Prevent – Teach - Reinforce for Families and Young Children (PTR-F + PTR-YC)
A Step by Step Guide for Addressing Significant Challenging Behaviors

Leadership - April 3, 2019

EITA Consultants: Donna Miller & Heidi Wettlaufer
Agenda & Goals

1.  Welcome
   Who’s here?

2.  What is Prevent Teach Reinforce (PTR)?
   A content overview

3.  What is the PTR Process?
   An Overview and Comparison (F & YC)

4.  Implementation Considerations and Resources
   Need/Fit/Capacity/Commitment questions
   EITA Professional Development opportunities
What is Prevent Teach Reinforce

A Step by Step Manual for Addressing Significant Challenging Behaviors using a Research-based Model (PBS)

Serving young children (30 months to K entry).

YC - designed for implementation in group settings (e.g., Head Start, Pre-K classrooms, Day care)

F – For implementation with families (e.g., as a home-based coaching enhancement)

Principles:
■ Healthy Social Development is foundational
■ Inclusion – All children belong
■ Prevention emphasized
■ Comprehensive - must fit within a context of supports
■ Understanding behavior is key
Why PTR-YC Works - Essentials

Research-based practice
Assessment and Intervention via Positive Behavior Support model

Applies PBS with **fidelity** via a **step by step manual**

*Must purchase the text to implement*
*Team Checklists and Implementation Guide*
*Example child studies provided*

Team-driven + collaborative decision making

*Commitment to the process is required*
Meetings – at least 4
Skilled Facilitators

Designed for use in typical early childhood settings
Why PTR-F Works - Essentials

Research-based practice
An extension on PTR-YC

Step by step manual focused on implementation by parents or other family members

*Must purchase the text to implement*
*Checklists and Implementation Guide help*
*Example children/families that demo the process*

Focus is on Family Centeredness

The child is inseparable from the child’s family
Behavior supports and interventions *must be developed with the family in mind*
Recognize the family is the most significant shaper of learning and behavior birth through childhood, and beyond
Based on Understanding Behavior Principles

We must recognize that **Challenging behaviors**...

...are communicative

Most challenging behaviors serve the same purpose as other forms of communication

...are maintained by their consequences

Challenging behaviors will not continue if they are not somehow followed by consequences that serve as rewards

...occur in context

Behaviors are not random and they tend to occur predictably in particular situations
"Your total mega-meltdown tantrum really helped me see your side of things."

Said no mom ever.
PTR Defines “Challenging” Behavior

Any repeated pattern of behavior that interferes with learning or engagement in pro-social interactions with peers and adults

The behavior(s) must be resolved for the child to develop healthy patterns of social-emotional responding

Behaviors that are not responsive to the use of developmentally appropriate guidance procedures*

*Behavior Pyramid Review (upcoming slides)

Examples: Prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior (e.g., screaming, stereotypy), property destruction, self-injury, non-compliance, and withdrawal
“You must be Timmy’s dad. I’m Timmy’s teacher.”
Prevention and Support

Targeted Social Emotional Supports - Prevention

Nurturing and Responsive Relationships
High Quality Supportive Environments

Consistent with CSEFEL Modules
Tier I: Universal Classroom/Parenting Practices

Part of the PTR Assessment

1. Use high rates of positive attention
2. Use predictable daily schedule
3. Consistent routines within routines
4. Teach behavioral expectations

5. (YC - Teach peer-related social skills)
Intensive Intervention

PTR-YC
PTR Limitations & Accommodations

• Neurological and/or medical conditions not amenable to intervention strategies
• Not designed to address serious problems occurring beyond school setting (e.g., major home disruptions, behaviors occur only out of school, abuse/neglect, infrequent but serious challenging behavior)
• Poor attendance of professional staff
• Poor attendance of child/family (incomplete data)

OPTIONS:
• Refer for medical or psychiatric services
• Consider including a behavior specialist, social work, etc on team
• Re-evaluate the plan
Young Children
1. Introduction to PTR-YC
2. Involving Families
3. Teaming and Goal Setting
4. Data Collection
5. PTR-YC Assessment (FBA)
6. PTR-YC Intervention
7. Using Data for Next Steps

At least 4 Team Meetings

Families
1. Introduction
2. How to work w Families
3. Initiating the Process
4. PTR-F Assessment
5. PTR-F Intervention
6. Coaching
7. Using Data for Next Steps
PTR Process

1. Introduction to PTR ✔
2. Families
3. Teaming – Goal Setting – Data Collection
4. Functional Behavioral Assessment
5. Intervention (+Coaching PTR-F)
6. Using Data and Next Steps – Follow up

