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

Delaware Positive Behavior Support Project

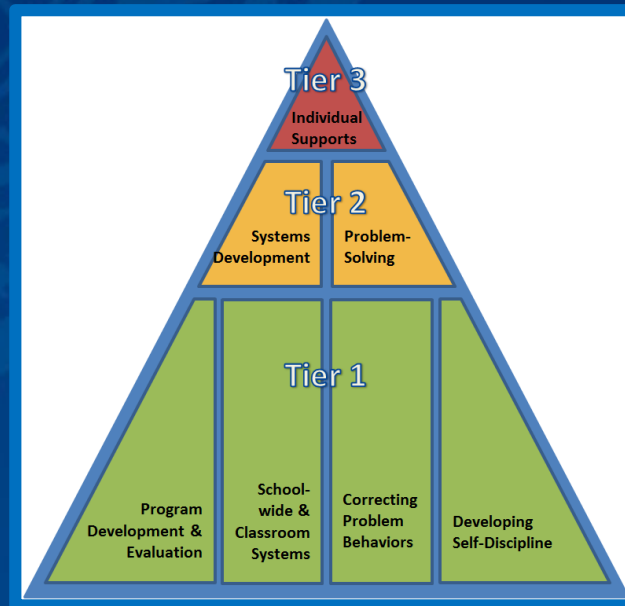Niki Roberts Ed.S. and Debby Boyer, M.S.

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UNIVERSITY OF DELAWARE.

DE-PBS Project

is on going collaboration between the Delaware Department of Education and the UD Center for Disabilities Studies

Prevent-Teach-Reinforce (PTR) is a research-based FBA/BIP process. This session will describe the PTR process and the job-embedded coaching method used state-wide to build capacity.

Objectives:
- Identify key components of the PTR model
- Describe process for job-embedded coaching
- Select outcome measures
  - TATE https://new.apbs.org/sites/default/files/conference-2016/presentations/h7-iovannone_christiansen_romer-apbs2015.pdf
- Identify considerations for implementation

Special Thanks to
Dr. Rose Iovannone

Materials are used and adapted from
Dr. Iovannone with permission

Reflection

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

PTR in Delaware

- Initially piloted through DE-PBS Project

- Expanded through Delaware Department of Education's State Personnel Development Grant

- DE-PBS Project Coaches use PTR process, Delaware adaptations

School-Wide Systems for Student Success
Multi-tiered System of Support

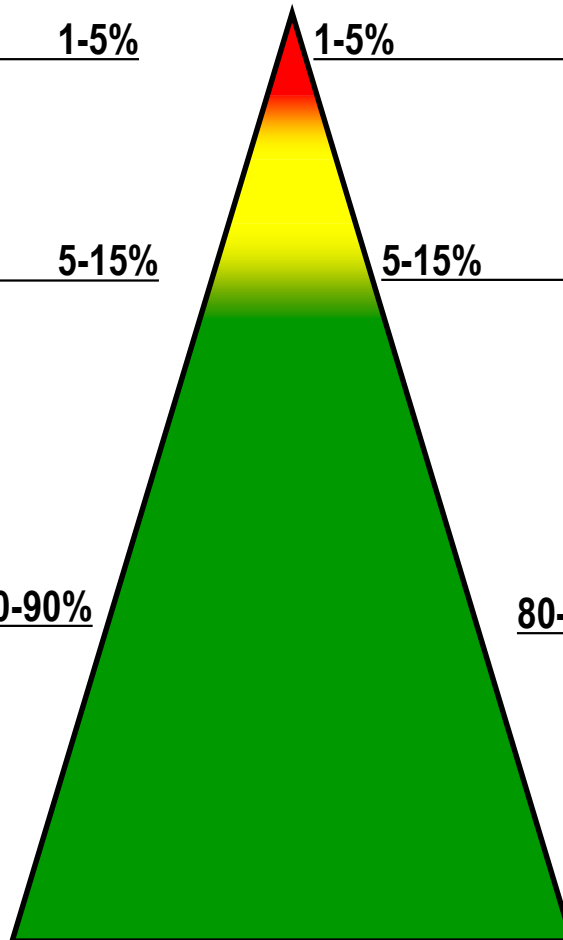## Academic Systems

Tier 3/Tertiary Interventions   1-5%
•Individual students
•Assessment-based
•High intensity

Tier 2/Secondary Interventions   5-15%
•Some students (at-risk)
•High efficiency
•Rapid response
•Small group interventions
• Some individualizing

Tier 1/Universal Interventions   80-90%
•All students
•Preventive, proactive

Behavioral Systems

1-5%   Tier 3/Tertiary Interventions
•Individual students
•Assessment-based
•Intense, durable procedures

5-15%   Tier 2/Secondary Interventions
•Some students (at-risk)
•High efficiency
•Rapid response
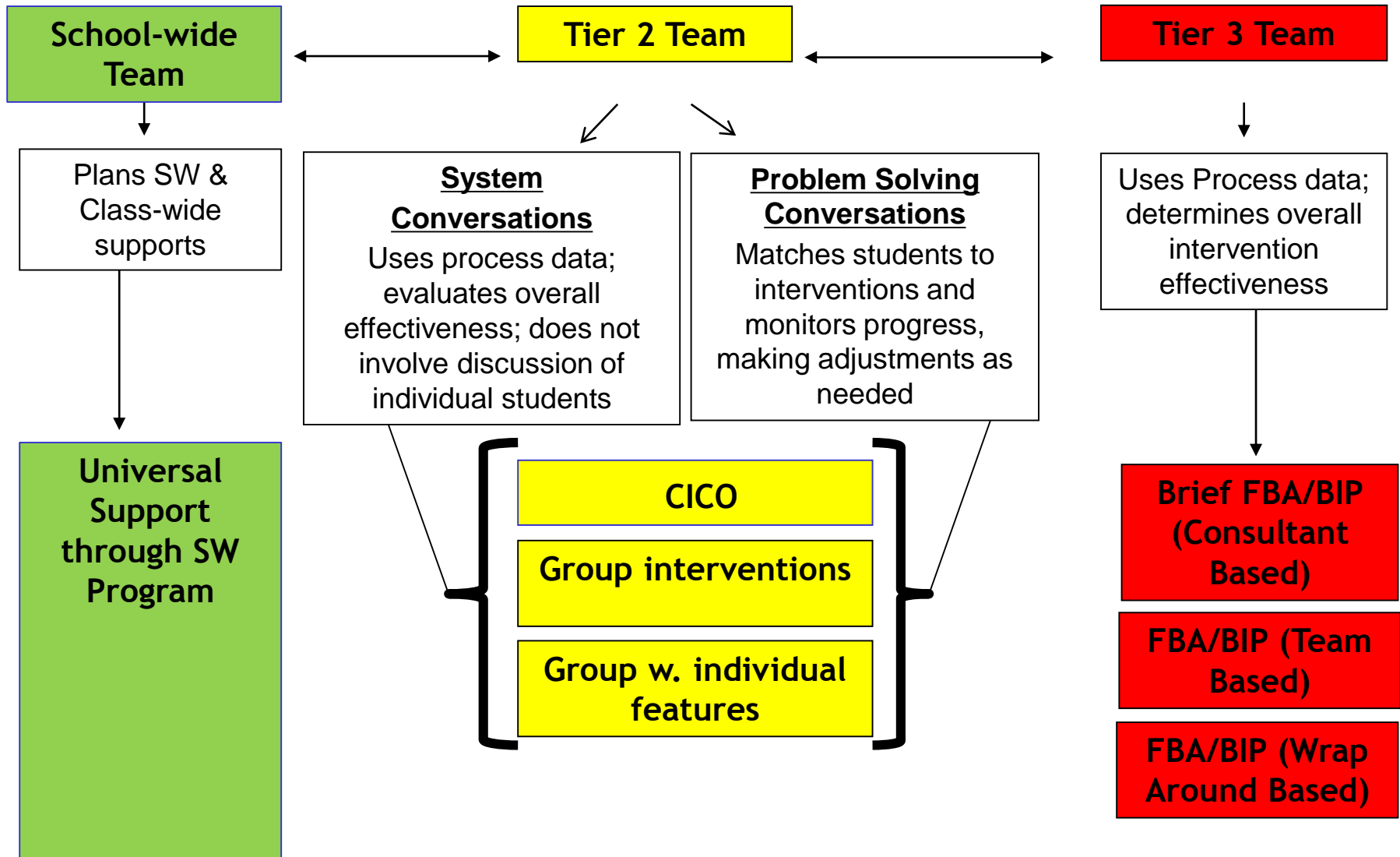•Small group interventions
•Some individualizing

