# Prevent-Teach-Reinforce

An effective, collaborative assessment and intervention process to resolve serious and persistent challenging behaviour in schools, early childhood settings, and homes

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## Karakia

**Ka hikita! Ka hikita!**
**Hiki hikitia**
**Whakararewa ki runga rawa**
**Ka Tihei! Tihei maurioa**
**Amine**

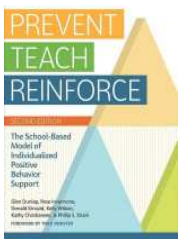
## Objectives

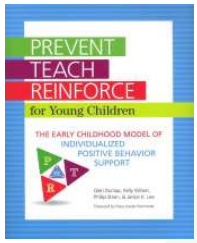
1. Introduction to PTR
2. Background and evidence base
3. Describe the model
4. Critical components that enhance the success of PTR
5. Challenges
6. Whanau/educator feedback
7. Your questions

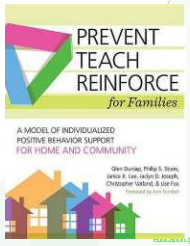


## Prevent-Teach-Reinforce

**Evidence-based models for resolving serious, persistent, challenging behaviour in school, early childhood, and home settings**






## PTR – developed to resolve serious, persistent, challenging behaviours …

- Any repeated pattern of behaviour that interferes with learning or engagement in prosocial interactions with peers and adults
- Behaviors not responsive to developmentally appropriate behaviour management strategies
- Prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior (e.g., screaming), property destruction, self-injurious, noncompliance, and withdrawal behaviours
- Behaviours may be violent, 'out of control' and sometimes lead to considerations of exclusion, seclusion or restraint



## Who for …

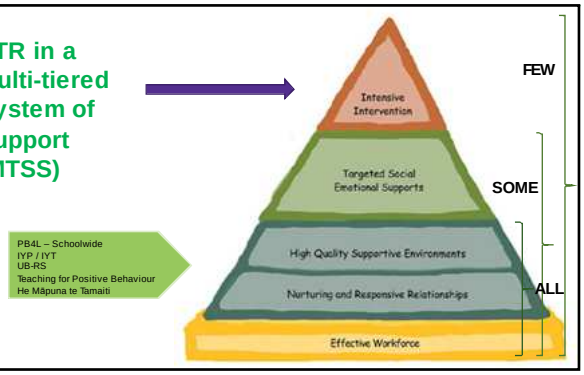
- Children and students aged 30 months to high school (templates available for students who have multiple teacher situations)
- PTR and PTR-YC – for facility-based teams
- PTR-F – home-based model; facilitator and at least one parent
- Typically developing children and students, and learners with disabilities and other challenges

## Limitations – where problem behaviours are underpinned by …

- Neurological/medical/physiological conditions that are not amenable to educational or behavioural intervention strategies eg where uncontrollable seizures, chronic illness, neurological syndromes eg Tourette syndrome contribute to the presence of challenging behaviour. Vital to include appropriate medical, neurological, psychiatric services on your PTR team.
- Temporary disruptions in student's home life - address before initiating PTR
- When behaviour is infrequent, unobservable, deeply troubling eg harming animals, setting fires, injuring self or others – not possible to complete an adequate PTR or PTR-YC FBA thus cannot determine function of the challenging behaviour so cannot complete individualised intervention. May need external help to monitor round-the-clock for serious challenging behaviour that rarely occurs or occurs when adults are not typically present. Goal should be development of reliable FBA
- Relevant diagnostic assessment maybe required to access additional supports



## PTR in a Multi-tiered System of Support (MTSS)




PB4L – Schoolwide
IYP / IYT
UB-RS
Teaching for Positive Behaviour
He Māpuna te Tamaiti

## Development of PTR

- Research project funded by US Department of Education – 2005-9
- Purpose:
  - Answer call for rigorous research
  - Evaluate effectiveness of (PTR) vs 'services as usual' using RCT
  - Evaluate effectiveness of a standardised FBA/BIP approach
- Aims:
  - Make available tools that are easy for team/teachers to use
  - Use language that is not technical – is easy to understand
  - Use a collaborative approach – not an expert model
  - Have consensual team-based processes built within each step
  - Provides ongoing support to teacher/team for implementation and making data-based decisions



## PTR evidence base

- Scientific roots in Applied Behavior Analysis
- Directly linked to Positive Behaviour Support
- Researched and field tested in real classrooms
- Our own practice evidence




## PTR field research

- Large scale experimental evaluation in schools across multiple locations in Florida and Colorado. RCT of 245 students, 5-13 years, with severe challenging behaviour across five schools. PTR was significantly more effective than existing classroom strategies in reducing challenging behaviour, increasing social skills and increasing percentage of time engaged in appropriate academic behaviour. Teachers were able to implement procedures with fidelity and willing to use procedure again with other students with severe behaviour (Iovannone et al, 2009).
- PTR reduces problem behaviours and increases social skills (Barnes, 2015) and academic engagement (DeJager & Filer 2015) including in high school students (Sullivan, 2016)
- Reduced problem behaviors and increased academic engagement of students with Autism in general education classrooms (Strain, Wilson & Dunlap, 2011)
- Kulikowski et al (2015) found following successful implementation a teacher could independently generalize the model to a second student
- Teachers implement interventions with high fidelity (Dejager, 2013; Sullivan, 2016)
- Interventions have high social validity (De Jager & Filter, 2015; Sullivan, 2016)
- PTR effective in reducing problem behaviours & increasing use of replacement behaviours for 3 students in general education settings; IBRST accurate and reliable measure, efficient and practical for teacher implementation (Barnes et al, 2019)
- Our own local field work, multiple implementations, all positive outcomes