Each component of the process includes a checklist to ensure teams follow all steps for that component.
Involving Families

**PTR-YC**

Maintain a positive and friendly tone in all communications regarding challenging behavior

*When families feel valued and appreciated, it’s easier to include them in the process.*

Family contributions have a large impact on PTR-YC plan success

*Include family contributions in identifying goals and providing information to inform the assessment process*

Supporting families is individualized

*Include families to the extent that they are comfortable and it fits their needs. Always include them.*
How to Work with Families

- **Family-Centeredness is the Focus**
  - The family is the primary implementer
  - The plan needs to be designed to be useable by all potential caregivers

- **Establish and Maintain Collaborative Partnerships**

- **Remain FAMILY-CENTERED in ALL Aspects of the Process**

- **Ensure Contextual Fit of Behavior Support Plans**

- **Use a Strengths Based Approach**

- **Provide Coaching and Support Tailored to Meet FAMILY Needs and Preferences**
PTR Process

1. Introduction to PTR
2. Families
3. **Teaming and Goal Setting**
4. Data Collection
5. Functional Behavioral Assessment
6. Intervention
7. Using Data and Next Steps – Follow up
Teaming + Goal Setting + Baseline Data

Develop a committed* team of adults familiar with child and who have primary responsibility for caring for the child

PTR-YC
*Facilitator – familiar w PTR-YC process – often initiates
*Teacher = required member
  Teacher Assistants – highly recommended
  Family member(s) – Must invite and support participation
  Behavior specialist
  Early Intervention, Behavioral Health
  Program Director
  Others?
*Commitment: 3-4 meetings and implementation

PTR-F
*Family
*Facilitator
Other potential members: other household members, extended family, close friends, child care, other support professionals working with the family and child
Teaming + **Goal Setting** + Baseline data

**PTR-YC and PTR-F**

B. Team meets to discuss and identify goals – 6 steps

1. Identify the child’s challenging behaviors to decrease

2. Select one challenging behavior to target

3. **Operationally define this target challenging behavior**

4. Identify the child’s desirable behavior(s) to increase

5. Select one desirable behavior to increase

6. **Operationally define this target desired behavior**

While the 6 steps are identical in both models, the trainings will target the differences in HOW the steps are addressed.
All Planning and Fidelity Check Forms are included with PTR book purchase

All forms in electronic, fillable versions – PTR-YC
All forms in electronic – PTR-F

*Spoiler Alert for final conversation:*

As we travel through this process and the resources, consider personnel that would be able to implement with training

Reminder: Each component of the process includes a checklist to ensure teams follow all steps for that component.
### PTR-YC Goal Sheet

**PTR-F Goal sheet**

1. Identify the child's challenging behaviors to decrease.
2. Select ONE challenging behavior to target.
3. Operationally define this target behavior—observable (seen or heard) and measurable (counted or timed).
4. Identify the child's desirable behaviors to increase.
5. Select ONE desirable behavior to increase.
6. Operationally define this target behavior—observable (seen or heard) and measurable (counted or timed).

<table>
<thead>
<tr>
<th>1. Behavior(s) to decrease</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Target behavior</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Operational definition</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Behavior(s) to increase</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Target behavior</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Operational definition</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Both books have examples to demonstrate the process**
**Refer to your Handout**
## Operational Definitions of Challenging Behavior

<table>
<thead>
<tr>
<th>Challenging Behavior</th>
<th>Non Example of Operational Definition</th>
<th>Example of Operational Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggression toward others</td>
<td>Hurting others</td>
<td>Kicking, biting peers/adults, pinching, scratching, falling to the floor, and/or picking up and throwing items toward peers/adults</td>
</tr>
<tr>
<td>Noncompliance/not following directions</td>
<td>Wants control</td>
<td>When asked or told to do something that she does not want to do, will walk away from the adult or continue to engage in the activity that she was engaged with when the direction was given</td>
</tr>
</tbody>
</table>
Next: Desirable Behavior

We cannot reduce a challenging behavior without replacing it with a different behavior.
Both books have examples to demonstrate the process.
### PTR-YC Goal Sheet

1. **Identify the child’s challenging behaviors to decrease.**
2. **Select ONE challenging behavior to target.**
3. **Operationally define this target behavior—observable (seen or heard) and measurable (counted or timed).**
4. **Identify the child’s desirable behaviors to increase.**
5. **Select ONE desirable behavior to increase.**
6. **Operationally define this target behavior—observable (seen or heard) and measurable (counted or timed).**

