**Building Tier 3 Statewide Capacity:   
The Coaching Process using Prevent-Teach-Reinforce**

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**Your notes**

**Reflection: In your role, how do you support the delivery of Tier 3 behavioral services for your school/district/state?**

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Today’s goals:

* Identify key components of the PTR model
* Describe process for job-embedded (practice based) coaching
* Select outcome measures to support coaching efforts
* Identify considerations for implementation

My goal for this session is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Successful FBA and BIP procedures occur across  of the Tier 3 continuum of supports, which include brief FBA/BIP, team based FBA/BIP and wrap around based FBA/BIP. Success procedures include:

* Team formed, includes those who have knowledge of student
* Systematic is foundation
* Target behaviors identified and defined
* Antecedents (predictors) of problem behavior occurrence
* Consequences/responses of others following problem behavior
* Hypothesis generated by data
* understanding of behavior
* Multi-component intervention plan built and linked with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Progress monitoring plan established
* Fidelity measurement of intervention implementation developed and scheduled
* Follow-up meeting to make data-based decisions

What is Prevent-Teach-Reinforce?

* Prevent Teach Reinforce (PTR) is a research based, four step, standardized process to facilitate the FBA and BIP process. PTR is and includes 3 intervention components:  **.**

The four steps for completing an FBA/BIP using the PTR process include:

1. (identification of problem)
2. (problem analysis)
3. (Including coaching of plan and fidelity checks)
4. (progress monitoring and social validity)

How is PTR different than other models of FBA/BIP?

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* What is practice based coaching?  
  Structured, embedded and sustained  used to build upon participant skills and/or facilitate the development of new skills with support  in context.
* Notes Statewide PTR Facilitator Coaching:

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* Notes Statewide PTR Master Facilitator Coaching:

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* Notes Statewide PTR Systems Conversations:

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What outcome measures can be used to determine PTR coaching effectiveness?

* **:** determine technical adequacy of FBA/BIPs and establish baseline and data for improvement (district/individuals)
* **:** Facilitates fidelity to each step of the PTR process and provides a tool to assist MaF and facilitator in planning during the coaching process
* **:** Tool to be used to share feedback on FBA/BIP product created by the facilitator during the PTR process
* **:**  allows the coachee and MaF to self-reflect and evaluate the coachee’s level of skill in having the essential components of facilitating effective FBA/BIPs.
* **:** rates teacher perception of social validity with interventions.

**How do I want to measure fidelity and impact of professional development and coaching on our FBA/BIP process?**

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**What factors should districts or states consider prior to developing a PTR coaching model?**

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**How might you apply the information from today’s presentation to address challenges you have with the effective FBA/BIP implementation?**

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**Additional Resources**

Delaware Positive Behavior Support Project: http://wh1.oet.udel.edu/pbs/tier-3-forms-and-tools/

Iovannone, R. and Romer, N. (2015). The FBA/BIP Technical Adequacy Tool For Evaluation (TATE): Applications for Improving Practice. Retrieved from: <https://new.apbs.org/sites/default/files/conference-2016/presentations/h7-iovannone_christiansen_romer-apbs2015.pdf>

**PTR Manuals**

Dunlap, G., Iovannone, R., Kincaid, D., Wilson, K., Christiansen, K., Strain, P., & English, C., 2010. Prevent-Teach-Reinforce: The school-based model of individualized positive behavior support. Baltimore, MD: Paul H. Brookes. (Second edition coming soon)

Dunlap, G., Wilson, K., Strain, P., & Lee, J. K. (2013). Prevent-Teach-Reinforce for young children: The early childhood model of individualized positive behavior support. Baltimore, MD: Paul H. Brookes.

**Journal Articles**

Barnes, S., Iovannone, R., Blair, K. S. W., Crosland, K., & Peshak-George, H. (under review). An evaluation of the Prevent-Teach-Reinforce model within a multi-tiered intervention system. Journal of Positive Behavior Interventions.

DeJager, B. W., & Filter, K. J. (2015). Effects of Prevent-Teach-Reinforce on academic engagement and disruptive behavior. Journal of Applied School Psychology, 31, 369-391.

Dunlap, G., Iovannone, R., Wilson, K., Kincaid, D., & Strain, P. (2010). Prevent-Teach-Reinforce: A standardized model of school-based intervention. Journal of Positive Behavior Interventions, 12, 9-22.

Dunlap, G., Lee, J. K., Joseph, J. D., & Strain, P. (2015). A model for increasing the fidelity and effectiveness of interventions for challenging behaviors: Prevent-Teach-Reinforce for young children. Infants & Young Children, 28, 3-17.

Iovannone, R., Anderson, C. M., & Scott, T. M. (2013). Power and control: Useful functions or explanatory fictions? Beyond Behavior,

Iovannone, R., Greenbaum, P., Wei, W., Kincaid, D., & Dunlap, G. (2014). Interrater agreement of the Individualized Behavior Rating Scale Tool. Assessment for Effective Intervention, 39, 195-207.

Iovannone, R., Greenbaum, P., Wei, W., Kincaid, D., Dunlap, G., & Strain, P. (2009). Randomized controlled trial of a tertiary behavior intervention for students with problem behaviors: Preliminary outcomes. Journal of Emotional and Behavioral Disorders, 17, 213-225.

Kulikowski, L. L., Blair, K. S. C., Iovannone, R., & Crosland (2015). An evaluation of the Prevent-Teach-Reinforce (PTR) model in a community preschool classroom. Journal of Behavior Analysis and Supports, 2, 1-22.

Sears, K. M., Blair, K. S. C., Iovannone, R. & Crosland, K. (2013). Using the Prevent-Teach-Reinforce model with families of young children with ASD. *Journal of Autism and Developmental Disorders, 43, 1005-1016*. doi:10.1007/s10803-012-1646-1.

Strain, P. S., Wilson, K., & Dunlap, G. (2011). Prevent-Teach-Reinforce: Addressing problem behaviors of students with autism in general education classroom. Behavior Disorders, 36, 160-171.