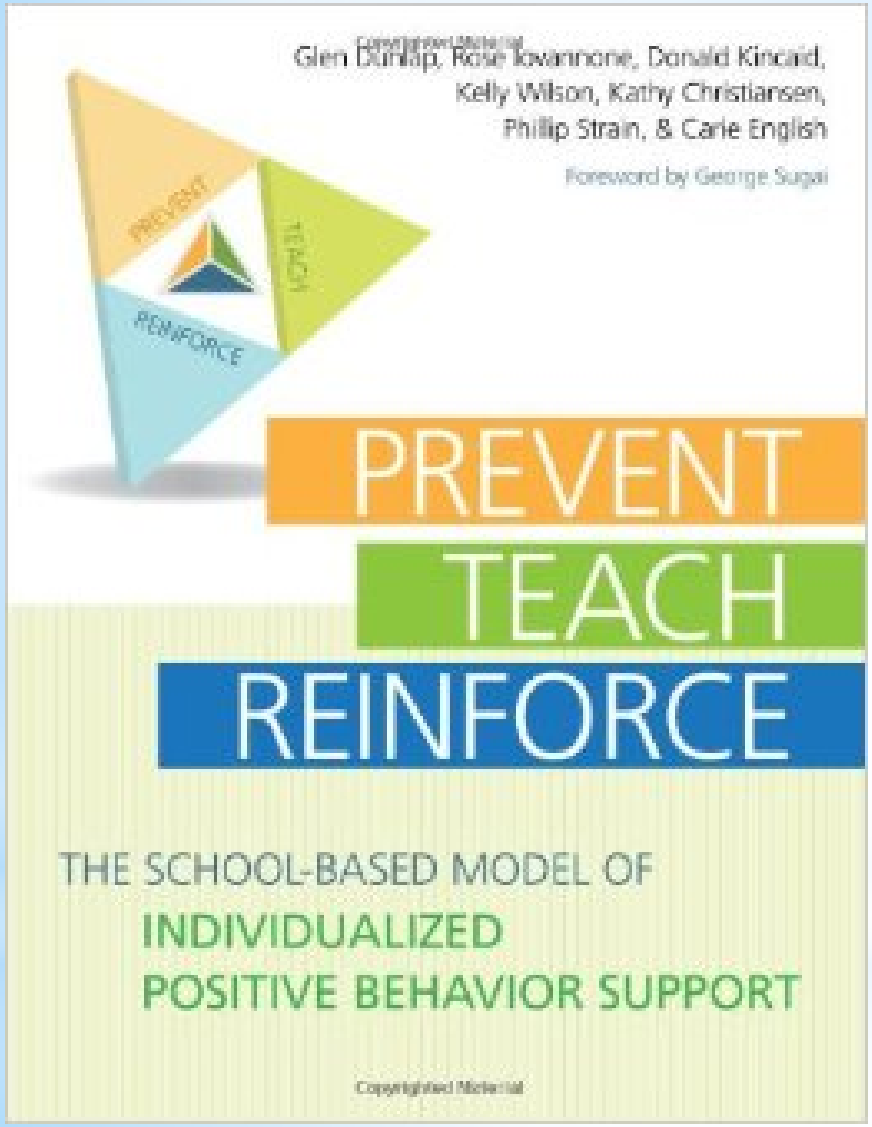



**P**revent

**T**each

**R**einforce

Glen Dunlap, Rose Iovannone, Donald Kincaid, Kelly Wilson, Kathy Christiansen, Phillip Strain, & Carie English

# What is PTR?

**Step 1**: Goal Setting & Progress Monitoring

**Step 2**: Functional Assessment (Prevent, Teach, Reinforce)

**Step 3a**: Behavior Intervention Plan (Prevent, Teach, Reinforce)

**Step 3b**: Coaching/Fidelity

**Step 4**: Monitoring & Making Data-based Decisions

# What Does PTR Look Like in Delaware?

## *History of PTR in DE*:

- Training & Coaching with Dr. Rose Iovannone since 2011 -2012 SY
- 4 *Facilitator* cohorts have been coached with Rose (~25 facilitators)
- 1st *Master Facilitator* cohort implemented in 2014 -2015

## *This School Year*:

- 5th Facilitator Cohort– with coaching transitioning to Eileen Baker & Jamie Caruso
- 2nd Master Facilitator Cohort

| Name | District |
|---|---|
| Melissa Weyl | Red Clay |
| Teren Stokes | Red Clay |
| Mark Degli Obizzi | Smyrna |
| Bobbi English | Lake Forest |
| Rick Brokaw | Cape Henlopen |
| Jillian Dzurnak | Indian River |

| Name | District |
|---|---|
| Mike Lewis | Caesar Rodney |
| Terri Gillespie | Woodbridge |
| Nicole Roberts | Capital |