Child: ___________________________ Date: ______________________

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Behavior(s) to decrease</strong></td>
<td><strong>Review the 6 Steps on the form</strong></td>
</tr>
<tr>
<td>2. <strong>Target behavior</strong></td>
<td><strong>Find a like-partner (I/T or PS)</strong></td>
</tr>
<tr>
<td>3. <strong>Operational definition</strong></td>
<td><strong>Discuss:</strong></td>
</tr>
<tr>
<td>4. <strong>Behavior(s) to increase</strong></td>
<td><strong>How do staff support teams to narrow down and clearly identify challenging behavior?</strong></td>
</tr>
<tr>
<td>5. <strong>Target behavior</strong></td>
<td><strong>How do staff support teams to identify and define desired behaviors to teach?</strong></td>
</tr>
<tr>
<td>6. <strong>Operational definition</strong></td>
<td><strong>PTR-F</strong></td>
</tr>
</tbody>
</table>

**Same activity, different guiding questions**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. <strong>Target behavior</strong></td>
<td><strong>How do staff support families in narrowing down and clearly identifying challenging behavior?</strong></td>
</tr>
<tr>
<td>6. <strong>Operational definition</strong></td>
<td><strong>How do staff support families in identifying and defining desired behaviors to teach?</strong></td>
</tr>
</tbody>
</table>
Practical Data Collection

Team chooses data collection method
  Identify what, when, how, and who

Team ensures that data collection is **practical** and measures what it’s intended to measure
  Challenging Behavior
  Desirable Behavior
  Develop anchors so collecting data is practical

PTR-F
The process must remain family-centered: data collection needs to be something that all potential providers understand and are willing to do
## Tim's Behavior Rating Scale

### PTR-YC Behavior Rating Scale

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Baseline**

### Desirable Behavior

- Tim will play alongside peers exchanging toys and materials
  - Using words to 1) ask for (or refuse to share) desired toys, or 2) ask for adult help to obtain desired toys/materials

### Challenging Behavior

- Verbal Aggression (Threats) and Physical Aggression - Grab, Shake, Hit, Kick, Push, Punch or Scratch

---

**Scales:**
- **5** = Play alongside peers without support
- **4** = Plays alongside peers using words
- **3** = Plays with peer using words with prompt
- **2** = Plays alongside peer no interaction
- **1** = No appropriate play alongside peer

**Challenging behavior:** Verbal and Physical Aggression

- **5** = Verbal and Physical Aggression
- **4** = Verbal and some Physical aggression
- **3** = Verbal and NO Physical aggression
- **2** = Mild Verbal Aggression
- **1** = No aggressive incidents
PTR Process

1. Introduction to PTR-YC
2. Families
3. Teaming – Goal Setting – Data Collection
4. Functional Behavioral Assessment
5. Intervention (+Coaching PTR-F)
6. Using Data and Next Steps – Follow up
Functional Behavioral Assessment
The “heart” of the PTR for both YC and:

Most behaviors are learned (desired and challenging behaviors)

FBA determines how behaviors are influenced by the environment (learned)

FBA guides the development of a Behavior Intervention Plan (BIP)

3 Checklists and Summary

1. Prevent  2. Teach  3. Reinforce

FBA Summary Table
1. To identify antecedent* and environmental conditions that are associated with the challenging behavior

   *precede the child’s challenging behavior

2. To identify events/circumstances that follow behaviors and that serve as reinforcers or maintaining consequences for the child’s challenging behavior

1. To determine the “function” or purpose of the child’s challenging behavior

   ...is to summarize this in a “Hypothesis Statement”
Prevent 1st Checklist

Identifying antecedent events and circumstances that make the:

- **challenging behavior** more likely to occur
- **desired behavior** more likely to occur
Teach

2nd Checklist

Discover purpose of the behavior

Teach desirable behaviors that can act on the environment in the same way that challenging behaviors do (that serve the same function)

These are replacement skills
  • Must be functionally equivalent
  • More efficient

PTR-YC Functional Behavioral Assessment Checklist: Teach

Challenging behavior: __________________________ Person responding: __________________________ Child: __________________________

1. Does the challenging behavior seem to be exhibited in order to gain attention from other children?
   __ Yes (specific peer) ____________
   __ No ____________

2. Does the challenging behavior seem to be exhibited in order to gain attention from adults? If so, are there particular adults whose attention is solicited?
   __ Yes (specific adults) ____________
   __ No ____________

3. Does the challenging behavior seem to be exhibited in order to obtain objects (e.g., toys, games, materials, food) from other children or adults?
   __ Yes (specific objects) ____________
   __ No ____________