80-90%   Tier 1/Universal Interventions
•All settings, all students
•Preventive, proactive

Illinois PBIS Network, Revised May 15, 2008.
Adapted from "What is school-wide PBS?" OSEP
Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at http://pbis.org/schoolwide.htm

3-Tiered System of Support Necessary Conversations (Teams)

School-wide Team

Tier 2 Team

Tier 3 Team

Plans SW & Class-wide supports

Universal Support through SW Program

System Conversations
Uses process data; evaluates overall effectiveness; does not involve discussion of individual students

Problem Solving Conversations
Matches students to interventions and monitors progress, making adjustments as needed

Uses Process data; determines overall intervention effectiveness

CICO

Group interventions

Group w. individual features

Brief FBA/BIP (Consultant Based)

FBA/BIP (Team Based)

FBA/BIP (Wrap Around Based)

Adapted from the Illinois PBIS Network

FBA AND BIP: WHAT? WHO? WHERE? IN MTSS
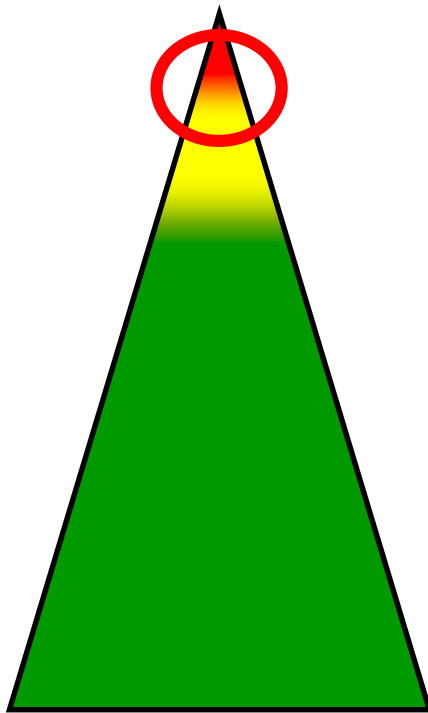
Multiple levels of tier 3
Not a one-size fits all

Slice of Tier 3-tip of triangle

Wraparound based Functional Behavioral Assessment

Team Based (PTR)

Consultant Based (PTR)
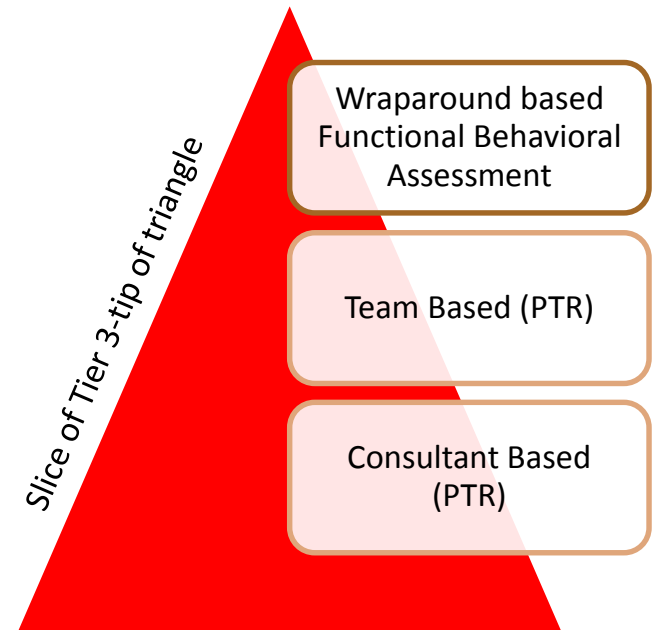
Tier 3 Continuum of Supports

Wraparound based Functional Behavioral Assessment

Team Based PTR

Brief PTR
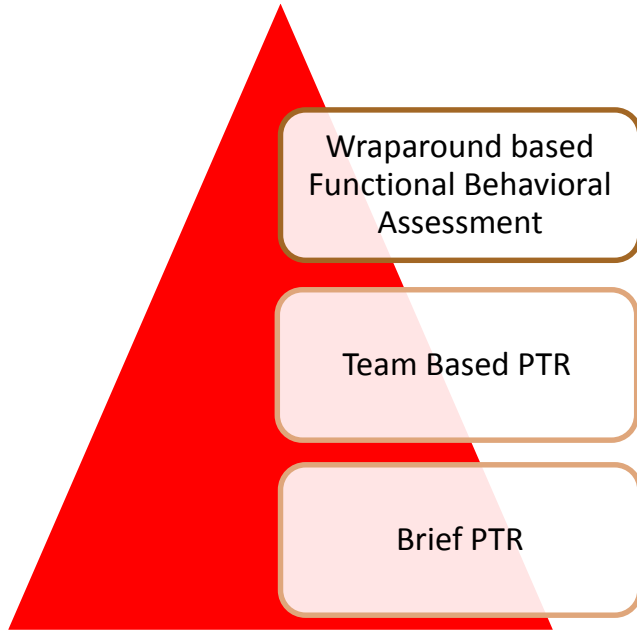
Wrap-Around
    Long-standing, extremely intense behaviors, mental
    health concerns, complex life events
    Multiple services, agencies or institutions

Team Based PTR
    More intensive FBA/BIP process
    Multiple meetings (2-4) or one long meeting (>2 hours)
    Best for chronic, durable, intense behaviors

Brief PTR (consultant based)
    FBA/BIP developed in one meeting (~60 minutes)
    Best for high frequency/low intensity behaviors
      Noncompliance, minor disruptions

Functional thinking at all levels

Successful FBA and BIP Procedures… Across all Levels

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

Courtesy of Dr. Rose Iovannone

Common Challenges with the FBA/BIP

http://today.io/1xmN8

What is Prevent-Teach-Reinforce (PTR)?