# Delaware PTR Facilitators

| Name | District | Year | Name | District | Year |
|---|---|---|---|---|---|
| Deanna Eyler | Brandywine | 11- 12 | Christina Watson | Colonial | 13- 14 |
| Eileen Baker* | Milford | 11- 12 | Ken Guarino | Christina | 13 - 14 |
| Cathy Zimmerman | Appoquinimink | 11- 12 | Matt Cohee | Seaford | 13 - 14 |
| Jamie Caruso* | Colonial | 11- 12 | Jule Grant | Capital | 13 - 14 |
| Katie Jospeh | Woodbridge | 11- 12 | Marcie Palhamous | Capital | 14 - 15 |
| Teri Lawler | Red Clay | 12- 13 | Dara Lipschutz | Christina | 14 - 15 |
| Anna Clothier | Brandywine | 12- 13 | Richard Galeas | Colonial | 14 - 15 |
| Nicole Roberts* | Capital | 12- 13 | Priceson Princilus | Brandywine | 14 - 15 |
| Jessica Blank | Colonial | 12- 13 | Jane Conlon | Brandywine | 14 - 15 |
| Stacey Falls | Brandywine | 12- 13 | Terri Gillespie | Laurel | 14 - 15 |
| Amy Lowe | Christina | 12- 13 | Michael Lewis | Caesar Rodney | 14 - 15 |
| Lauren Messick* | Red Clay | 13- 14 | Shawn Hilliard | Smyrna | 14 - 15 |
| Michael Fasciana | Capital | 13- 14 | | | |

**Trained Master Facilitator*

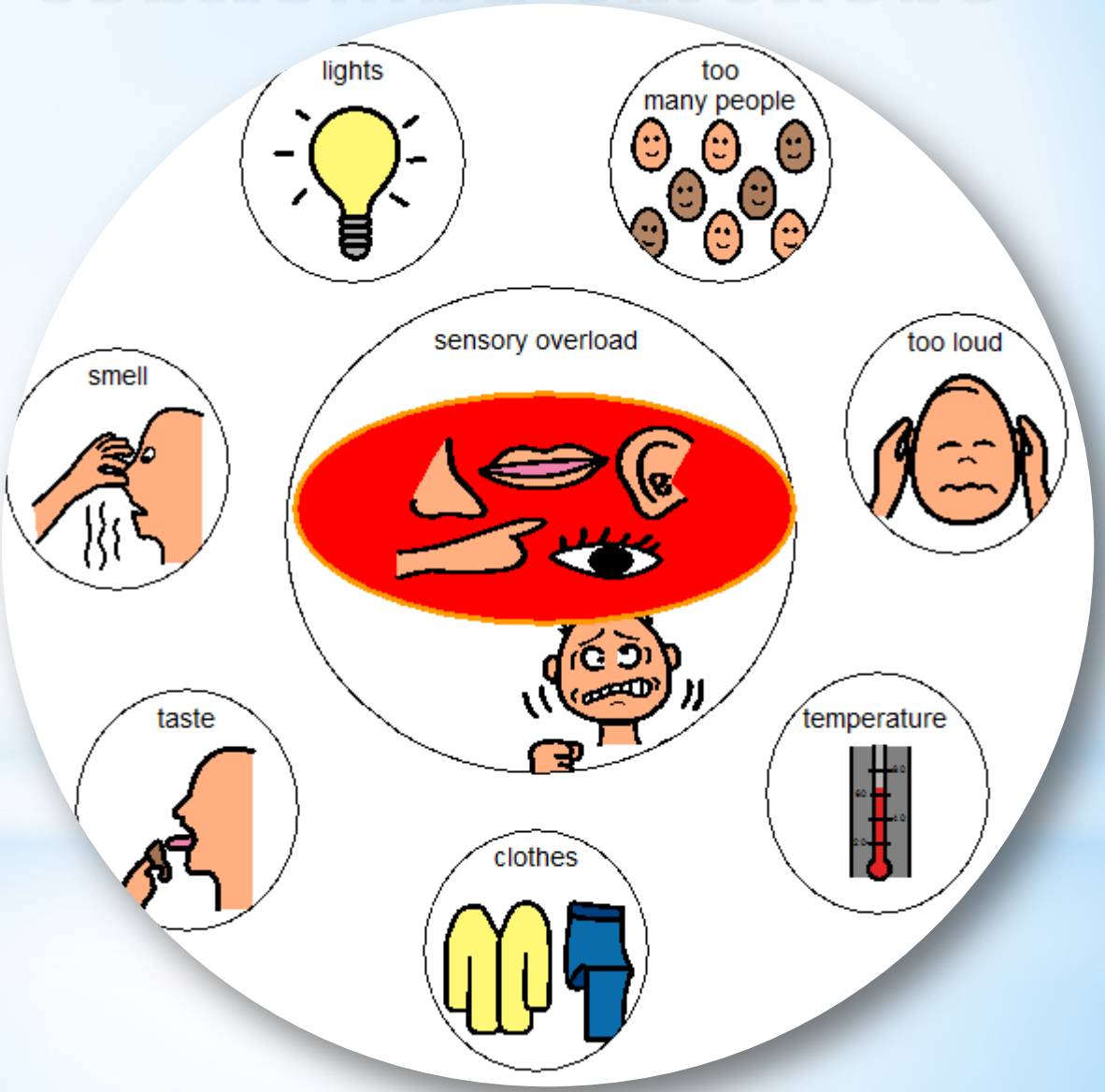
# *Visualizing Success

Using visuals in enhancing behavioral supports and interventions.