4. Does the challenging behavior seem to be exhibited in order to delay a transition from a preferred activity to a nonpreferred activity?
   __ Yes (specific transitions) ____________
   __ No ____________

5. Does the challenging behavior seem to be exhibited in order to terminate or delay a nonpreferred (e.g., difficult, boring, repetitive) task or activity?
   __ Yes (specific nonpreferred tasks or activities) ____________
   __ No ____________

6. Does the challenging behavior seem to be exhibited in order to get away from a nonpreferred child or adult?
   __ Yes (specific peers or adults) ____________
   __ No ____________

7. What social skill(s) could the child learn in order to reduce the likelihood of the challenging behavior occurring in the future?
   __ Getting attention appropriately ____________
   __ Sharing—giving a toy ____________
   __ Sharing—asking for a toy ____________
   __ Taking turns ____________
   __ Engaging in interactions (staying on topic with peers and adults in a back-and-forth exchange) ____________
   __ Giving a play idea (“You be the mommy”) ____________
   __ Accepting positive comments and praise ____________
   __ Making positive comments ____________
   __ Giving praise to peers ____________
   __ Waiting for acknowledgment or reinforcement ____________
   __ Skills to develop friendships ____________

Other: ____________
Reinforce

3rd Checklist

Identify consequences that are reinforcing the challenging behavior

Identify consequences that reinforce (or could reinforce) desired behavior
PTR-F Behavior Support Plan Summary

Child: ___________________________  Date: ___________________

Practices for all children:
- Provide high rates of positive attention.
- Establish and maintain predictable daily schedules.
- Include consistent patterns of activities within daily routines.
- Define behavioral expectations and difference between desirable and challenging behavior.

Hypothesis statement: __________________________________________

Intervention strategies:

<table>
<thead>
<tr>
<th></th>
<th>Prevent</th>
<th>Teach</th>
<th>Reinforce</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All plans must:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Identify valued, functional reinforcer(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Provide reinforcer for desirable behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Remove reinforcement for challenging behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strategies

Brief description

Implementation notes
### PTR-YC Menu of Intervention Strategies

<table>
<thead>
<tr>
<th>Prevent strategies</th>
<th>Teach strategies</th>
<th>Reinforce strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide choices</td>
<td>Teach communication skills</td>
<td>Reinforce desirable behavior</td>
</tr>
<tr>
<td>Intersperse difficult or nonpreferred tasks with easy or preferred tasks</td>
<td>Embed multiple instructional opportunities</td>
<td>Reinforce physically incompatible behavior</td>
</tr>
<tr>
<td>Use visual supports and schedules</td>
<td>Peer-related social skills</td>
<td>Remove reinforcement for challenging behavior</td>
</tr>
<tr>
<td>Embed preferences into activities</td>
<td>Self-monitoring</td>
<td>Emergency intervention plan</td>
</tr>
<tr>
<td>Enhance predictability with schedules</td>
<td>Tolerate delay of reinforcement</td>
<td></td>
</tr>
<tr>
<td>Alter physical arrangement of the classroom</td>
<td>Teach independence with visual schedules</td>
<td></td>
</tr>
<tr>
<td>Remove triggers for challenging behaviors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PTR-F also has lists of strategies and support for coaching.

All strategies are outlined in Appendices A, B, and C.
Training Opportunities

Prevent-Teach-Reinforce
YOUNG CHILDREN
  Center Based

Participants must have access to the book

TWO DAY staggered training
  Oct 15/Nov 12 – Malvern
  Oct 16/Nov 13 - Harrisburg
  Oct 17/Nov 14 - Pittsburgh

ZOOM follow up Community of Practice - Jan 22, 2020

Intended audience:
Professionals who can facilitate PTR-YC process (plus Partners TBD)

Prevent-Teach-Reinforce
FAMILIES
  Home based

Participants must have access to the book

TWO DAY back to back training
  June 27-28 – Malvern
  July  23-24 - Harrisburg
  July 16-17 – Pittsburgh

Follow up community of practice to support implementation

Intended audience: Early Interventionists providing services within the home, where challenging behaviors are persisting

Excellent, targeted support for those already providing the Home Based Coaching model – but not limited to
Do we have at least one staff member with the training/experience to serve as the facilitator once going through the training? If not, is there a way to get there?

Does the majority of our staff have the confidence and competence to provide coaching and routines based intervention?

Is our program involved in compatible or competing innovations?

Is our program working to intentionally decrease the number of students who are at risk for suspension and expulsion?

Are staff expressing a need to support increased number of students and families where challenging behavior is a concern?

Are staff expressing a desire to take their intervention and coaching skills to a deeper level?