Research project funded by U.S. Department of Education, Institute of Education Sciences in partnership with:

University of South Florida

Three central Florida school districts

University of Colorado, Denver

Two Colorado school districts

Purposes:

- Answer the call for rigorous research

- Evaluate effectiveness of PTR vs. "services as usual" using randomized controlled trial

- Evaluate effectiveness of "standardized " approach

Courtesy of Dr. Rose Iovannone

Results of Study

- Shown to be efficacious through a randomized controlled trial with more than 200 students in grades K-8 (Iovannone, Greenbaum, Wang, Kincaid, Dunlap, & Strain, 2009)
  - Improved behavioral outcomes
  - Majority of teachers were able to implement plans with fidelity
  - Teachers reported liking the procedures and willingness to carry out plans on Social Validity measures

Courtesy of Dr. Rose Iovannone

Overview of PTR Process

- Teacher, parent and **team** driven
- Prescriptive/manualized process
- Four-step team-based process
  - Optional pre-step regarding teaming
- Every intervention plan includes 3 components
  - Prevent
  - Teach
  - Reinforce
- Plans are task analyzed
- Attention to supports for teacher/team to implement interventions

Courtesy of Dr. Rose Iovannone

Prevent Teach Reinforce (PTR)

Four step process for completing an FBA/BIP (aligned with problem solving process):

1. Goal Setting (Identification of Problem)
2. Functional Assessment (Problem Analysis)
3. Intervention (Behavior Support Plan Implementation) includes Coaching of plan and fidelity check
4. Evaluation (Progress Monitoring and Social Validity)
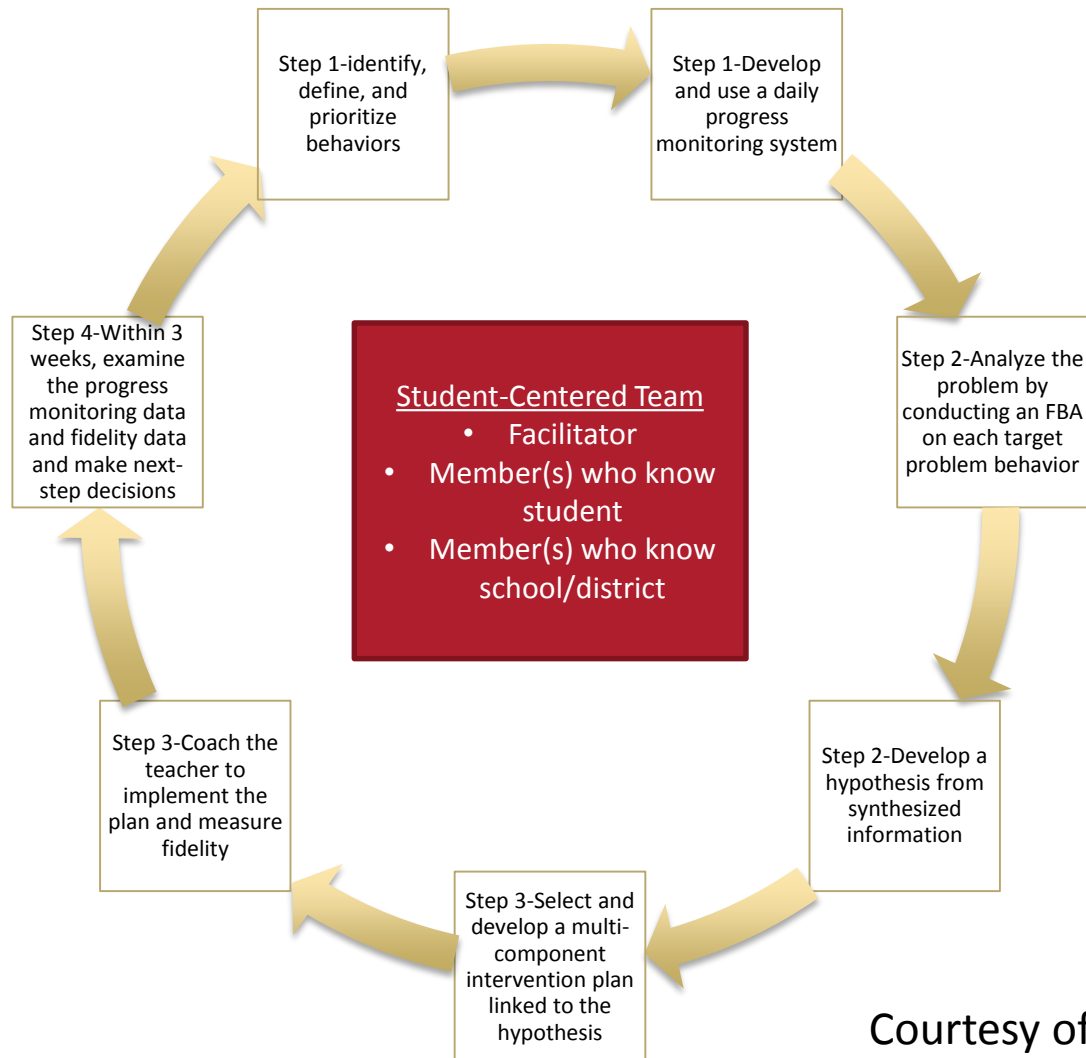
Courtesy of Dr. Rose Iovannone

How is PTR Different?

- Collaborative approach
  - Facilitated by person with expertise in ABA principles and FBA/BIPs
- Input systematically gathered from all team members
- Behavior interventions selected from menu with facilitator ensuring link to hypothesis
- Behavior interventions task analyzed and matched to teacher feasibility and skill
- Coaching teacher to implement support plan part of process
- Fidelity measures developed and collected
- Problem-solving/decision-making based on data guidelines

Courtesy of Dr. Rose Iovannone

Collaborative Facilitation is Key

- Take off the "expert" hat
- Avoid direct confrontation or "fixing" issues
  - Purpose is for team to recognize potential issues that enhance and inhibit problem solving process
- Less talk, more listening and facilitating
- Provide visual summary while facilitating—allow reflection and discussion by team
  - Ask them to review the results and reflect
  - Ask for their ideas, reactions, input
  - Facilitate the discussion
  - Guide them to use "science" in making decisions

Courtesy of Dr. Rose Iovannone

PTR Model

Courtesy of Dr. Rose Iovannone

Goal Setting—Version 2 Modified: Step 2

Student Name: _____

BEHAVIORS TO **DECREASE**	
Target Behavior:	Operational Definition:
BEHAVIORS TO **INCREASE**	
Target Behavior:	Operational Definition:

Case Study: James Goal Setting

BEHAVIORS TO DECREASE	
Target Behavior: • ***Disruptive Behavior***	Operational Definition: throws materials, makes negative statements (e.g. "this is stupid"), bangs on his desk, repeatedly asks for teacher assistance by calling out
BEHAVIORS TO INCREASE	
Target Behavior: • ***Identify a feeling and choose a coping strategy***	Operational Definition: James will choose a calm down tool from his "toolbox" by indicating how he is feeling on his "I feel & I need" board with a picture and raising his hand (and waiting for teacher response) to alert the teacher he is going to take a walk, use a fidget, visit the counselor, or put his head on the desk.