* Presentation tools or stimuli to prevent occurrences of behaviors that are targeted to decrease.
* Tools to teach new skills for a student's behavioral repertoire.
* Visuals for teaching behaviors we want higher rates or accelerated
* Visual for teaching behavior we want lower rate or decelerated.
* Reinforcement tools

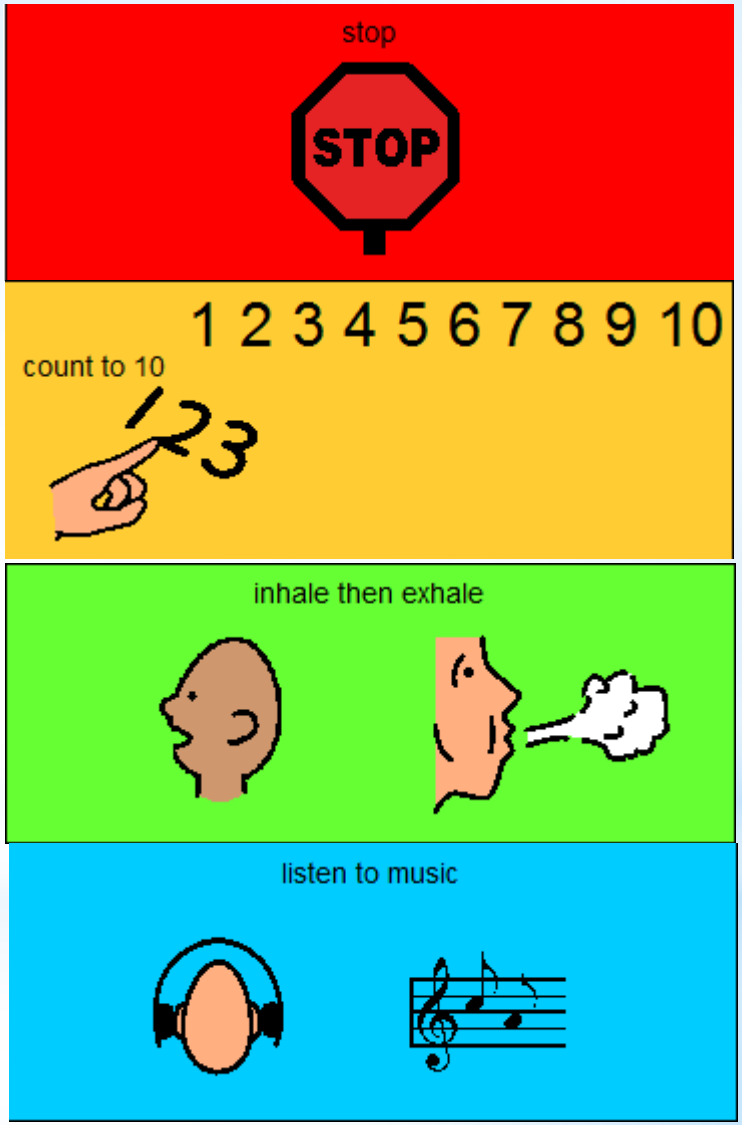
# *Break down of presentation.

# *Tools for controlling emotions



sad

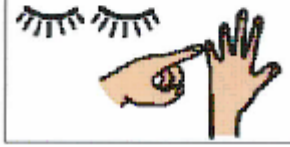
# *Steps for calming down



# Calm Down Checklist

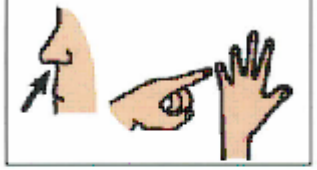
**When I am frustrated, angry or upset, I will choose to....**