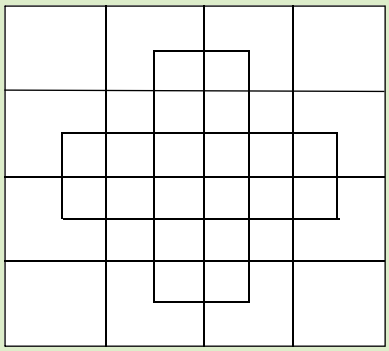
***PTR brings together multiple components and processes of ABA and PBS into one model that is clear, efficient and user friendly.***

## PTR and its Gems

- **Manualised/standardised, yet individualised**
- **Least intrusive starting point**
- **Vision**
- **Child/student centred**
- **Strengths-based**
- **Feasible – parent, teacher, facility friendly**
- **Collaborative – everything with team**
- **Data-driven – early measurement**
- **Facilitator guidance**
- **Evidenced – we can trust the model**
- **Good fit with LS and the way forward**

*"All on a golden platter"* R.Miers

## Teaming



## PTR in practice
## Case study: Anthony (adapted from Dunlap et al, 2019)

- 9 year old boy; emotional and behavioural disability
- Lives with mother and brothers (17, 14, 2). Sees father most weekends.
- Mainstream education classroom (21 students), teacher and teacher aide
- Counselling with school psychologist weekly
- IEP has behavioural goals. Team making little progress toward goals. Challenging behaviours increasing, considering alternate placement.
- Team agreed to collaborate on understanding Anthony's challenging behaviour through PTR process and develop a behavior support plan prior to making placement changes. Teacher made PTR referral.



## Getting started: behind the scenes

- School and family/whanau agreement to PTR
- Team members discussed and agreed
- Set meeting dates
  - Consider centre/classroom/schoolwide preventative practices (Tiers 1 & 2)
  - #1 – Overview of model, goal setting, set up data collection, assign FBA checklists with completion date
  - #2 – Review FBA, reach consensus on hypothesis, overview of interventions
  - #3 – Develop behaviour intervention plan. Schedule training for teacher, student, relevant others prior to implementation of the plan
  - #4 – Review cycles until student achieves mastery of behavioural goals



## Step 1: Teaming and Goal Setting

**(1) Teaming**
- Form a committed, cohesive, active child/student-centred team
- Define and agree team roles and responsibilities

**(2) Goal Setting**
- Brainstorm and agree a long-term vision for the child/student *(How would things look in two-three years if everything was going great for this child?)*
- Identify, prioritise and agree a short-term challenging behaviour to decrease and at least one desirable/replacement behaviour to increase
- Write an operational definition for each selected behaviour

**Facilitator role: to guide and assist the team's functioning**



## Team Anthony:
### Meeting 1: Step 1: Teaming and Goal Setting

**PTR team**
- Classroom teacher, teacher aide, SENCO, Mother, RTLB, MoE lead worker/PTR facilitator
- Team roles and responsibilities agreed
- Overview of PTR process, purpose, and goals explained
- Meeting venue and meeting dates agreed

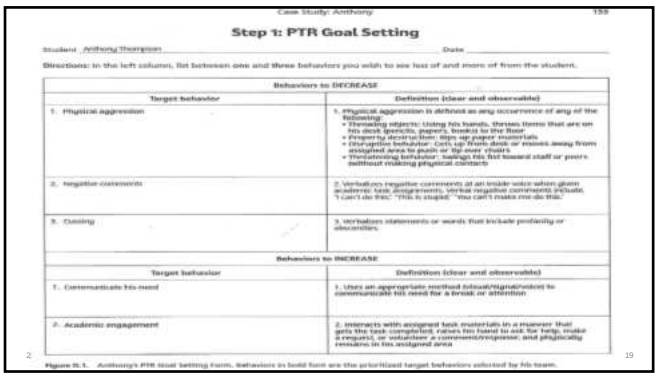
**Goal Setting**
- Brainstorm and develop long-term vision
- Brainstorm and prioritise short-term challenging behaviour to decrease
  - Physical aggression
- Brainstorm and prioritise desirable/replacement behaviour to increase
  - Communicate his needs
  - Academic engagement
- Write an operational definition for each target behaviour

**FORMS:**
PTR Goal Setting – Team
PTR Goal Setting – Facilitator



## Team Anthony: long-term vision

**For Anthony to fully engage in classroom activities, manage his emotions positively, and interact positively with others.**



Case Study: Anthony 159

**Step 1: PTR Goal Setting**

Student: Anthony Thompson Date:

Directions: In the left column, list between one and three behaviors you wish to see less of and more of from the student.

| Behaviors to DECREASE | |
|---|---|
| Target behavior | Definition (clear and observable) |
| 1. Physical aggression | 1. Physical aggression is defined as any occurrence of any of the following: • Throwing objects: Using his hands, throws items that are on the floor (pencils, papers, books) to the floor • Property destruction: Rips up paper materials • Disruptive behavior: Gets up from desk or moves away from assigned area to push or flip over chairs • Threatening behavior: Swings his fist toward staff or peers without making physical contact |
| 2. Negative comments | 2. Verbalizes negative comments at an inside voice when given academic task assignments. Verbal negative comments include: "I can't do this," "This is stupid," "You can't make me do this." |
| 3. Cussing | 3. Verbalizes statements or words that include profanity or obscenities. |

| Behaviors to INCREASE | |
|---|---|
| Target behavior | Definition (clear and observable) |
| 1. Communicate his need | 1. Uses an appropriate method (shout/signal/voice) to communicate his need for a break or attention |
| 2. Academic engagement | 2. Interacts with assigned task materials in a manner that gets the task completed, raises his hand to ask for help, make a request, or volunteer a comment/response, and physically remains in his assigned area |

Figure 8.1. Anthony's PTR goal setting form. Behaviors in bold font are the prioritized target behaviors selected by his team.