Data Collection: Individualized Behavior Rating Scale Tool (IBRST)

Step 1: Individualized Behavior Rating Scale Tool (Original Version)

Student:_____   School: _____

Target Behavior	Date																			
		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	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	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	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	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

KEY:

Case Study: James Behavior Rating Scale

Target Behavior	Date																				
Disruptive Behavior 91-100% of the day / 61-90% of the day / 31-60% of the day / 1-30% of the day / 0% of the day		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	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
Coping Strategy 91-100% of opportunities / 61-90% of opportunities / 31-60% of opportunities / 1-30% of opportunities / 0% of opportunities		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	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

KEY:

Problem Behavior Disruptive Behavior:

Definition: throws materials, makes negative statements, bangs on his desk, and repeatedly asks for teacher assistance by calling out.

Time/Routine **X All day**   ☐ Specific Time/Routine: _____

5 = Terrible day   91-100% of the day
4 = Typical bad day 61-90% of the day
3 = So-so day   31-60% of the day
2 = Good day   1-30% of the day
1 = Fantastic day   0% of the day

Replacement/Alternate Desired Behavior; Identify a feeling and choose a coping strategy

Definition: *Rate your perception of the percentage of opportunities James was able to* choose a calm down tool from his "toolbox" by indicating how he is feeling on his "I feel & I need" board with a picture and raising his hand to alert the teacher he needs to take a walk, use a fidget, visit the counselor, or put his head on the desk.

Time/Routine **X All day**   ☐ Specific Time/Routine: _____

5 = Fantastic day   91-100% of the day
4 = Good day   61-90% of the day
3 = So-so day   31-60% of the day
2 = Typical bad day 1-30% of the day
1 = Terrible day   0% of the day

Step 2: PTR Assessment (FBA) Problem Analysis

- PTR Assessment (FBA)
  - Prevent: Antecedents/triggers of problem behavior
  - Teach: Function(s) of problem behavior, possible replacement behaviors
  - Reinforce: Consequences associated with problem behavior, possible reinforcers
- Assessment form completed by each team member
- Facilitator summarizes input on Assessment Summary Table and develops draft hypothesis
- Team reaches **consensus**
- Facilitator has conducted at least **ONE direct observation** of student and context **prior to this step**

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Student _____ Responder _____ Behavior _____

PTR Functional Behavior Assessment: Prevent Component

1a. Are there *times of the school day* when problem behavior is *most likely* to occur? If yes, what are they?

___ Morning   ___ Before meals   ___ During meals   ___ After meals   ___ Arrival
___ Afternoon   ___ Dismissal

Other:_____

1b. Are there *times of the school day* when problem behavior is *very unlikely* to occur? If yes, what are they?

___ Morning   ___ Before meals   ___ During meals   ___ After meals   ___ Arrival
___ Afternoon   ___ Dismissal

Other: _____

2a. Are there *specific activities* when problem behavior is *very likely* to occur? If yes, what are they?

___ Reading/LA   ___ Writing   ___ Math   ___ Science
___ Independent work   ___ Small group work   ___ Large group work   ___ Riding the bus
___ One-on-one   ___ Computer   ___ Recess   ___ Lunch
___ Free time   ___ Peer/cooperative   ___ Centers   ___ Discussions/Q&A
___ Worksheets,   work   ___ Specials (specify) ___ Transitions (specify)
    seatwork   _____   _____

Other: _____

2b. Are there *specific activities* in which problem behavior is *very unlikely* to occur? What are they?

___ Reading/LA   ___ Writing   ___ Math   ___ Science
___ Independent work   ___ Small group work   ___ Large group work   ___ Riding the bus
___ One-on-one   ___ Computer   ___ Recess   ___ Lunch
___ Free time   ___ Peer/cooperative   ___ Centers   ___ Discussions/Q&A
___ Worksheets,   work   ___ Specials (specify) ___ Transitions (specify)
    seatwork   _____   _____

Other: _____

3a. Are there *specific classmates or adults* whose proximity is associated with a *high likelihood* of problem behavior? If so, who are they?

___ Peers   Specify:_____   ___ Bus driver
___ Teacher(s)   Specify: _____   ___ Parent
___ Paraprofessional(s)   Specify: _____   ___ Other family member
___ Other school staff   Specify_____   (Specify)_____

Other: _____

Student _____ Responder _____ Behavior _____

PTR Functional Behavior Assessment: Teach Component

1. Does the *problem behavior* seem to be exhibited in order to **gain attention from peers**?

___ Yes *List the specific peers:* _____
___ No

2. Does the *problem behavior* seem to be exhibited in order to **gain attention from adults**? If so, are there particular adults whose attention is solicited?

___ Yes *List the specific adults:* _____

___ No

3. Does the *problem behavior* seem to be exhibited in order to **obtain items or specific activities** (toys or games, materials, food) from peers or adults?

___ Yes *List the specific items/activities:* _____

___ No

4. Does the *problem behavior* seem to be exhibited in order to **delay a transition** from a preferred activity to a non-preferred activity?

___ Yes *List the specific transitions:* _____

___ No

5. Does the *problem behavior* seem to be exhibited in order to **terminate or dela**y a non-preferred (difficult, boring, repetitive) task or activity?

___ Yes *List the specific non-preferred tasks or activities* _____

___ No

6. Does the *problem behavior* seem to be exhibited in order to **get away from** a non-preferred classmate or adult?

___ Yes *List the specific peers or adults* _____

___ No

Additional comments not addressed above in the *Teach Component.*

PTR Functional Behavior Assessment: Reinforce Component

1. What responses (**consequences**) typically occur after the student engages in the *problem behavior?* Identify the top 3-5 responses that adults or peers almost always do immediately after the student does the problem behavior.

___ Sent to time-out	___ Gave personal space	___ Verbal reprimand
___ Chair time-out	___ Sent to behavior specialist/counselor	___ Stated rules
___ Head down	___ Assistance given	___ Physical prompt
___ Sent to office	___ Verbal redirect	___ Peer reaction
___ Sent home	___ Delay in activity	___ Physical restraint
___ Calming/soothing	___ Activity changed	___ Removal of reinforcers
	___ Activity terminated	___ Natural consequences (Specify) _____

Other: _____

2. Does the student *enjoy praise* from teachers and other school staff? Does the student enjoy praise from some teachers more than others?

___ Yes *List specific people* _____

___ No

3. What is the likelihood of the student's *appropriate behavior* (e.g., on-task behavior; cooperation; successful performance) resulting in acknowledgment or praise from teachers or other school staff?

___ Very likely   ___ Sometimes   ___ Seldom   ___ Never

4. What is the likelihood of the student's *problem behavior* resulting in acknowledgment (e.g., reprimands, corrections) from teachers or other school staff?

___ Very likely   ___ Sometimes   ___ Seldom   ___ Never

5. What school-related items and activities are *most enjoyable* to the student? What items or activities could serve as special rewards?