close eyes and count to five



ask for chillout area

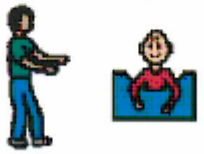
take deep breaths and count to five

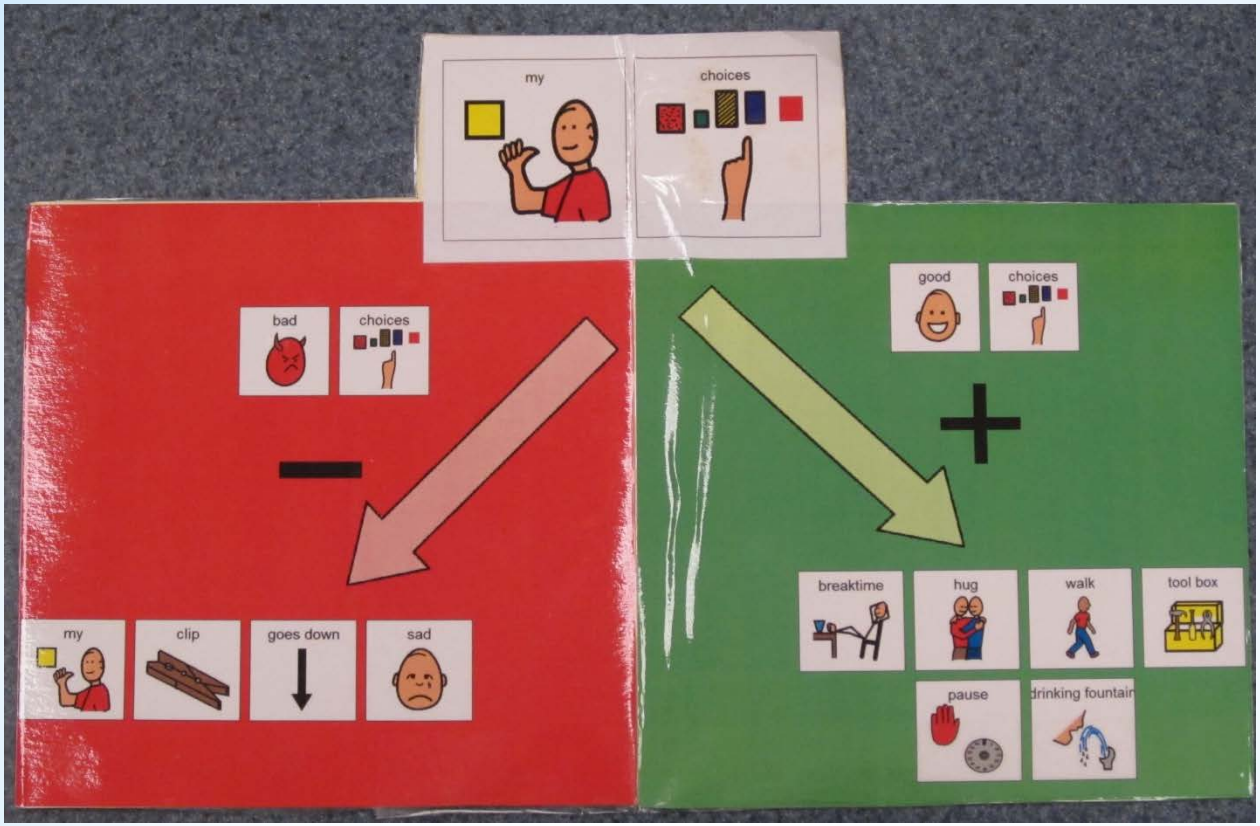


ask to take a walk

ask for senory item

ask for help






# *Teaching consequences both negative and positive

# Riding the Bus

| | | | | |
|---|---|---|---|---|
| 1 | I | put on my coat | and my backpack | and line-up |
| 2 | I | walk to | bus platform | and wait for bus. |
| 3 | I | sit on | the bus with | my seat belt on. |
| 4 | I | stay in my seat | when the bus moves | till it stops at the BOYS & GIRLS CLUB |

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remember

when riding the bus

sit down in my seat

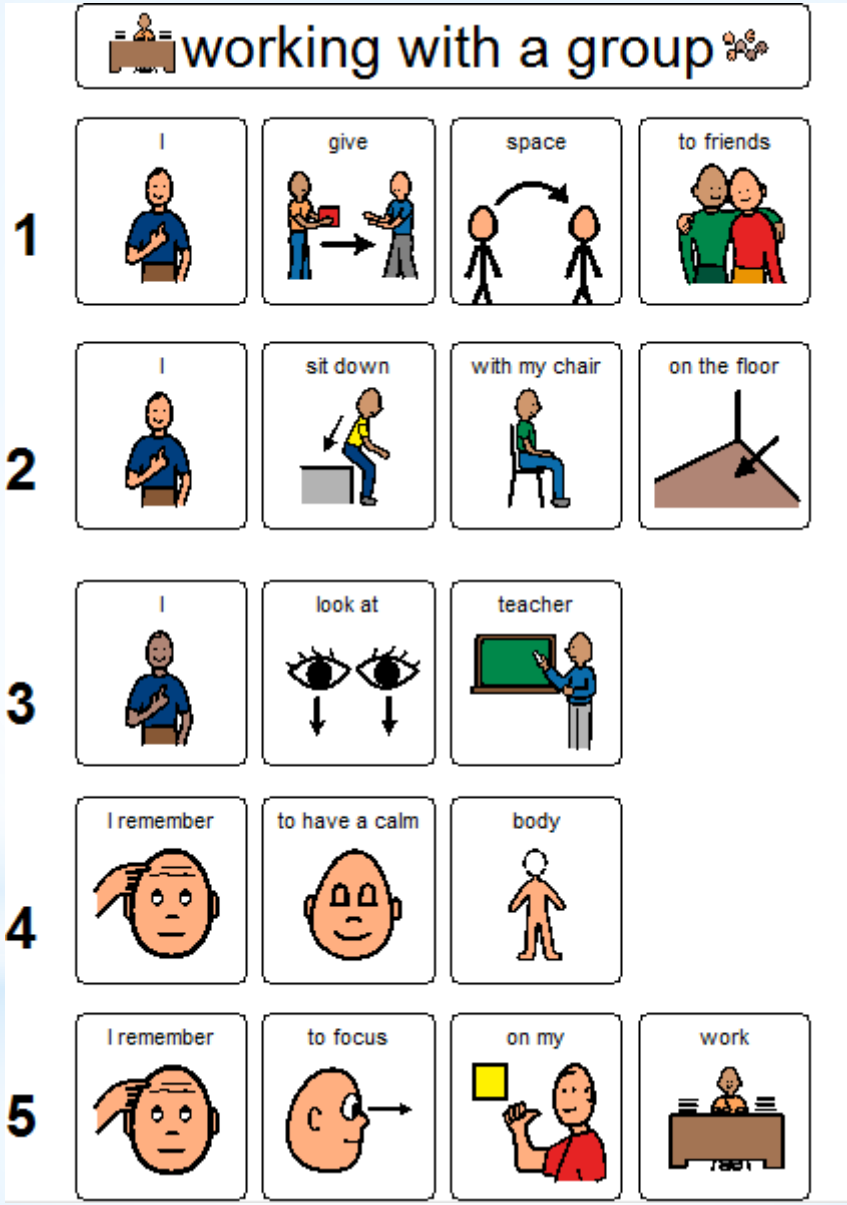
wear seat belt

# sitting on the floor

| | | | | | |
|---|---|---|---|---|---|
| 1 | I | sit down | criss-cross | on the floor | |
| 2 | I | look at | teacher | | |
| 3 | I | listen to | teacher | | |
| 4 | I remember | to have a calm | body | and say quiet | |
| 5 | I | raise | my hand | to talk | |