2 19

## Step 2: Data Collection

- Team establishes use of Individualized Behavior Rating Scale Tool (IBRST) for daily data collection of identified goal behaviours
  - Metric for data measurement eg Frequency / Duration / Intensity / Percentage
  - Anchor points using Likert Scale 1-5
  - Time-period/routine/activity where behaviour likely to occur
  - How will data be collected?
  - When will data collection commence?
  - Where will data be kept?
  - Graph the data
- Baseline data gathered first then phase line to indicate IBP implemented
- Test IBRST's feasibility and functionality
- Review data at each meeting, use to inform decision-making

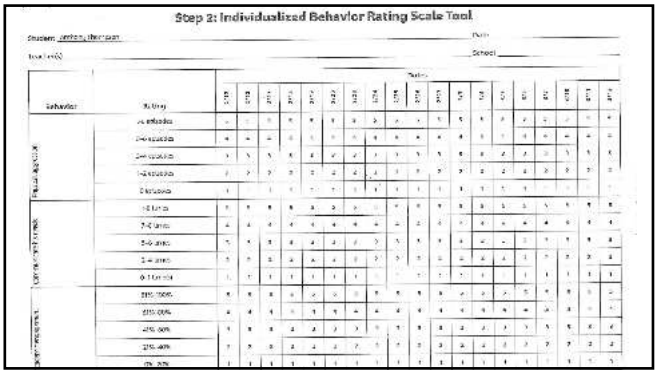
education.govt.nz

## Team Anthony: Step 2: Data Collection

- Team discussed and agreed IBRST – teacher to collect data
  - Challenging behaviour
    - Number of aggressive behaviour incidents
    - One rating across whole day
    - Anchors developed: 4-6 episodes = typical bad day
  - Desirable behaviour: anchors in reverse order
  - Test IBRST using estimate of previous day's behaviour
- Hand out PTR-FBA checklists re target challenging behaviour to relevant persons. Agree collection date prior to next meeting.
- Review meeting, set Agenda for next meeting

**FORMS:**
IBRST
PTR-FBA checklists

education.govt.nz



Step 2: Individualized Behavior Rating Scale Tool

Student: anthony_thompson Date:

Teacher(s) School:

Behavior

Student: Anthony Thompson Date:

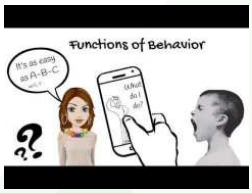
Teacher(s) School:

KEY

| | |
|---|---|
| Challenging Behavior: | Physical aggression |
| Time/Routine: | ✓ All day ___ Specific Time/Routine: |
| Definition: | The occurrence of any of the following: 1) throwing objects: using his hands, throws items that are on the floor 2) property destruction: rips up paper materials 3) disruptive behavior: gets up from desk or moves away from assigned area to push or flip over chairs 4) threatening behavior: swings his fist toward staff or peers without making physical contact The number of episodes anthony engaged in physical aggression throughout the day. |
| | 5 = Terrible day = >6 episodes |
| | 4 = Typical bad day = 5-6 episodes |
| | 3 = So-so day = 3-4 episodes |
| | 2 = Good day = 1-2 episodes |
| | 1 = Fantastic day = 0 episodes |
| Replacement/alternate desired behavior: | |
| Time/Routine: | ___ All day ✓ Specific Time/Routine: Independent instructional routines (reading/language arts, writing, math, social studies) |
| Definition: | Uses an appropriate method (shout/signal/voice) to communicate his need for a break or attention. The number of times anthony engaged in communicating his needs during academic instructional routines. |
| | 5 = Terrible day = 0-1 time(s) |
| | 4 = Typical bad day = 2-4 times |
| | 3 = So-so day = 5-6 times |
| | 2 = Good day = 7-8 times |
| | 1 = Fantastic day = >9 times |
| Replacement/alternate desired behavior: | Academic engagement |
| Time/Routine: | ___ All day ✓ Specific Time/Routine: All academic instruction (reading/language arts, math, science, social studies, writing) |
| Definition: | Interacts with assigned task materials in a manner that gets the task completed, raises his hand to ask for help, make a request, or volunteer a comment/response, and physically remains in his assigned area. The percentage of time anthony was academically engaged over his instructional day. |
| | 5 = Fantastic day = 81%–100% of academic instructional time |
| | 4 = Good day = 61%–80% of academic instructional time |
| | 3 = So-so day = 41%–60% of academic instructional time |
| | 2 = Typical bad day = 21%–40% of academic instructional time |
| | 1 = Terrible day = 0%–20% of academic instructional time |

## A Behaviorbabe explanation of the functions of behaviour

- https://www.youtube.com/watch?v=f0CnHVpth0



## A-B-C of behaviour

**Antecedent**

Event/stimuli before the behaviour

**Behaviour**

Observable and measurable actions

**Consequence**

Occurs after the behaviour and influences future behaviour

BF Skinner about reinforcement: *"The ideal of behaviorism is to eliminate coercion: to apply controls by changing the environment in such a way as to reinforce the kind of behavior that benefits everyone."*

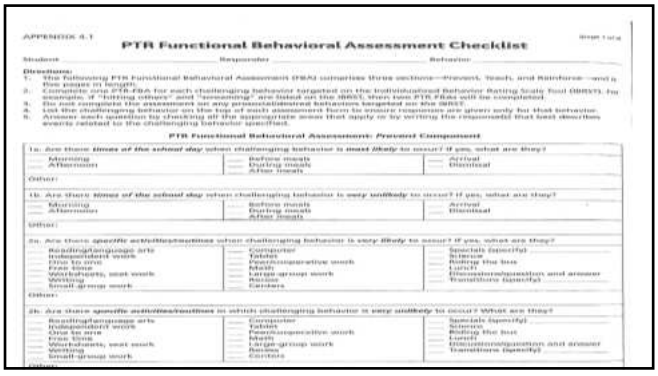


## Step 3: PTR Functional Behavioural Assessment

- Team members who know the student well in the context where the behaviour occurs complete the PTR-FBA checklists re the challenging behaviour
  - Questions related to
    - Observed antecedents/setting events/triggers where problem behaviours are most (and least) likely to occur (Prevent)
    - Function(s)/purpose of the problem behaviour and possible replacement behaviours (Teach)
    - Consequences likely (and unlikely) to follow the problem behaviours and motivators (Reinforce)
- PTR facilitator classroom observation of target behaviours in priority setting
- FBA data synthesized for themes and patterns; team agrees information
- Team develops a functional behavioural hypothesis statement/s that describes the function/s of the behaviour and links to the PTR-FBA Summary Table