___ Social interaction with adults	___ Music	___ Art activity
___ Social interaction with peers	___ Puzzles	___ Computer
___ Playing a game	___ Going outside	___ Video games
___ Helping teacher	___ Going for a walk	___ Watching TV/video
___ Line leader	___ Reading	___ Objects (Specify) _____
___ Going to media center	___ Extra PE time	_____
___ Sensory activity (specify) _____	___ Extra free time	___ Food (Specify) _____

Other(s): _____

Additional comments not addressed above in the *Reinforce Component.*

Case Study James: Assessment Summary Table

Antecedent (Prevent Data)	Function (Teach) Data	Consequences (Reinforce) Data
Based on teacher behavior ratings, observations and reports, James is more likely to demonstrate disruptive behavior during academic instruction, non-preferred activities and under specific circumstances (see below) **Non-preferred academic instruction**: reading, writing and math **Non-preferred activities**: art, centers, small group, independent/seatwork **Specific circumstances**: (1) when the teacher is attending to other students, (2) during difficult or long academic tasks (independent work) and (3) when given corrective feedback	James's behavior is typically displayed in an attempt **to gain adult attention (classroom teacher)**, and **to avoid or delay a non-preferred task or activity** (especially independent work in the areas of math and reading) The team feels he might benefit from some self regulation strategies or general coping strategies such as asking for a break or asking for help.	James's behavior is typically reinforced with the following consequences: personal space, verbal redirections, calming/soothing words and being sent to the FCT. *It is very likely his problem behavior is acknowledged (reprimands/corrections from school staff).*

Case Study James: Summary Statement

	Possible Hypotheses		
	When….	**He/she will…..**	**As a result, he/she ……**
Problem Behavior	James is required to engage in academic tasks that he perceives as difficult or boring (independent work in reading, writing and math) without adult assistance (especially if the teacher is attending to other students) OR when he is given corrective feedback from adults	**Become Disruptive** (throws materials, makes negative statements, bangs on his desk, pretends not to know how to complete work, screams, elopes from the classroom and into the hallway, repeatedly asks for teacher assistance).	(1) Gains adult attention (2) Delays/avoids beginning and completing non-preferred tasks
Replacement Behavior	James is required to engage in academic tasks that he perceives as difficult or boring (independent work in reading, writing and math) without adult assistance (especially if the teacher is attending to other students) OR when he is given corrective feedback from adults	James will choose a calm down tool from his "toolbox" by indicating how he is feeling on his "I feel & I need" board with a picture and raising his hand (and waiting for teacher response) to alert the teacher he is going to take a walk, use a fidget, visit the counselor, or put his head on the desk.	(1) Gains adult attention (2) Delays/avoids beginning and completing non-preferred tasks

Step 3: PTR Intervention Checklist/Elementary

Student: _____   School: _____   Date: _____   Completed by: _____

Hypothesis: _____

Prevention Interventions	Teaching Interventions	Reinforcement Interventions
☐ Providing Choices	****Replacement Behavior** (What appropriate behavior will be taught?) ☐ Functional Equivalent _____ ☐ Alternate Skill (desired) _____	****Reinforce Replacement Behavior** (Write in the function of the problem behavior from the hypothesis) ☐ ** Function _____ ☐ Additional _____
☐ Transition Supports	☐ Specific Academic Skills	**☐ Discontinue Reinforcement of Problem Behavior
☐ Environmental Supports	☐ Problem Solving Strategies	☐ Group Contingencies (peer, teacher)
☐ Curricular Modification (eliminating triggers)	☐ General Coping Strategies	☐ Increase Ratio of + to − Responses
☐ Stay Close (positive caring, comments)	☐ Specific Social Skills	☐ Home to School Reinforcement System
☐ Classroom Management	☐ Teacher Pleasing Behaviors	☐ Delayed Gratification
☐ Increase Non-Contingent Reinforcement	☐ Learning Skills Strategies	
☐ Setting Event Modification	☐ Self-Management (self-monitoring)	
☐ Opportunity for Pro-Social Behavior (peer support)	☐ Independent Responding	
☐ Peer Modeling or Peer Reinforcement	☐ Increased Engaged Time	
Does the severity or intensity of the student's problem behavior pose a threat to self or others? ☐ Yes ☐ No If yes, is a crisis intervention plan needed? ☐ Yes ☐ No		

**All asterisked interventions need to be selected and included in the student's PTR Intervention Plan

Step 3: PTR Interventions Checklist-SECONDARY Version

Student: _____ School:_____ Date:_____ Behavior:_____ Completed by:_____

Hypothesis:_____

_____

Prevention Interventions	Teaching Interventions	Reinforcement Interventions
☐ Providing Choices	****Replacement Behavior** ☐ Functional Equivalent ☐ Alternate skill (desired)	****Reinforce Replacement Behavior** ☐ ** Function _____ ☐ Additional _____
☐ Transition Interventions/Planning	☐ Study Skills/Test-taking Strategies	☐ Increase Non-Contingent Reinforcement
☐ Visual Cues/Tools	☐ Social Problem Solving Strategies	☐ Discontinue Reinforcement of Problem Behavior
☐ Curricular/Assignment Modification/Flexibility	☐ General Coping Strategies	☐ Group Contingencies
☐ Opportunities to Respond	☐ Cognitive Behavior Therapy	☐ Increase Ratio of + to – Responses
☐ Classroom Management	☐ Learning Strategy Instruction	☐ Home to School Reinforcement System
☐ Setting Event Modification	☐ Self-Management	☐ Establish Crisis Intervention
☐ Opportunity for Pro-Social Behavior	☐ Basic Academic Skills	
☐ Peer Support/Cooperative Grouping Activities	☐ Specific Social Skills Training	

Does the severity or intensity of the student's problem behavior pose a threat to self or others? ☐ Yes ☐ No

If yes, is a crisis intervention plan needed? ☐ Yes ☐ No

**All asterisked interventions need to be selected and included in the student's PTR Intervention Plan

Step 3a: Writing the Intervention Plan

- Task analyze each step of the plan
  - Non-Example: Give student choices
  - Example:
    - Prior to the start of independent reading, tell the student, "We have 2 worksheets today."
    - Show student both worksheets
    - Say, "Which worksheet would you like to do first?"
- Teachers need to know exactly what to do or the intervention may not be implemented as intended.

Case Study: James Intervention Plan

PREVENT Interventions

Intervention Strategy	Description and Steps	Comments
Providing Choices	Providing Choices Steps: 1. The teacher will consider which daily independent work assignments may trigger disruptive behavior and provide James with choices for completing the assignment. Choices may include (as appropriate): • Work location – at his desk or at the back table • Amount of task – James can complete smaller number of problems or skip difficult items • Work with a partner or by himself 2. The teacher will indicate on her lesson plans (using a post it note) which task and which choices she will offer James during the day. 3. Prior to presenting James with an identified difficult task (during reading, writing and math independent assignments), the teacher will offer a choice, from the options above. The teacher will determine which choice is most appropriate for the task.	