# working with a group

| | | | | | |
|---|---|---|---|---|---|
| 1 | I | give | space | to friends | |
| 2 | I | sit down | with my chair | on the floor | |
| 3 | I | look at | teacher | | |
| 4 | I remember | to have a calm | body | and say quiet | |
| 5 | I remember | to focus | on my | work | |


working with a group
1
I
give
space
to friends
2
I
sit down
with my chair
on the floor
3
I
look at
teacher
4
I remember
to have a calm
body
5
I remember
to focus
on my
work

# *Power Cards

* Putting together a behavioral rule to teach a social skill deficit areas.
* RULE + SPECIAL INTEREST= Power Card
* Has been proven to be effective in improving behavior with students with autism.

# *Simple Example

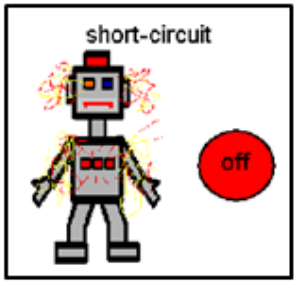
**Elephants(student interest) + listening quietly (target behavior)**

Elephants never forget. But to never forget, elephants must listen first. They look at a teacher, they open their enormous ears, they quiet their trunks, and they say still and calm.

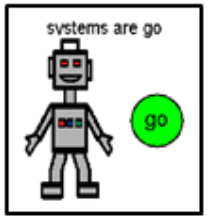
# *More complex version

No matter how impressive Officer Oper-8 was, he had one problem. Sometimes his systems would go offline and he would short circuit.

When Oper-8 couldn't control his body or voice he could not receive commands. The scientist who built him call this short-circuiting.

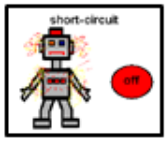



This was a big problem, because oper-8 couldn't go under cover.

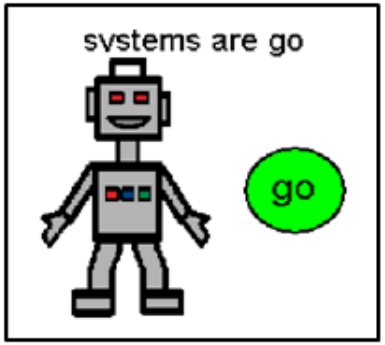



Fortunately the scientist came up with a plan. When Oper-8 sees the short-circuit picture he knows to repair his systems till his system are go.

So when officer Oper-8 saw the short-circuit picture he knew he had calm his body and his voice down so he could process commands and look like a student.




THEN..
He sees the short circuit card



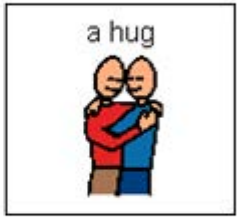

It worked! Now officer Oper-8 can go undercover and no one will know his identity.

# *Building on behavioral repertoire.

Student's Bucket Filler Book

* How to gain attention in positively

I want


a hug

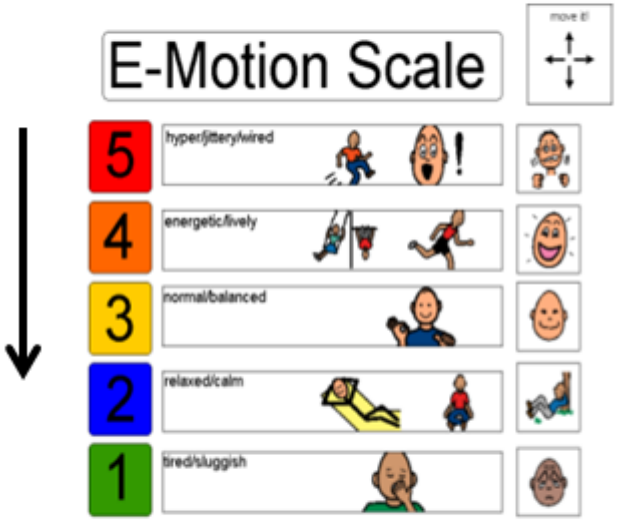
I want

help

# *Teaching body control

## Witch Doctor Spell Book

Ways to calm your body down.



Jumping Jacks

Push-ups

Ask for a drink

Ask for a break

Ask for a ball

Classroom Walk

Scrub Brush

Rubber Band

# Increasing Target Behaviors

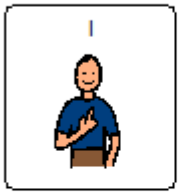
What do we want to see more of in a period of time?