**When** (Prevent data) … **then** (defined challenging behaviour) **and as a result** (Teach and Reinforcement checklist data)





APPENDIX 4.1

**PTR Functional Behavioral Assessment Checklist**

Student _____ Responder _____ Behavior _____

Directions:

1. The following PTR Functional Behavioral Assessment (FBA) summarizes three sections—Prevent, Teach, and Reinforce—and is five pages in length.
2. Complete one PTR-FBA for each challenging behavior targeted on the Individualized Behavior Rating Scale Tool (IBRST). In example, if "hitting others" and "screaming" are listed on the IBRST, then two PTR-FBAs will be completed.
3. Do not complete the assessment on any prosocial/desired behaviors targeted on the IBRST.
4. List the challenging behavior on the top of each assessment form to ensure responses are given only for that behavior.
5. Answer each question by checking all the appropriate areas that apply or by writing the response(s) that best describes events related to the challenging behavior specified.

**PTR Functional Behavioral Assessment: Prevent Component**

1a. Are there ***times of the school day*** when challenging behavior is ***most likely*** to occur? If yes, what are they?

| | | |
|---|---|---|
| ___ Morning | ___ Before meals | ___ Arrival |
| ___ Afternoon | ___ During meals | ___ Dismissal |
| | ___ After meals | |

Other: _____

1b. Are there ***times of the school day*** when challenging behavior is ***very unlikely*** to occur? If yes, what are they?

| | | |
|---|---|---|
| ___ Morning | ___ Before meals | ___ Arrival |
| ___ Afternoon | ___ During meals | ___ Dismissal |
| | ___ After meals | |

Other: _____

2a. Are there ***specific activities/routines*** when challenging behavior is ***very likely*** to occur? If yes, what are they?

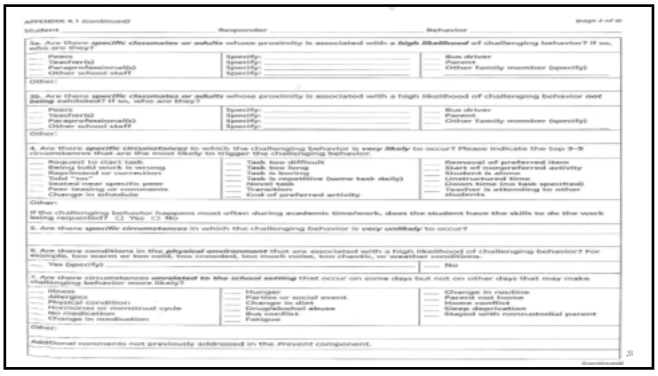
| | | |
|---|---|---|
| ___ Reading/language arts | ___ Computer | ___ Specials (specify) _____ |
| ___ Independent work | ___ Tablet | ___ Silence |
| ___ One to one | ___ Peer/cooperative work | ___ Riding the bus |
| ___ Free time | ___ Math | ___ Lining up |
| ___ Transitions, seat work | ___ Small-group work | ___ Eating/drinking/oral and answer |
| ___ Writing | ___ Recess | ___ Transitions (specify) _____ |
| ___ Small-group work | ___ Centers | |

Other: _____

2b. Are there ***specific activities/routines*** in which challenging behavior is ***very unlikely*** to occur? What are they?

| | | |
|---|---|---|
| ___ Reading/language arts | ___ Computer | ___ Specials (specify) _____ |
| ___ Independent work | ___ Tablet | ___ Silence |
| ___ One to one | ___ Peer/cooperative work | ___ Riding the bus |
| ___ Free time | ___ Math | ___ Lining up |
| ___ Transitions, seat work | ___ Small-group work | ___ Eating/drinking/oral and answer |
| ___ Writing | ___ Recess | ___ Transitions (specify) _____ |
| ___ Small-group work | ___ Centers | |

Other: _____



APPENDIX 4.1 (continued)

Student _____ Responder _____ Behavior _____

3a. Are there ***specific classmates or adults*** whose proximity is associated with a ***high likelihood*** of challenging behavior? If so, who are they?

| | | |
|---|---|---|
| ___ Peers | Specify: _____ | ___ Bus driver |
| ___ Teacher(s) | Specify: _____ | ___ Parent |
| ___ Paraprofessional(s) | Specify: _____ | ___ Other family member (specify) |
| ___ Other school staff | Specify: _____ | |

Other: _____

3b. Are there ***specific classmates or adults*** whose proximity is associated with a high likelihood of challenging behavior ***not being exhibited***? If so, who are they?

| | | |
|---|---|---|
| ___ Peers | Specify: _____ | ___ Bus driver |
| ___ Teacher(s) | Specify: _____ | ___ Parent |
| ___ Paraprofessional(s) | Specify: _____ | ___ Other family member (specify) |
| ___ Other school staff | Specify: _____ | |

Other: _____

4. Are there ***specific circumstances*** to which the challenging behavior is ***very likely*** to occur? Please indicate the top 3–5 circumstances that are the most likely to trigger the challenging behavior.