Step 3b Teacher Coaching: Often a missing link

Teacher and Staff Training on plan

- Initial training with no students present Model, Role Play, Q & A, Discussion

Fidelity Checklist

- Used by PTR Consultant for training evaluation
  - ✓ Evaluate teacher accuracy on each step prior to implementation with student
  - ✓ Comfort and competence measured

Training Checklist/Fidelity

Student: _____

Implementer: _____

Date of Training/Fidelity: _____

Task Analysis of Intervention	Did the implementer complete the step?	
PREVENT Component		
Name of Strategy/Steps		
1.	Yes	No
2.	Yes	No
3.	Yes	No
4.	Yes	No
5.	Yes	No
TEACH Component		
Replacement Behavior (name)		
1.	Yes	No
2.	Yes	No
3.	Yes	No
4.	Yes	No
5.	Yes	No
REINFORCE Component		
Reinforce Replacement Behavior (name)		
1.	Yes	No
2.	Yes	No
3.	Yes	No
4.	Yes	No
5.	Yes	No
TOTAL (# Yes / # Total)		
Percent Score		

Case Study James: Coaching/Fidelity

Interventions	Implemented	Impact (1 = no impact; 5 = great impact)
Environmental Support 1) Teacher identified difficult work assignments 2) Teacher offers James a choice prior to presenting difficult work assignment	Y N NA Y N NA Y N NA	1 2 3 4 5
Replacement Behavior—Functional 1) James meets with teacher each morning 2) James is prompted to circle his zone 3) James is prompted to assign point after each subject area 4) Teacher meets with James after each subject area and agrees or disagrees with his points	Y N NA Y N NA	1 2 3 4 5
Reinforce Replacement Behavior 1) James rates himself throughout the day based on his behavior 2) James teacher agrees/disagrees with assigned points 3) Incentives are awarded at the end of the day based on points awarded	Y N NA Y N NA Y N NA	1 2 3 4 5

Step 4: Evaluation Progress Monitoring

- Data-Based Problem-Solving
  - What is working? What is not working?
  - What changes need to be made?
  - Is more data needed? (additional data collection measures)
- Implementation Fidelity Data
  - Is the plan being implemented consistently and accurately?
- Student outcome data
  - Is the problem behavior decreasing? Is the replacement behavior increasing?
- Expanding the plan
  - Routines, times of day
  - Generalize across settings and/or staff

1. Was the intervention successful – did behavior meet criterion levels? If yes, jump to question 5 below	**YES NO**
2. NO, intervention not successful: Was the plan implemented as intended? What were the fidelity scores? _____	**YES NO**

3.   NO, intervention not successful; YES, plan was implemented as intended. Determine next step:

(a) Give the plan more time
Date of next follow-up meeting (no more than 3 weeks) _____
(b) Modify the plan
Date of meeting to develop modified plan _____
Date to train the teacher in the modified plan _____
Date of next follow-up meeting (no more than 3 weeks) _____
(c) Conduct a more comprehensive FBA
Team/facilitator conducting FBA: _____
Date by when FBA will be completed: _____
Date of meeting to develop hypothesis and plan (no more than 3 weeks)_____

4.   NO, intervention not successful: NO, plan was NOT implemented as intended. Determine next step.

(a) Retrain the teacher
(b) Modify the plan to make more feasible
      a.   Date of meeting to develop modified plan _____
      b.   Date of next follow-up meeting (no more than 3 weeks) _____
(c) Select new interventions that are more acceptable and match the hypothesis
      a.   Date of meeting to develop new plan _____
Date of next follow-up meeting (no more than 3 weeks) _____

5.   YES, intervention effective and YES, plan implemented as intended. Determine next step.

(a) Extend the plan by implementing in another problematic routine or with other people
(b) Establish new goal/increase criterion
(c) Teach a new skill
(d) Fade out parts of the plan
Other (specify) _____

Case Study James: Evaluation Progress Monitoring
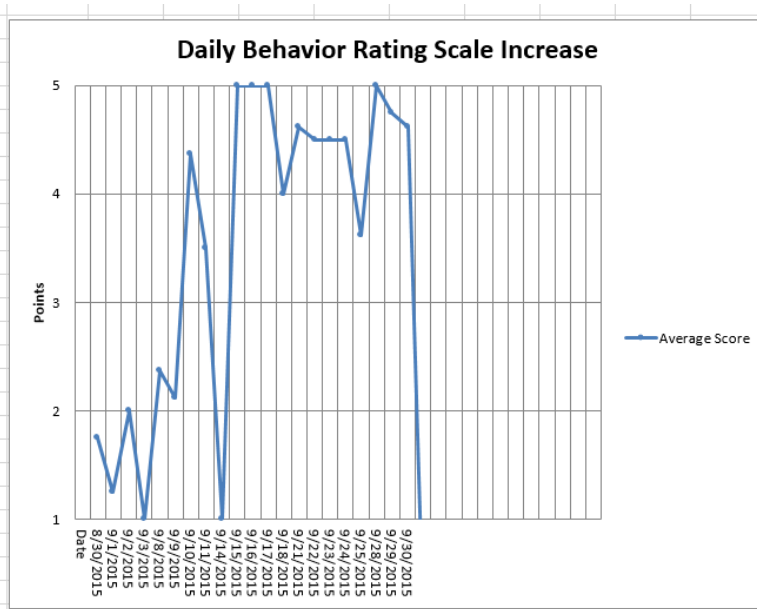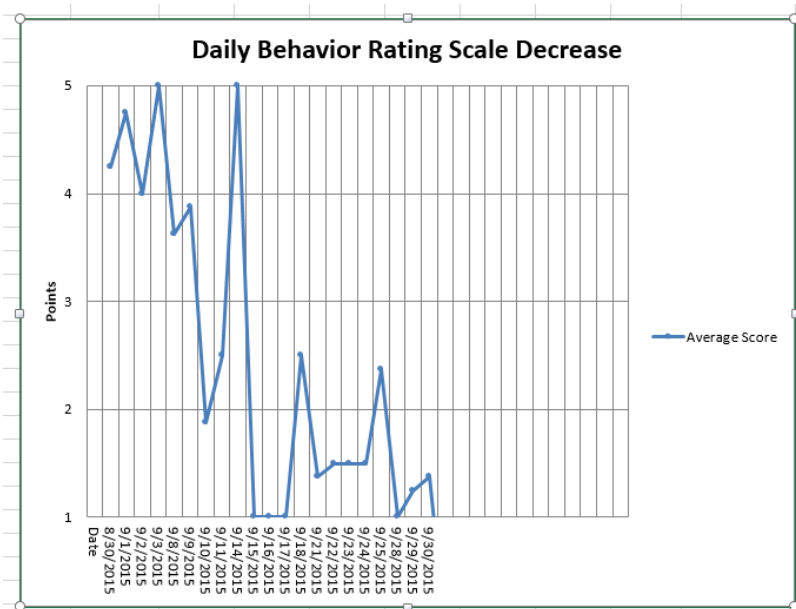
Overview of Professional Development and Coaching PTR Capacity: Facilitators

- Facilitators receive full day of PD on PTR process in fall
- Coaching for at least one student case by Dr. Rose Iovannone
- Coaching support includes:
  - review of documents completed in the process
  - Written feedback
  - Individual coaching calls to discuss and plan for next steps
  - Group conference calls for sharing experiences and problem-solved any challenges in implementation
- Second half day workshop in spring focused on inventions
- Afternoon networking session where facilitators share cases

What is Practice-Based Coaching?