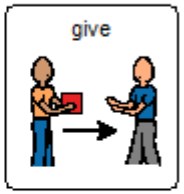
# Say it with meaning

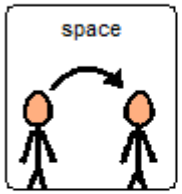
| level | Type | It sounds | It makes other feel |
|---|---|---|---|
| 5 | **Really unkind**<br>"I hate you. I wish you weren't here." | very mean | very sad |
| 4 | **Unkind**<br>"I don't like your shoes." | mean | unhappy |
| 3 | **Normal**<br>"I want tacos for lunch." | normal | okay |
| 2 | **Nice**<br>"I like your book-bag." | nice | happy |
| 1 | **Very kind**<br>"You are a great friend. You are so cool." | very nice | very happy |

# working with a team

1



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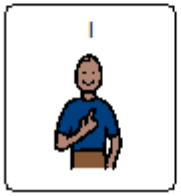
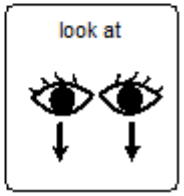
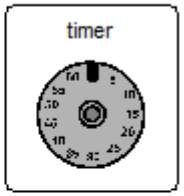
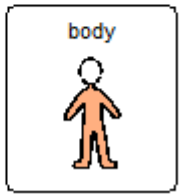


