
   - Sometimes
   - Seldom
   - Never

5. What school-related items and activities are most enjoyable to you?

   - Social interaction with adults
   - Social interaction with classmates
   - Going to the library
   - Sensory activity (specify)

   - Listening to music
   - Being outside
   - Getting for a walk
   - Reading
   - Extra PE time
   - Extra free time

   - Object (specify)
   - Food (specify)

Other(s):

Additional comments not addressed above in the Reinforcement Component.
INTERVENTION CHECKLIST – Student Version

Directions: Under each category, check 2-4 interventions you think would work and would be okay with you to try.

<table>
<thead>
<tr>
<th>Prevention Interventions</th>
<th>Teaching Interventions (behaviors that will help you reach your goals)</th>
<th>Reinforcement Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Given Choices</td>
<td><strong>Replacement Behavior</strong></td>
<td><strong>Reinforce Replacement Behavior</strong></td>
</tr>
<tr>
<td></td>
<td>□ Study Skills/Test-taking Strategies</td>
<td>□ Escape, avoid, delay</td>
</tr>
<tr>
<td></td>
<td>□ Social Problem Solving Strategies</td>
<td>□ Get attention, specific activity/item</td>
</tr>
<tr>
<td></td>
<td>□ General Coping Strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Cognitive Behavior Therapy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Learning Strategy Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Self-Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Basic Academic Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Specific Social Skills Training</td>
<td></td>
</tr>
</tbody>
</table>

When you do [problem behavior] can it hurt you or others [teachers, classmates]? □ Yes □ No
If yes, do you need a crisis management plan? □ Yes □ No

INDIVIDUAL BEHAVIOR RATING SCALE

<table>
<thead>
<tr>
<th>Target Behavior</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

KEY:

Problem Behavior: Definition _____ Time/Routine: □ All day □ Specific Time/Routine: _____

5 = Terrible day _____
4 = Typical bad day _____
3 = So-so day _____
2 = Good day _____
1 = Fantastic day _____

Replacement/Alternate Desired Behavior: Definition _____ Time/Routine: □ All day □ Specific

Time/Routine: _____
5 = Fantastic day _____
4 = Good day _____
3 = So-so day _____
2 = Typical bad day _____
1 = Terrible day _____