- Focuses on mentoring/teaching skills to other professionals
- Ongoing coaching relationship is used to:
  - Build and refine existing skills and/or acquire new skills (individual and group)
  - Support person or group's ability to apply new knowledge
- Use of problem solving method with focus on data to inform practice (individual and group)
- Continuous improvement – encourage, recognize and shape
- End goal is to build capacity of other FBA/BIP facilitators to conduct an evidence-based team-driven process
- Not a fix for professionals with performance issues

Courtesy of Dr. Rose Iovannone

Overview of Professional Development and Coaching

Expanding PTR Capacity: Master Facilitators

- Trained school psychologists were asked to become "Master Facilitators"

- Master Facilitators (MaFs) were asked to pick 1 professional that conducts FBA and BIP in their district to provide coaching to this professional (special ed coordinator, school psych, school counselor)

- Coaching was provided to the MaFs in how coach others

Master Facilitator Coaching

- Master Facilitators received technical assistance in evaluating their coachee's behavior plans using forms created by the PTR process.

- Master Facilitators were given tools to provide feedback to their coachee.
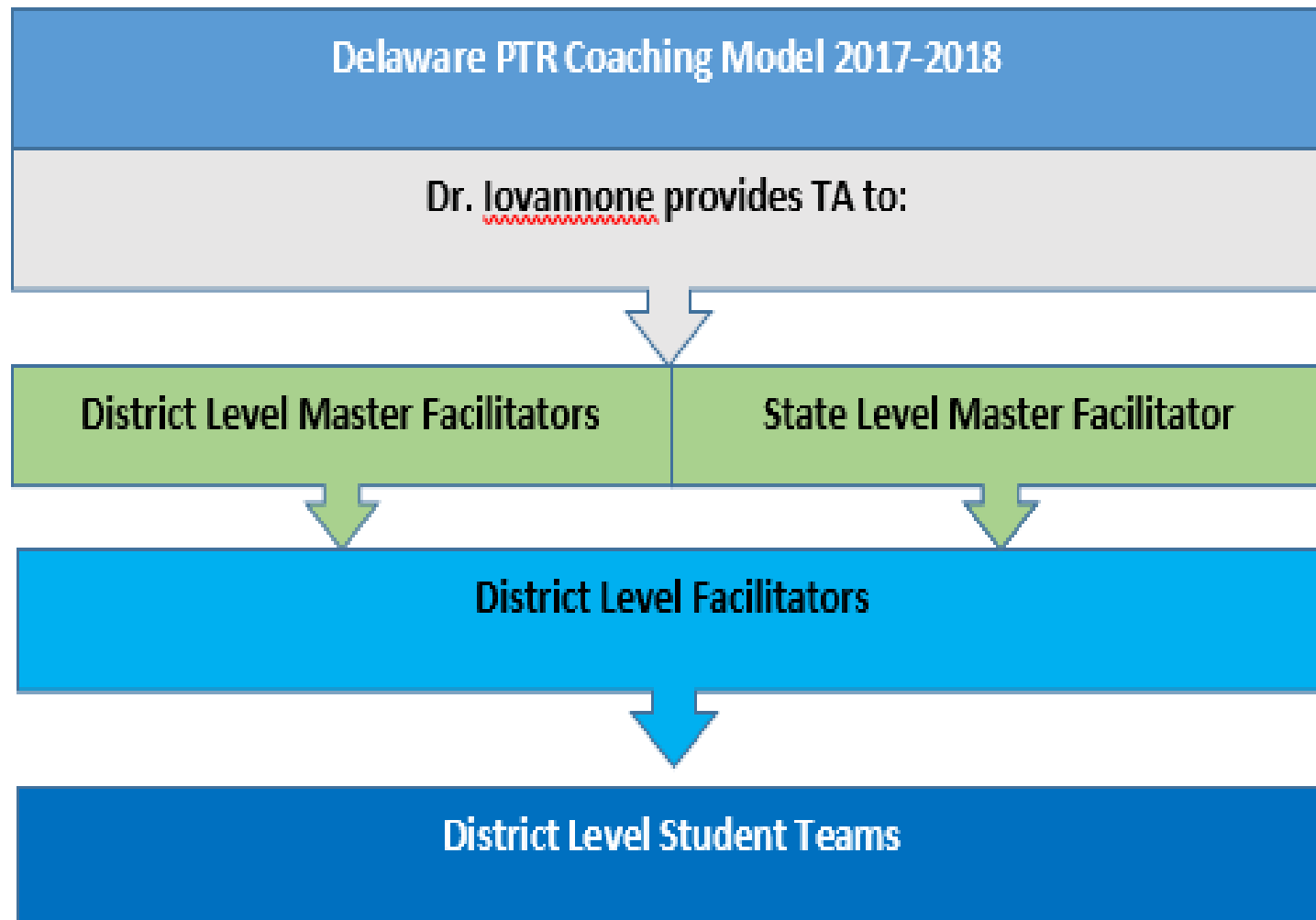
Outcome Measures: Coaching Process

- FBA/BIP Technical Adequacy Tool for Evaluation (TATE)

- Coach/Coachee Planning Form

- Coach Case Product Fidelity Review

- IC Maps

- Usage Rating Profile (Social Validity)

Technical Adequacy Tool for Evaluation TATE

FBA/BIP TATE Scoring Rubric

Score range: 0 (not addressed); 1 (partially addressed); 3 (completely addressed)

Scoring guide for each items with examples

Functional Behavior Assessment/Behavior Intervention Plan Technical Adequacy Evaluation Tool-(TATE) Scoring Guide

Component	0 – Not Addressed	1 – Partially Addressed	2- Completely Addressed
Part 1: Functional Behavior Assessment (Data Gathering and Hypothesis Development)			
1. **Input is collected from multiple people/sources to complete the functional behavior assessment.** *Note: If the FBA/BIP indicates that a brief process was used in alignment with a problem-solving meeting (e.g., PTR-Brief, ERASE) and at least two people were participants in the meeting, score this item as a 2. .*	Unable to determine if input was collected from multiple people/sources OR FBA indicates that input was only gathered from one source.	Vague indication that input was collected from more than one person/source; details missing **Example:** • Checklist or list of names of people who participated in the FBA but no explanation of how they participated.	Clear documentation that input was collected from more than one source with supporting details or the FBA/BIP used a brief process aligned with a problem-solving format (e.g., PTR-Brief, ERASE) and indicated that at least 2 people participated in the meeting. **Examples:** • Direct observation AND teacher/parent rating scales indicated or checked. • Statements such as, "The teacher(s) and the parent(s) were interviewed."

