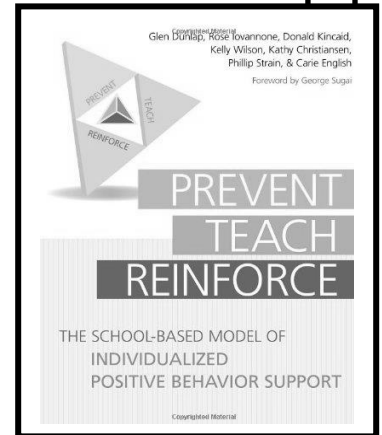


Prevent-Teach-Reinforce

A Tier 3 FBA/BIP Strategy

What is Prevent-Teach-Reinforce (PTR)?

Prevent-Teach-Reinforce (PTR) is an individualized (Tier 3) functional behavior assessment (FBA) and behavior intervention plan (BIP) process. The PTR process is the only FBA/BIP method, to date, that has been subjected to rigorous research methods, i.e., randomized controlled trials. The outcomes of the original study showed that PTR is significantly more effective at improving the behavior, social skills, and academic engagement of students in grades K-8 compared to students who did not receive PTR but instead received the typical behavior interventions provided in school settings (Iovannone et al., 2009). PTR is standardized and has a published manual (Dunlap et al., 2010) with specific steps and activities designed to develop an effective behavior intervention plan.



How the PTR process differs from traditional FBA/BIPs...

- **PTR fosters a collaborative, team-driven BIP development**
- **PTR builds in teacher coaching support, which increases the likelihood that the BIP will be implemented with fidelity**
- **PTR includes a protocol for measuring fidelity of BIP implementation and effectiveness**
- **PTR has a feasible, teacher-friendly daily data-progress monitoring tool to evaluate the impact of the BIP on student behavior change**
- **PTR has a strong focus on teaching prosocial replacement behaviors**

All behavior plans developed through the PTR process are:

- facilitated by a professional who has expertise in behavioral principles underlying the FBA/BIP process
- developed in collaboration with the teacher/team that will be implementing the plan
- multifaceted by including a minimum of one prevent, one teach, and one reinforce intervention
- directly linked to the FBA hypothesis
- task analyzed so that the behavior plan strategies can be implemented accurately by everyone

Is PTR supported by research?

In addition to the original 2009 randomized controlled trial, PTR has been the subject of several single-case design studies. The studies have examined the effectiveness of PTR for students with autism spectrum disorder in general education classes (Strain, Wilson & Dunlap, 2011); for in-home settings with families (Sears, Blair, Iovannone, & Crosland, 2013); and for general education students in general education classrooms (Barnes, Iovannone, Blair, Crosland, & George 2015).

New research is being conducted to examine PTR's effectiveness with young children enrolled in pre-K settings and secondary students.

School and District Benefits of PTR

PTR increases the capacity of educators in your school and district to implement effective FBA/BIPs. It will help shift the focus of the FBA/BIPs from being a compliance, form-driven process to a problem-solving process that will generate data-based decisions to improve student behavior.

Use of PTR may also lead to less reliance on the use of punitive procedures to address problem behavior. Effective behavior intervention plans can provide teachers with more time to instruct students rather than responding to problem behaviors.

Effective implementation of the process can enhance positive relationships with the family and community.

Engaging in the process can also provide both professionals and administrators with documentation that will assist in employee evaluations. Likewise, most PTR facilitators are non-instructional personnel and may be required to provide products and data portfolios for their evaluation. The PTR process will provide them with a full case study and data that can document higher evaluation ratings.



Questions?

More Tier 3 programming information and resources can be found at

www.delawarepbs.org