| | | |
|---|---|---|
| ___ Request to start task | ___ Task too difficult | ___ Removal of preferred item |
| ___ Being told work is wrong | ___ Task too long | ___ Start of nonpreferred activity |
| ___ Reprimand or correction | ___ Task is boring | ___ Student is alone |
| ___ Denial | ___ Task is repetitive (same task daily) | ___ Unstructured time |
| ___ Denied near specific peer | ___ Novel task | ___ Down time (no task specified) |
| ___ Peer teasing or comments | ___ Transition | ___ Teacher is attending to other students |
| ___ Change in schedule | ___ End of preferred activity | |

Other: _____

If the challenging behavior happens most often during academic time/work, does the student have the skills to do the work being requested? ☐ Yes ☐ No

5. Are there ***specific circumstances*** in which the challenging behavior is ***very unlikely*** to occur?

6. Are there conditions in the ***physical environment*** that are associated with a high likelihood of challenging behavior? For example, too warm or too cold, too crowded, too much noise, too chaotic, or weather conditions.

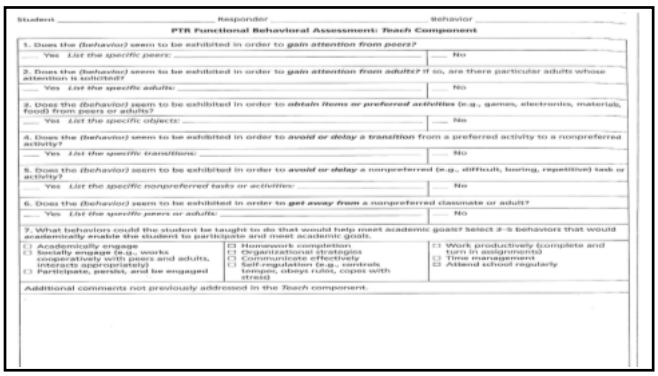
___ Yes (specify) _____ ___ No

7. Are there circumstances ***unrelated to the school setting*** that occur on some days but not on other days that may make challenging behavior more likely?

| | | |
|---|---|---|
| ___ Illness | ___ Hunger | ___ Change in routine |
| ___ Allergies | ___ Parties or social event | ___ Parent not home |
| ___ Medical condition | ___ Lack of sleep | ___ Family conflict |
| ___ Hormones or menstrual cycle | ___ Drug/alcohol abuse | ___ Sleep deprivation |
| ___ No medication | ___ Bus conflict | ___ Stayed with noncustodial parent |
| ___ Change in medication | ___ Fatigue | |

Other: _____

Additional comments not previously addressed in the Prevent component.



Student _____ Responder _____ Behavior _____

**PTR Functional Behavioral Assessment: Teach Component**

1. Does the *(behavior)* seem to be exhibited in order to ***gain attention from peers***?

___ Yes *List the specific peers:* _____ ___ No

2. Does the *(behavior)* seem to be exhibited in order to ***gain attention from adults***? If so, are there particular adults whose attention is solicited?

___ Yes *List the specific adults:* _____ ___ No

3. Does the *(behavior)* seem to be exhibited in order to ***obtain items or preferred activities*** (e.g., games, electronics, materials, food) from peers or adults?

___ Yes *List the specific objects:* _____ ___ No

4. Does the *(behavior)* seem to be exhibited in order to ***avoid or delay a transition*** from a preferred activity to a nonpreferred activity?

___ Yes *List the specific transitions:* _____ ___ No

5. Does the *(behavior)* seem to be exhibited in order to ***avoid or delay a*** nonpreferred (e.g., difficult, boring, repetitive) task or activity?

___ Yes *List the specific nonpreferred tasks or activities:* _____ ___ No

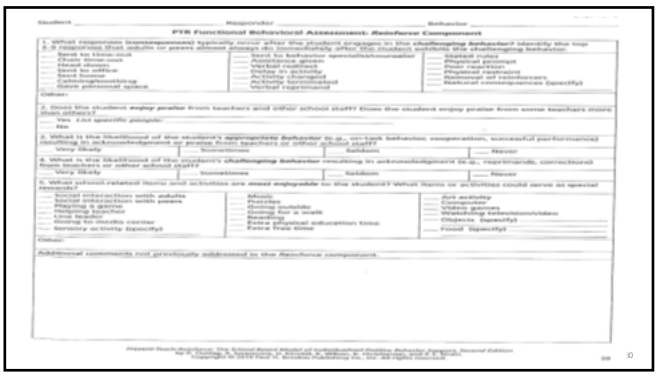
6. Does the *(behavior)* seem to be exhibited in order to ***get away from a*** nonpreferred classmate or adult?

___ Yes *List the specific peers or adults:* _____ ___ No

7. What behaviors could the student be taught to do that would help meet academic goals? Select 2–3 behaviors that would academically enable the student to participate and meet academic goals.

| | | |
|---|---|---|
| ☐ Academically engage | ☐ Homework completion | ☐ Work productively (complete and turn in assignments) |
| ☐ Socially engage (e.g., works cooperatively with peers and adults, interacts appropriately) | ☐ Organizational strategies | ☐ Time management |
| ☐ Participate, persist, and be engaged | ☐ Communicate effectively | ☐ Attend school regularly |
| | ☐ Self-regulation (e.g., controls temper, obeys rules, copes with stress) | |

Additional comments not previously addressed in the *Teach* component.



Student _____ Responder _____ Behavior _____

**PTR Functional Behavioral Assessment: Reinforce Component**

1. What responses (consequences) typically occur after the student engages in the ***challenging behavior***? Identify the top 5–7 responses that adults or peers almost always do immediately after the student exhibits the challenging behavior.

| | | |
|---|---|---|
| ___ Send to time-out | ___ Send to behavior specialist/counselor | ___ Shared rules |
| ___ Ignore behavior | ___ Verbal reprimand | ___ Physical restraint |
| ___ Head down | ___ Verbal redirect | ___ Physical redirects |
| ___ Send to office | ___ Delay in activity | ___ Removal of reinforcers |
| ___ Send home | ___ Activity changed | ___ Natural consequences (specify) |
| ___ Calm/de-escalate | ___ Activity terminated | |
| ___ Send personal space | ___ Verbal reprimand | |

Other: _____

2. Does the student ***enjoy praise*** from teachers and other school staff? Does the student enjoy praise from some teachers more than others?