3



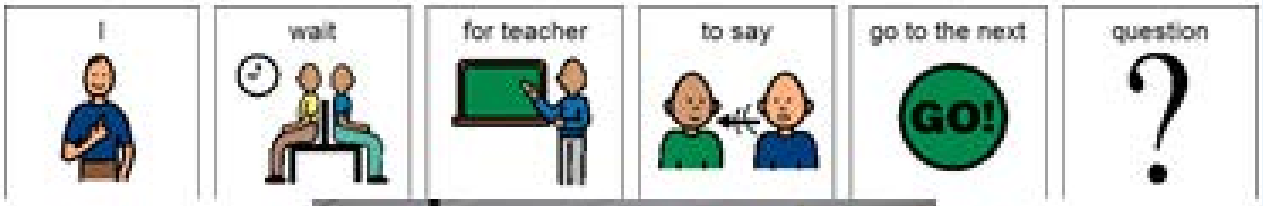
4



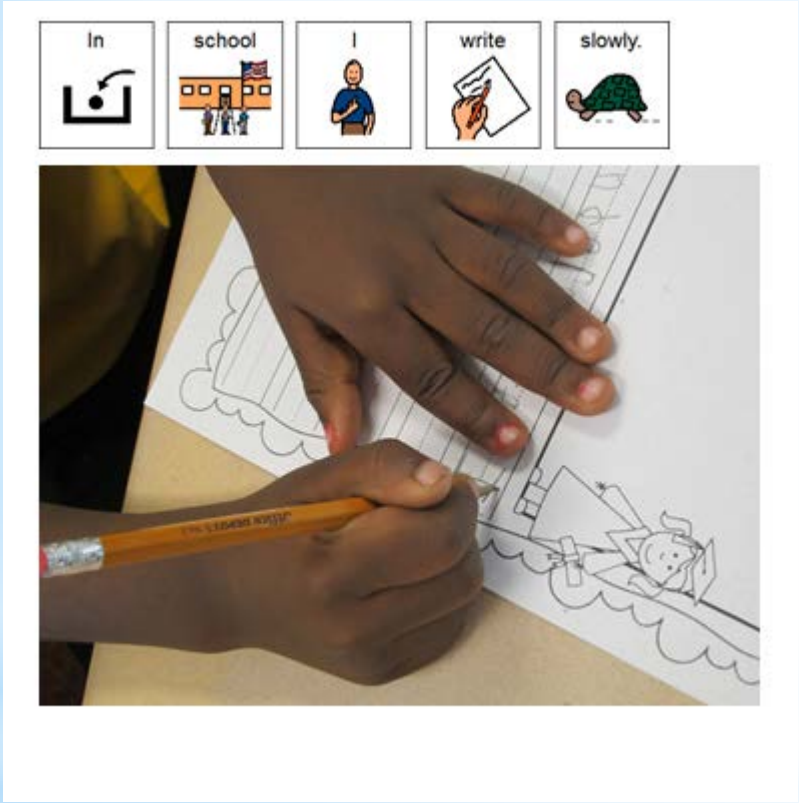
# Slowing Target Behaviors

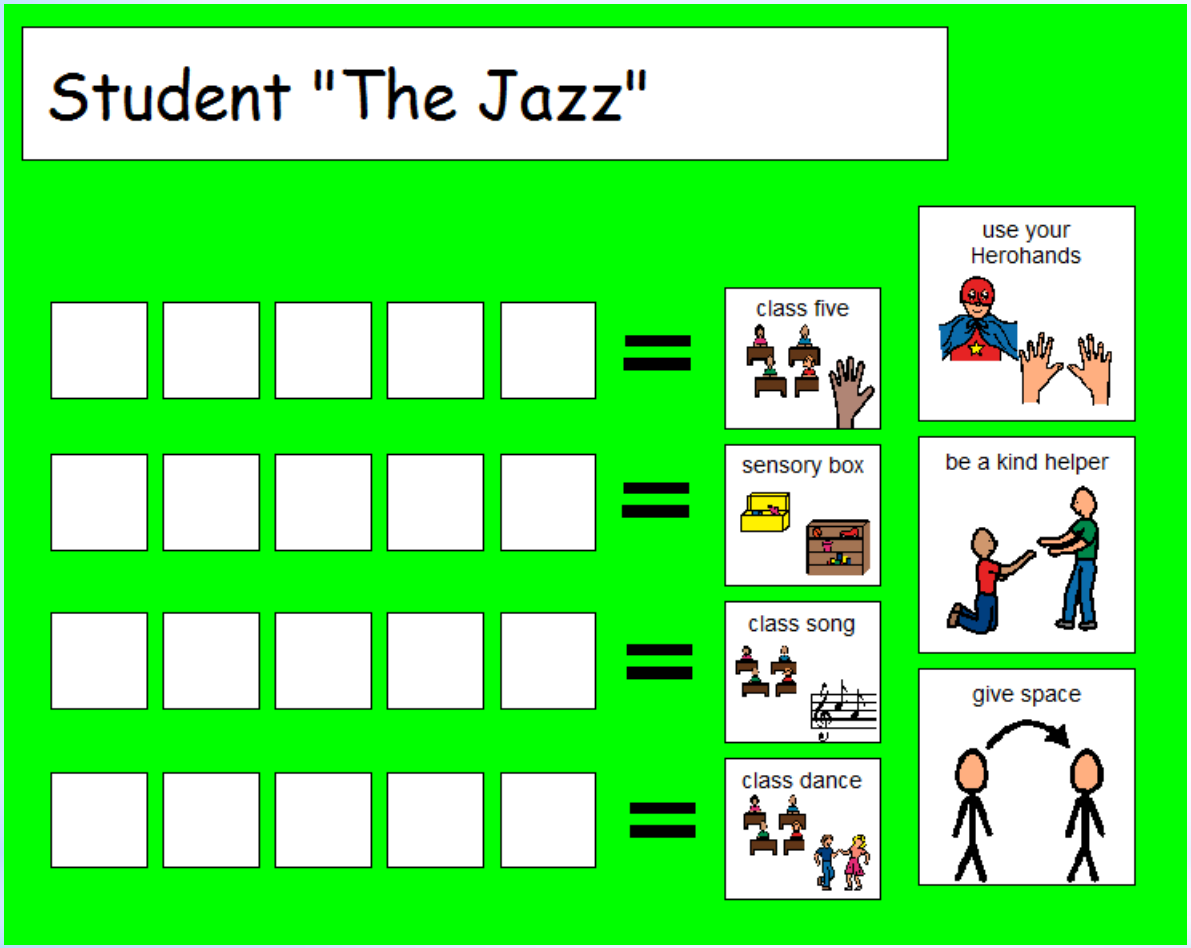
What behaviors we want to decelerate in a period of time?

