

The background of the slide features a large, faint watermark of the University of Delaware seal. The seal is circular and contains a shield with the words 'GRAMM', 'PHIOL', 'RHETOR', 'ETHICA' on the left and 'METAPH', 'LOGICA', 'MATHEM', 'PHYSICA' on the right. Below the shield is a banner with the word 'SOLIMEN'. The outer ring of the seal contains the text 'UNIVERSITY OF DELAWARE' and the year '1783'.

Adopt Prevent-Teach-Reinforce *Tips, Tricks and Tools from the Field*

Delaware Positive Behavior Support Project

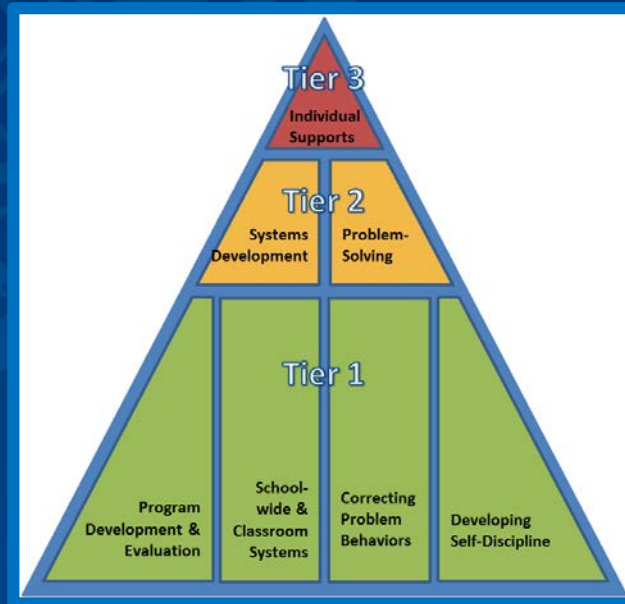
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NEPBIS May 2019



DE-PBS Project

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



Whether you want to build your own FBA/BIP skills or coach others, you will learn tips for facilitating student level teams and collecting behavioral and fidelity data using the PTR Model

Objectives:

- Describe the steps of the PTR model
- Evaluate a variety of tools to support the PTR model
- Identify considerations for implementation

Special Thanks to Dr. Rose Iovannone

Materials are used and adapted from
Dr. Iovannone with permission



Let's Make this Time as Helpful as Possible!



Let's Make this Time As Helpful As Possible

	Looking at Content Slides	Thinking about Existing Models and Tools
BE ENGAGED	Compare the ideas to your current understanding of behavioral consultation	Share what has/hasn't worked
BE REFLECTIVE	Compare the ideas presented to your current contexts	Engage in problem-solving
BE STRATEGIC	Consider what to apply next to your setting	Ask questions and identify resources

Padlet Question #1

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

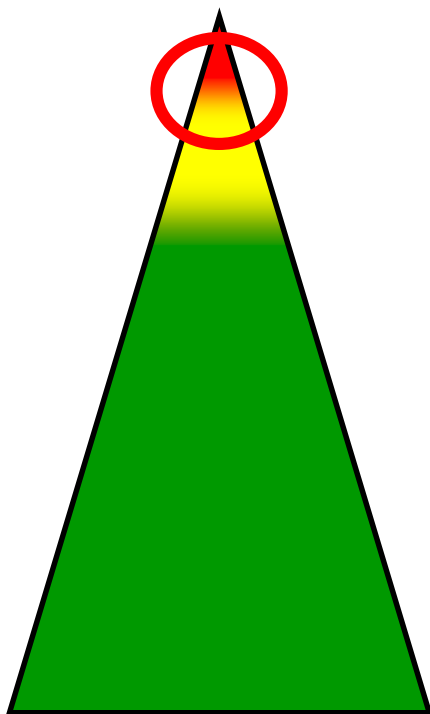


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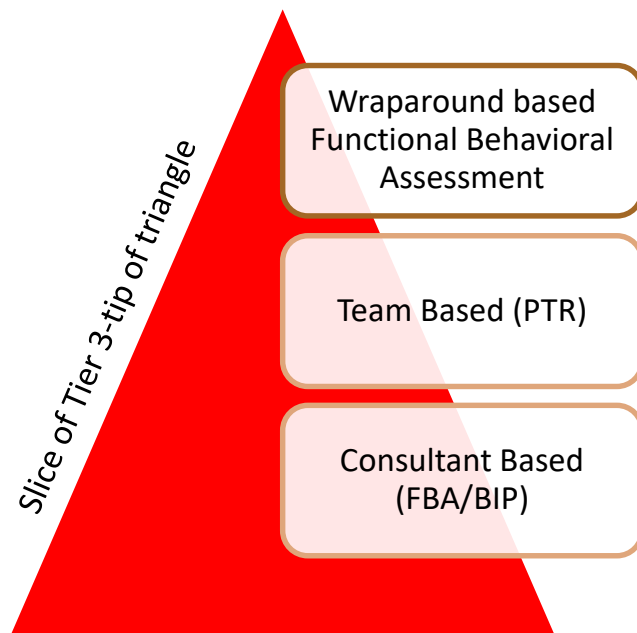
PTR in Delaware