___ Yes *List specific people:* _____

___ No

3. What is the likelihood of the student's ***appropriate behavior*** to (e.g., on-task behavior, cooperation, successful performance) resulting in acknowledgment or praise from teachers or other school staff?

___ Very likely ___ Sometimes ___ Seldom ___ Never

4. What is the likelihood of the student's ***challenging behavior*** resulting in acknowledgment (e.g., reprimands, corrections) from teachers or other school staff?

___ Very likely ___ Sometimes ___ Seldom ___ Never

5. What school-related items and activities are ***most enjoyable*** to the student? What items or activities could serve as special rewards?

| | | |
|---|---|---|
| ___ Social interaction with adults | ___ Music | ___ Art activity |
| ___ Social interaction with peers | ___ Puzzles | ___ Computer |
| ___ Playing a game | ___ Being outside | ___ Video games |
| ___ Helping teacher | ___ Going for a walk | ___ Time with friends/others |
| ___ Line leader | ___ Reading | ___ Objects (specify) |
| ___ Going to media center | ___ Extra physical education time | ___ Food (specify) |
| ___ Sensory activity (specify) | ___ Extra free time | |

Other: _____

Additional comments not previously addressed in the *Reinforce* component.

## Step 3: Facilitator role

- Support team to keep focus on the target challenging behaviour
- Conduct direct behavioural observation – to increase accuracy of behaviour function
- Clarify FBA information with team where necessary
- Synthesize FBA responses into themes and patterns helping team to accurately identify environmental events related to challenging behaviour
- Use behavioural principles to guide team toward development of a functional behaviour 3-component hypothesis. **When** (antecedent/setting event) occurs, **then** student will (behaviour), **and as a result** (function of the behaviour).
- Guide team to develop hypothesis statement for the replacement behaviour – helps link the function of behaviour to effective intervention strategies that involve increasing the replacement behaviour

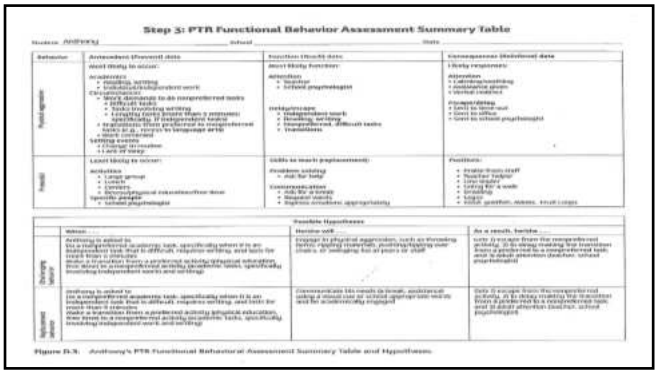


## Team Anthony: Meeting 2
## Step 3: PTR Functional Behavioural Assessment

- Prior to meeting:
  - PTR FBA checklists completed by teacher and teacher aide
  - PTR facilitator combined data onto PTR-FBA Summary Table
  - Classroom observation of target behaviour in priority setting
- At meeting:
  - Team reviewed IBRST ratings of Anthony's target behaviour and feasibility of data recording for teacher and teacher aide
  - Facilitator led discussion reviewing, clarifying and confirming FBA checklist data
  - Team agreed hypothesis statement for Anthony's physical aggression
- Next meeting task: Review PTR Intervention checklist and intervention descriptions, prioritising interventions within each category P-T-R
- Facilitator tallies selections and prepares summary table for team discussion

**FORMS:** PTR FBA Summary Table





Step 3: PTR Functional Behavior Assessment Summary Table

Figure 9.3. Anthony's PTR Functional Behavioral Assessment Summary Table and Hypotheses

## Step 4: PTR Intervention

- Team agrees method for monitoring intervention implementation
- Team identifies system to evaluate student behaviour change
- Team establishes process to make data-based decisions
- Data measurement continues so team can compare pre- and post-intervention data to determine any shifts in target behaviours
- Team agrees strategies to support student from replacement skill acquisition to goal mastery, to maintenance
- Important to review IBRST data with fidelity scores from PTR Plan Assessment (Coaching/Fidelity) checklist regularly to inform data-based decisions regarding areas of concern and progress



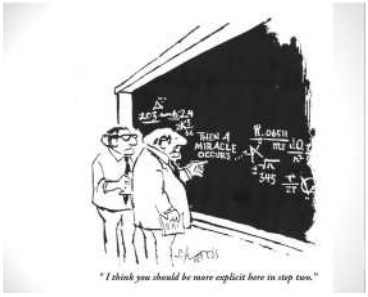
## PTR Intervention Menu

| PREVENT | TEACH | REINFORCE |
|---|---|---|
| Provide choices<br>Transition supports<br>Environmental supports (enhance independence, engagement, predictability)<br>Curricular modifications<br>Stay close/noncontingent attention (positive, caring comments, positive gestures)<br>Classroom management (whole class)<br>Peer modelling<br>Setting event (slow trigger) modification/neutralization<br>Peer collaboration/Support | *Replacement behaviour<br>• Functionally equivalent<br>• Alternative skill (desired)<br>Teach specific academic skills<br>Teach problem-solving strategies<br>Teach general coping strategies<br>Teach specific social skills<br>Teach active engagement<br>Teach learning skills strategies<br>Teach self-management (self-monitoring)<br>Teach independent responding | *Reinforce replacement behaviour<br>• *Functionally equivalent<br>• Alternative skill (desired)<br>*Discontinue reinforcement of problem behaviour |

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

Adapted from: Dunlap, G. et al (2019) *Prevent-Teach-Reinforce: The School-Based Model of Individualized Positive Behavior Support* Second Edition, p.83.

