UNIVERSITY of DELAWARE
College of Education & Human Development

CENTER FOR DISABILITIES STUDIES

Building Statewide Capacity for Prevent-Teach-Reinforce®
(The School-Based Model of Individualized Positive Behavior Support)

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Capacity Building

Purpose:

- Build statewide capacity in PTR to improve Tier 3 behavioral service delivery in schools.
- Supported through Delaware DOE's State Personnel Development Grant and the PBIS project.

Timeline:

- Dr. Rose Iovannone provides twice yearly training to educators, administrators, school psychologists and counselors on PTR principles.
- Select educators and University of Delaware staff are trained through targeted technical assistance from Dr. Iovannone to become facilitators.
- Select educators who have demonstrated success with PTR implementation are trained to become Master Facilitators, who train additional staff within their district.

What participants say:

"The PTR process allowed me to develop a more effective Behavior Intervention Plan which in turn improved the classroom environment. This led to an increase of effective academic time in the classroom."

"I really enjoy the PTR process as opposed to the previous FBA/BIP format that we used. Our meetings are much more efficient and effective now that we use this format. Our data collection also improved."

What is Prevent-Teach-Reinforce?

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.

How is PTR different from traditional approaches?

The PTR process differs by fostering collaboration, building in teacher coaching and providing a measure of plan fidelity.

The PTR process includes a feasible teacher friendly progress monitoring tool to measure student change and has a strong emphasis on teaching pro-social behaviors.

Conclusions

- In most cases, when data is provided, targeted students have shown a decrease in problem behaviors and an increase in appropriate behaviors
- Most teachers demonstrated appropriate levels of teacher fidelity of PTR BIPs
- Teaches who complete the social validity scale indicated they were willing to implement the interventions
- Job embedded professional development model is effective and well liked by the coaches.

Challenges

- Barriers to generalizing the process due to length of time PTR requires as compared to traditional functional behavioral assessments.
- Facilitators report difficulty balancing behavioral consultation with other mandated responsibilities.
- Attrition of students moving and returning to schools before intervention plans are implemented.
- Reported teacher/team resistance toward developing evidence based interventions.
- Difficulties obtaining data from facilitators due to voluntary nature of participation.

Data Collection Tools

- **Individualized Behavior Rating Scale (IBRST)**
  - **Included within the PTR process**
  - Measure of *student outcomes (pre/Post ratings)*
- **PTR Plan Assessment**
  - **Included within the PTR process**
  - Measure of *teacher fidelity* of BIP implementation
- **Social Validity**
  - **Included within the PTR process**
  - Measure of *teacher satisfaction* with the PTR process
- **Facilitator Satisfaction Survey**
  - Created by the University of Delaware to guide coaching efforts
- **Technical Adequacy Tool for Evaluation**
  - Measure of *technical adequacy* of the facilitators FBA/BIPs
- **Coach/Coachee Fidelity Scores**
  - Review of the coachee's products and their alignment with the PTR process

To date a total of 32 PTR facilitators and 4 PTR master facilitators are trained across the State of Delaware.

Presently, there are 2 new facilitators and 3 new Master Facilitators receiving technical assistance across the State.

Case Study of PTR Process: goal setting, assessment, intervention and evaluation

Prevent-Teach-Reinforce
Assessment of Appropriate Behavior

	Prevention Data (Not likely to occur)	Teach Data (Alternative Responses)	Reinforce Data (Known Reinforcers)
Prosocial	■Science ■Recess, art, music ■When engaged in computer	■Communicating ▪ Seeking attention ▪ Requesting wants/needs ■Transitioning appropriately ■Expressing emotions	■Enjoys time with behavior specialist ■Computer ■Recess, art, music

Example Hypotheses

	When….	Then…	As a result…
Inappropriate	Johnny is required to end preferred activities (i.e. recess, art, or music) and begin independent work activities in reading and math	Yell, scream, throw objects, and/or hit (tantrum)	Able to 1) delay or escape the independent work activities when he is sent to time-out or to the behavior specialist's office or allowed to stay in art and music classes, and 2) obtain attention from the behavior specialist
Appropriate	Johnny is required to end preferred activities (i.e. recess, art, or music) and begin independent work activities in reading and math	Ask for a break	Allowed to delay or escape the independent work activities or allowed to stay in art or music, or obtain attention from the behavior specialist

EXAMPLE– Johnny's BSP

Prevent Strategies	Specific Strategy steps
Environmental Support	Johnny will be given a visual schedule so that he can monitor progress throughout his day toward both preferred and non-preferred activities and to help support him during transitions. His schedule should be set up so that non-preferred activities are not clustered together. 1. In the morning and after lunch, Johnny should review the visual schedule so he knows what to expect 2. As Johnny completes an activity, he should X off the activity or remove the picture icon
Curricular Modification	Johnny will be given an easy, independent activity, such as a worksheet, to complete upon transitioning to a non-preferred activity or an activity that requires him to wait, such as group activities

Teach Strategies	Specific Strategy Steps
Replacement Behavior	Johnny will be taught to communicate his emotions and use a variety of self-calming techniques. Accessing these supports may be referred to as "requesting break" Steps: Prior to transitioning to a non-preferred activity or at the end of a preferred activity, an adult may prompt Johnny by saying "**If you start to get upset, you can choose to calm down**." - As soon as Johnny starts to get upset, prompt him to communicate by saying "I need to calm down." - Johnny will then be presented with the choice board of calming strategies and the adult will ask him, "**What do you want?**" - Johnny will have access to chosen strategy for a short period of time (until calm for 1 min) - As soon as he is calm, praise him (e.g., "**You made a good choice.**" - Once he is calm, reference his visual schedule and remind him of what he can earn/access once he completes the non-preferred task to aid in the transition back to the previous activity

Reinforce Strategies	Specific Strategy Steps
Replacement Behavior	Anytime Johnny "says" "I need to calm down", his choice/break board should be given immediately 1. Praise Mike for communicating (*"thank you for telling me what you need."*) 2. Provide his choice/break board 3. Allow him access to supports until calm for 1 minute 4. Praise him for calming 5. Praise him for returning to the group

Example: Behavior Rating Scale

Behavior		Date											
Tantrum (combination of yell/scream, throw obj, and/or kick/hit)	9+ times 7-8 times 5-6 times 3-4 times 0-2 times	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Screaming	Ear-piercing Louder than playground Playground voice Louder than inside voice Soft whimper/squeal	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Verbally Expresses wants and needs	40%+ 30-40% 20-30% 10-20% 0-10%	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Task Engagement	>10 min 8-10 min 5-7 min 2-4 min 0-1 min	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1