TATE Components

- FBA/BIP TATE Scoring Form
  - Items 1-9 FBA
  - Items 10-18 BIP
  - Allows for FBA Score, BIP Score and Total Product Score

Feature	Score Obtained	Score Possible	Percent Obtained
I. Functional Behavior Assessment		18	
II. Behavior Intervention Plan		18	
Total Product Score		36	

Purpose of Tool

- Determine the technical adequacy of FBA/BIPs and establish baseline and data for improvement
  - District
  - Individual

- Action Planning for Professional Development

Coach/Coachee Form and Checklist

Facilitator Behavior/Action	Assignment	Yes	No	N/A	Notes
Functional Behavior Assessment (Step 2)					
1. Opened the meeting with a positive comment and thanked team for completing assignments.					
2. Described purpose of meeting and expected outcomes by end of meeting.					
3. Asked team/teacher to review IBRST or alternate daily progress monitoring tool to determine if the tool was functional for the teacher.					
4. If the data tool is not functional, facilitated a discussion on refining/editing the tool.					
5. If PTR Assessment was done as homework, provided team members with a visual (hard copy or LCD) of the Assessment Organizational Summary Table or Competing Behavior Pathway and the draft hypothesis(es)					
6. If PTR Assessment was not done as homework, either gave each team member ~ 15 minutes to complete it in the meeting and completed the Assessment Organization Summary Table during the meeting (if time permits).					
7. Reviewed information on Summary Table and asked questions to get clarification on antecedents, functions, consequences.					
8. Added, removed, or adapted information on Summary Table as needed after clarifications.					
9. Gained team consensus on hypothesis(es).					
10. If consensus not obtained, guided the team to determine next steps: 1. Additional information needed? If yes, schedule classroom observation 2. Additional measures needed? If yes, determine measures and provide 3. Scheduled brief follow-up meeting to review additional information and/or measures (if applicable)					
11. Asked the team for feasible deadlines if PTR Intervention menu is being done as homework.					

Coach Name: Review by: Date: Case:

Coach Fidelity Review

Area	Criteria	Fidelity	Comments
INDIVIDUALIZED BEHAVIOR RATING SCALE ☐ Yes ☐ No	1. One problem behavior identified & clearly defined	☐ Yes ☐ No ☐ N/A	
	2. One appropriate behavior identified & clearly defined	☐ Yes ☐ No ☐ N/A	
	3. Behaviors selected are socially valid.	☐ Yes ☐ No ☐ N/A	
	4. Ratings/Anchors are appropriate and make sense	☐ Yes ☐ No ☐ N/A	
	5. Baseline ratings indicate that anchor estimates were functional and accurate	☐ Yes ☐ No ☐ N/A	
ASSESSMENT ORGANIZATION TABLE ☐ Yes ☐ No	6. Hypothesis developed uses information from FBA	☐ Yes ☐ No ☐ N/A	
	7. Hypothesis generated appears valid and is based on "best guess"	☐ Yes ☐ No ☐ N/A	
PTR INTERVENTION PLAN ☐ Yes ☐ No	8. Prevention Intervention addresses the "when" (i.e., Prevent from PTR assessment) section of the hypothesis by modifying the event.	☐ Yes ☐ No ☐ N/A	

Tier 3 Behavior Coach/Facilitation Innovation Configuration Map

Component Level Criteria:
1 = Ideal Application
2 = Acceptable Application
3 = In need of additional support/practice
4 = Inadequate Application

Component:	Scoring			
	Level 1	Level 2	Level 3	Level 4
1.1 Interpersonal Communication Skills	The facilitator clearly communicates purposes of each step/process and provides explanations that are jargon free. The facilitator uses interpersonal communication skills that include ALL of the following when appropriate • Active listening • Questioning ○ Greater proportion of open ended or choice questions than closed questions • Paraphrasing • Empathizing • Synthesizing/integrating • Summarizing	The facilitator clearly communicates purposes of each step/process and provides explanations that are jargon free. The facilitator uses interpersonal communication skills that include most (<50%) of the following when appropriate: • Active listening • Questioning ○ Greater proportion of open ended or choice questions than closed questions • Paraphrasing • Empathizing • Synthesizing/integrating • Summarizing	The facilitator rarely communicates purposes of each step/process and provides explanation that are jargon free. The facilitator uses interpersonal communication skills that include few (≤50%) of the following when appropriate: • Active listening • Questioning ○ Greater proportion of open ended or choice questions than closed questions • Paraphrasing • Empathizing • Synthesizing/integrating • Summarizing	Fails to clearly communicate through the use of interpersonal communication skills.
1.2 Collaborative Process	The facilitator successfully develops and maintains a collaborative process with a diverse group of professionals that includes ALL of the following (when appropriate) in at least 95% of the meetings:	The facilitator successfully develops and maintains a collaborative process with a diverse group of professionals that includes most (>50%) of the following in at least 50% of the meetings: • Uses active listening, open	The facilitator rarely (≤50%) develops and maintains a collaborative process with a diverse group of professionals that includes most (>50%) of the following in at least 50% of the meetings: • . Uses active listening,	Fails to develop and maintain a collaborative process

Social Validity

Please score each item by circling the number that best indicates how you feel about the PTR intervention(s).

1. Given this student's behavior problems, how acceptable do you find the PTR behavior plan?

1	2	3	4	5
Not at all acceptable		Neutral		Very acceptable

2. How willing are you to carry out this behavior plan?

1	2	3	4	5
Not at all willing		Neutral		Very willing

3. To what extent do you think there might be disadvantages in following this behavior plan?

1	2	3	4	5
None likely		Neutral		Many likely

4. How much time will be needed each day for you to carry out this behavior plan?

1	2	3	4	5
Little time will be needed		Neutral		Much time will be needed

5. How confident are you that the behavior plan will be effective for this student?

1	2	3	4	5
Not at all confident		Neutral		Very confident

6. How likely is this behavior plan to make permanent improvements in this student's behavior?

1	2	3	4	5
Unlikely		Neutral		Very likely

7. How disruptive will it be to carry out this behavior plan?

1	2	3	4	5
Not at all disruptive		Neutral		Very disruptive

Overview of Professional Development and Coaching

Expanding PTR Capacity: Systems Conversations

- State level Master Facilitator coaching new facilitators in districts w/o trained Master Facilitator
- State level Master Facilitator co-presenting PTR PD with district level MaFs
- State-wide advanced PTR PD opportunities with Dr. Iovannone (School Refusal and Internalizing Disorders)
- 2 schools participating in district level Tier 3 team redesign

Delaware's Current PTR Training Model

State Level Training	Facilitator Coaching	Master Facilitator Coaching	Advanced PTR Training(s)	Tier 3 Redesign
Since, (2012) Dr. Iovannone has provided 2 day PD in the 5 step PTR process to approximately 700 professionals across the state.	New PTR Facilitators engage in the FBA/BIP process with coaching supports by state and district level Master Facilitators.	Master Facilitators receive technical assistance from Dr. Iovannone in learning to coach others in the PTR process within their districts.	Statewide PD: Functional Behavior Assessments and Function-linked BIPs for Anxiety	Districts work to improve their Tier 3 behavior systems though interview of current practices, FBA/BIP evaluation, team training and action planning.

Considerations for Implementation

- District Commitment to System of Tier 3 Supports

- Background knowledge and skills of selected PTR facilitators

- Role of Master Facilitators to expand coaching within districts

- Ability to model PTR process for facilitators

- Adapt forms to fit district requirements or preferences of facilitators

Common Challenges with the FBA/BIP

http://today.io/1xmN8

Do you have any new ideas to address these challenges?

Questions?

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- Rose Iovannone - <u>iovannone@usf.edu</u>

PTR Publications

- 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.
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  - 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.
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  - 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.