## Writing the Intervention Plan




"I think you should be more explicit here in step two."

## Step 4: Facilitator role


- Vital role at this point
- Be familiar with the interventions
- Guide the team/teacher using ABA principles to enhance the likelihood they will select strategies that are aligned with the FBA hypothesis and feasible for classroom implementation
- Synthesize teams ranking of interventions, ensuring top ranked selection links to FBA hypothesis. Ensure interventions feasible.
- Ensure Behaviour Intervention Plan is complete – who / what / where / how / what with – be really specific in the task analysis
- As required, train/coach teacher and others (student/TA) to implement the plan
- Continue to support implementation of the BIP

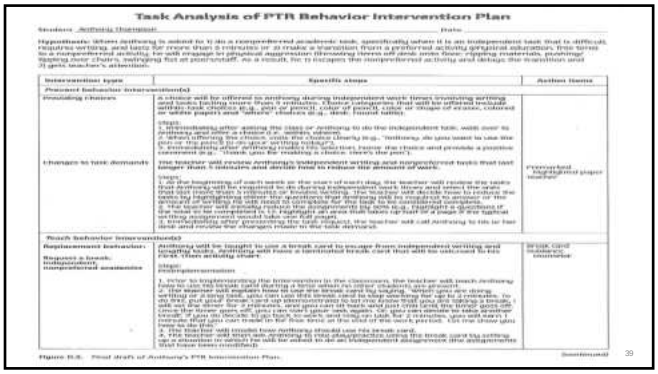


## Team Anthony: Meeting 3
## Step 4: PTR Intervention

- Team reviewed IBRST data
- Team reviewed interventions selected and ranked by team members, summarised by PTR facilitator
- Team agreed priority order for interventions across each of Prevent, Teach and Reinforce
- Team develops IBP, completes task analysis for each intervention
- Team developed PTR Plan Assessment (Coaching/Fidelity) checklist from IBP
- Modelling, coaching, role play in strategies of IBP. Strategies taught to Anthony.
- Implementation of the plan, ongoing support and performance feedback

**FORMS:**
PTR Intervention Checklist
PTR Intervention Scoring Table
Task Analysis of PTR Behavior Intervention Plan
PTR Plan Assessment (Coaching/Fidelity)



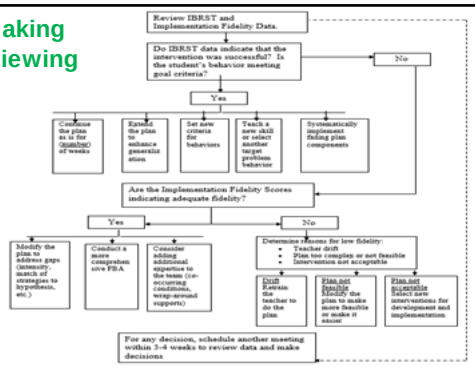

Task Analysis of PTR Behavior Intervention Plan

| Intervention type | Specific steps | Action items |
|---|---|---|
| *Reinforce behavior intervention(s)* | | |
| Discontinue reinforcement of challenging behavior: | 5. The teacher will provide the reinforcement at the time selected and provide a positive comment, "You can now take your earned free time for being on task today."<br><br>The teacher will redirect Anthony to use his replacement behavior immediately after he engages in precursor behaviors (e.g., mild pushing of materials on desk, beginning mild protests).<br><br>Steps:<br>1. Immediately after Anthony begins to use a precursor behavior, the teacher will calmly go over to Anthony and gesture to his break card.<br>2. If Anthony does not use his break card, then the teacher will provide a verbal prompt (e.g., "It looks like you need a break. Show me how you request a break").<br>3. If Anthony does not use his break card after the verbal prompt, then the teacher will provide a verbal direction by standing his break card up and saying, "Take a 2-minute break."<br>4. The teacher will start the timer. | |

## Step 5: Progress Monitoring and Data-Based Decision Making

- First progress monitoring meeting held within 3 weeks of plan implementation, then 3 weekly increasing time between meetings as behaviors continue to improve
- Important to review IBRST data with fidelity scores from PTR Plan Assessment (Coaching/ Fidelity) checklist regularly to inform data-based decisions regarding areas of concern and progress
- Data measurement continues so team can compare pre- and post-intervention data to determine any shifts in target behaviours
- Data-Based Problem-Solving
  - What is working? What is not working? What changes need to be made?
  - Is the problem behavior decreasing? Is the replacement behavior increasing?
  - Is more data needed? (additional data collection measures)
  - Is the plan being implemented consistently and accurately?
- Expand the plan to new routines, times of day, generalise across settings and/or staff. Support student from replacement behaviour → goal mastery → maintenance

## Decision-making tree for reviewing PTR data




## Step 5: Facilitator role

- Guide the team to collect, review and evaluate the IBRST and PTR Plan Assessment (Coaching/Fidelity) data. Look for trends in the target behaviours.
- Guide team in decision-making, contingent on data outcomes
- Consider ongoing supports for the student
- Additional expertise may be required due to external variables affecting the student's life within and outside of school

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## Team Anthony: Meeting 4
## Step 5: Progress monitoring and decision making

- Team reviewed PTR Plan Assessment (Coaching/Fidelity) for implementation and fidelity checks
- IBRST data shows physical aggression dramatically reduced within first 2 weeks of implementation with concurrent increase in use of replacement behaviour (asking for a break) and academic engagement
- Daily fidelity data shows teacher implementing plan with (mean) 90% accuracy
- Teacher rated intervention impact as 'great'
- Anthony generalising 'break card' to other routines
- Team agreed to continue plan, review in 2 weeks with view to fading parts of plan if behaviour maintained improvement