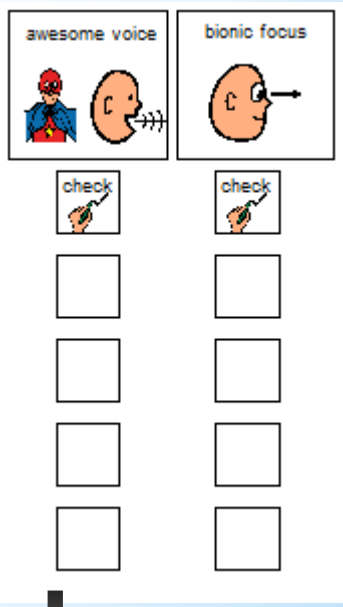
# *Waiting for teacher



# *Slowing down handwriting rates






# *Extrinsic Reinforcement Tools

Student

I

raise my hand

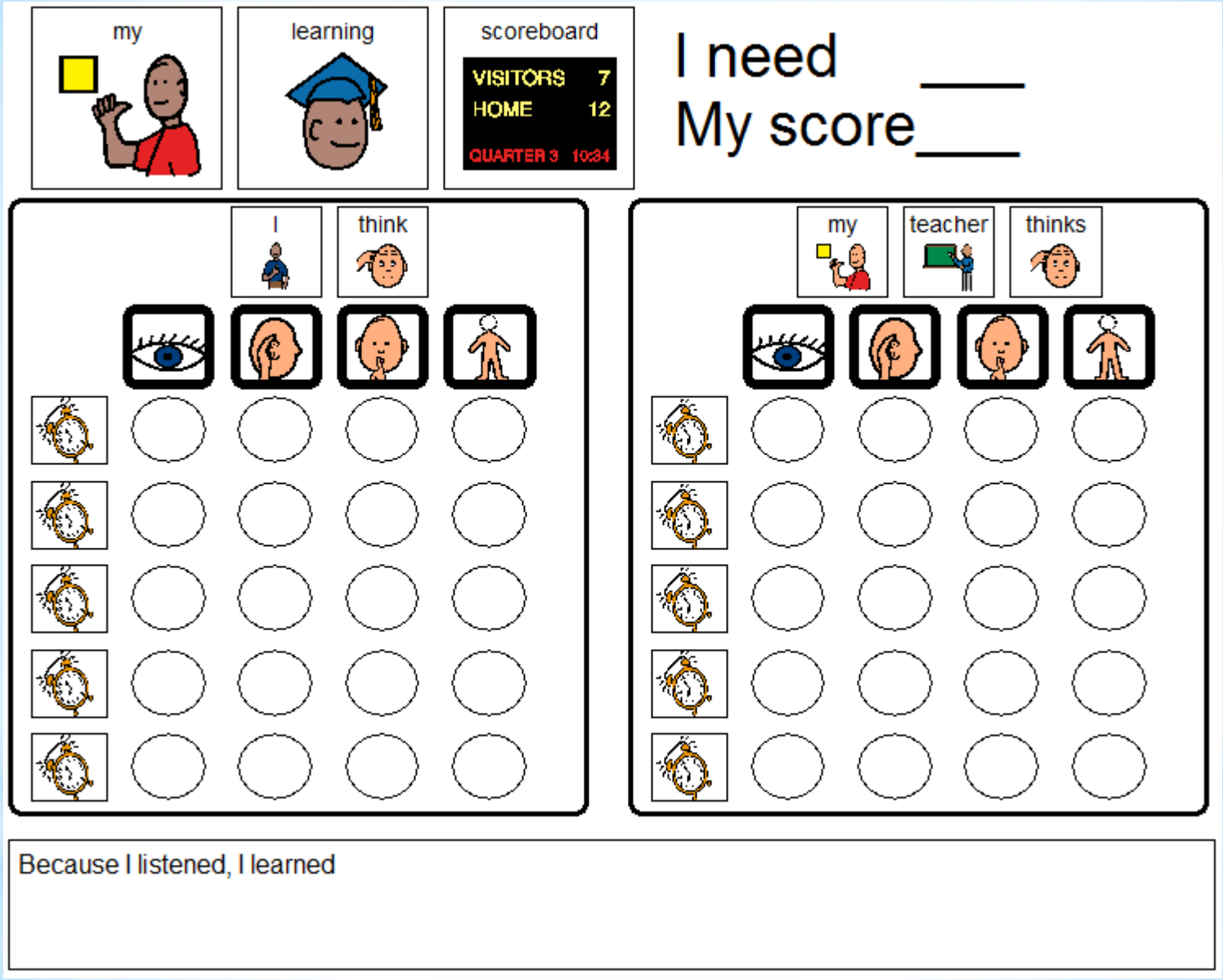
and wait

for a teacher

equals

=

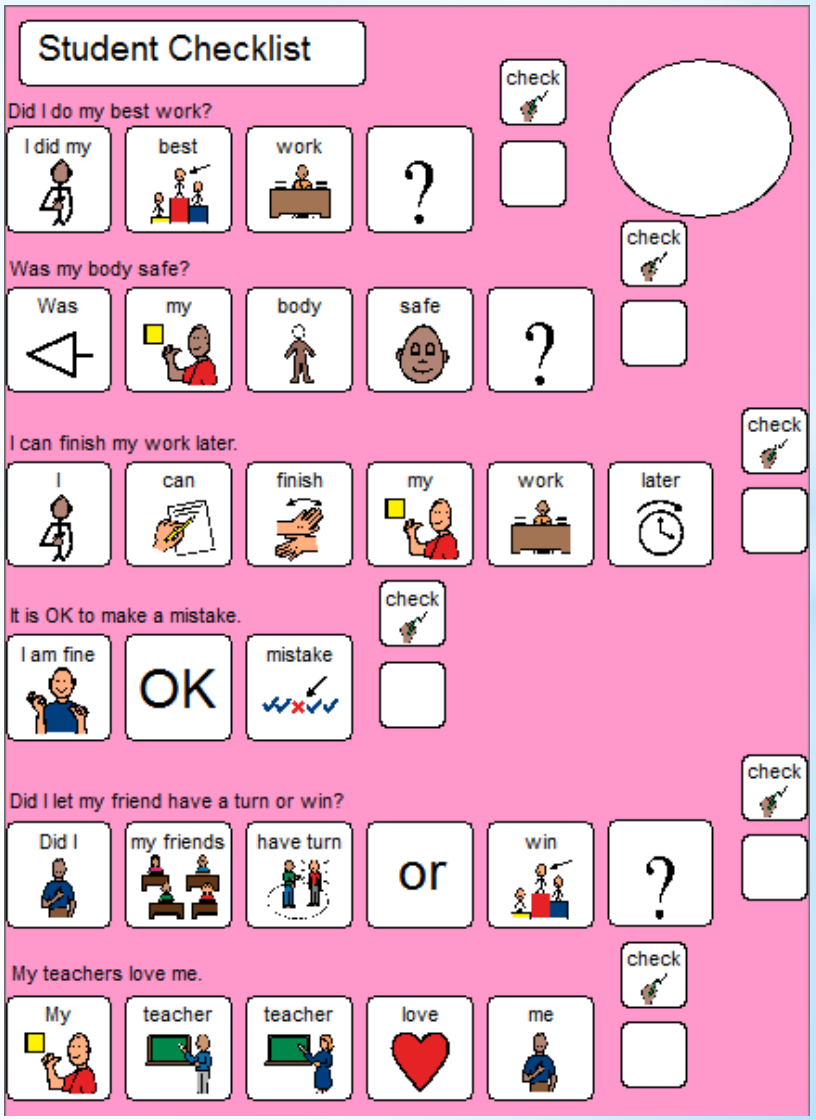
Awesome Area




# *Self Reflection Sheet

# *Intrinsic Reinforcers

PBS is not just tickets.



* I will be glad to share and help if you want something.
* Personal Email: kteacher002@gmail.com
* School Email: james.bailey@cr.k12.de.us

# *Thank you for your time.