FORM: Decision-making tree for reviewing PTR data

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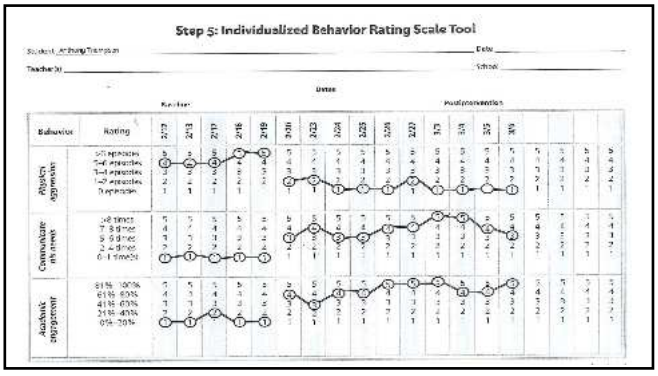
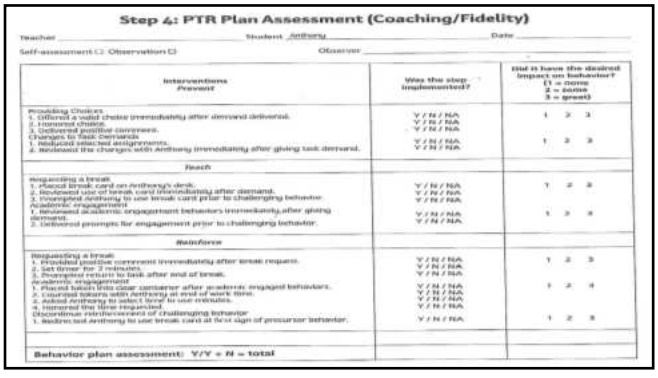



## PTR for Young Children

- Toddlers and pre-schoolers, 30 months to school entry
- For children who engage in repeated patterns of challenging behaviour that interferes with their social-emotional development
- Children with typical development, developmental disabilities or risk thereof
- Guiding Principles: Healthy Social Development as Essential Foundation, Inclusion, Prevention, Comprehensiveness, Family Centeredness
- Same 5-step approach
- Self-evaluation checklists at each step
- Centrewide practices
- Our role more supporting and empowering the team than facilitative

## Factors that contribute to effective implementation of PTR

- Student-centred team committed to successful outcomes for the child
- Fidelity of implementation
- Capacity of team members
- The availability, involvement, and support of school administrators
- Family involvement

***Overall outcomes are likely to be better if teams include family members***

## Challenges

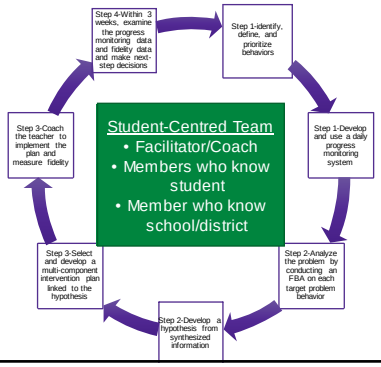
- Teacher release, particularly in early childhood teams
- Commitment of team members to attend all meetings
- Changes in facility staffing
- Child's extended absence from education
- Maintaining fidelity to the BIP once challenging behaviours begin to reduce
- Time and workloads
- Transition from workshop theory to field practice

## Whanau and educator feedback

- "PTR is the best thing that I have ever done. It made me realise that children aren't just being naughty, there's a reason". "I don't swear anymore." "I don't yell at my kids anymore." "Our house feels like a home now." (Mother; 4yo boy in transition to school)
- "We liked that the PTR process shifted attention to positive behaviour and that it gave us somewhere to start/focus in an otherwise potentially overwhelming situation." (Kindy team)
- "Maybe we were a bit picky." "It felt really good giving her praise." "Whole class is more settled … noise levels have reduced." "This is all about us." (Teacher; 6yo girl with trauma)
- "The data collection required some effort and organisation but was really useful to get an accurate picture of the behaviour." (School team)
- "A good reminder of the power of positive attention … and not to give attention to negative behaviour." "Like the structure … focus on target behaviours." (School team)
- "He complies, follows instructions, joins in, makes smart choices, now does homework, wants to do a (class) presentation that he missed." (Co-teachers; after classwide practices)
- "By giving children positive feedback we feel more positive." "More genuine comments for children" (Kindy teachers)
- "In my 10 years of teaching this has had the most noticeable impact on the children and team members." "Noticeable shift of the team working together." (Daycare teachers)



## Review the PTR process




## Review the PTR model

- Four/five-step team-based process
- Teacher/team driven
- Standardised/manualised/individualised process
- Every intervention plan includes three components
  - Prevent
  - Teach
  - Reinforce
- Plans are task analysed
- Active coaching support provided to teacher/team to implement interventions
- Data-informed decision making at each step



## Follow-up support

- PTR CoP
- PTR focus groups

## Questions?

## References:


- Barnes, S.A., Iovannone, R., Blair, K., Crosland, K., & George, H.P. (2019). Evaluating the Prevent-Teach-Reinforce (PTR) model in general education settings. *Preventing School Failure: Alternative Education for Children and Youth,* DOI:10.1080/1045988X.2019.1688228
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- Sullivan, K.S. (2016). Evaluating Prevent-Teach-Reinforce (PTR) in a High School Setting. Thesis. University of South Florida.




## Karakia – to close

**E te Atua**
**Tena koe mo nga painga**
**O tenei raa**
**Amine**

We shape an education system that delivers
**equitable and excellent outcomes**

He mea tārai e mātou te mātauranga
hia rongatoa ai, hia **mana taurite** ai ōna huanga