- 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

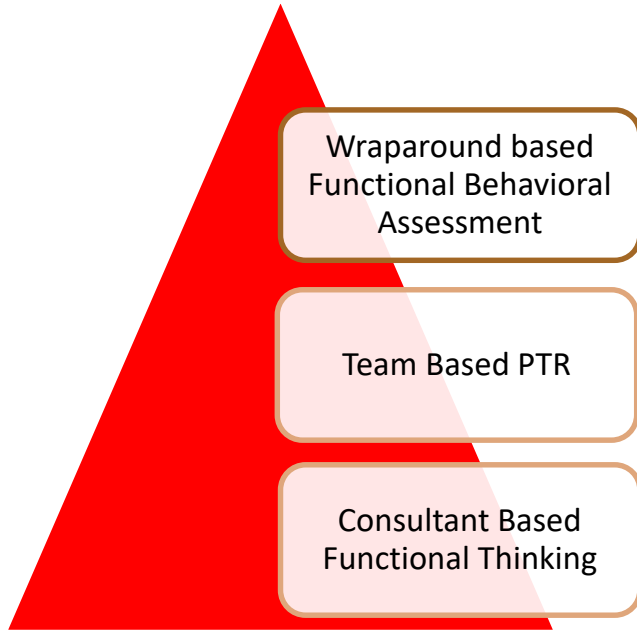
FBA AND BIP: WHAT? WHO? WHERE? IN MTSS



Multiple levels of tier 3
Not a one-size fits all



Tier 3 Continuum of Supports



See: Scott et al., 2010

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

Consultant Based Functional Thinking

- Simple consultation with an individual who understands function to help the teacher or staff conceptualize the problem behavior
- FBA/BIP developed in one meeting (~60 minutes)
- Best for high frequency/low intensity behaviors (e.g. 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 and a PTR coach
- Systematic collaborative **problem solving process** is foundation
 - *Teaming; problem identification, problem analysis, plan implementation, plan evaluation*
- **Function-based** understanding of behavior
- Hypothesis generated by data
- Multi-component intervention plan built and linked with hypothesis
- Progress monitoring plan established
- Fidelity measurement of intervention implementation developed and scheduled
- Coaching provided to implementers of the plan
- Frequent evaluation of student progress

Padlet Question #2

Common Challenges with the FBA/BIP?



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Coaching for Content

Purpose

- **Part One:**



Coaching teachers and others to select, develop, and implement behavior interventions

- **Part Two:**

Building capacity of others to implement technically adequate FBA/BIPs

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

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

Overview of PTR Process

- Teacher, parent and team driven
- Prescriptive/manualized process
- Five step collaborative problem solving process
- Every intervention plan includes 3 components
 - Prevent
 - Teach
 - Reinforce
- Plans are task analyzed
- Attention to supports for teacher/team to implement interventions

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

Prevent Teach Reinforce (PTR)

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

1. Teaming (*Relationship development between coach and team*)
2. Goal Setting (*Identification of Problem*)
3. Functional Assessment (*Problem Analysis*)
4. Behavior Support Plan (*Intervention*)
includes Coaching of plan and fidelity check
5. Evaluation (*Progress Monitoring and Social Validity*)

Focus on Teaming



School Student-Centered T3 Team

**Referring
Teacher**

Student

**Other
Teachers/Staff**

Coach

**Outside
Agency
Staff**

Family

- Meets less frequently
- Provide input and support to teacher implementing intervention
- Make broader data-based decisions (tiered support, needs expanding/generalizing plan)

Student Core Team

**Referring
Teacher**

Student

Coach

- Meets frequently with the coach
- Is the focus of the what, where, how
- Is the recipient of direct active coaching
- Makes immediate data-based decisions about plan

A Collaborative Coach 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
- Use of more open ended or choice questions than closed questions
- Provide visual summary while facilitating—allow reflection and discussion by team
 - Ask team to review the results and reflect
 - Ask for their ideas, reactions, input
 - Facilitate the discussion
 - Guide them to use “science” in making decisions

Characteristics of Effective Coaches

(The National Center on Quality Teaching and Learning)

- **Positive working relationships**
 - Approachability
 - Respect
 - Genuine caring
 - Positive outlook
 - Performance feedback
 - Strength-based approach
- **Competent facilitating groups**
 - Organization-scope and sequence
 - Atmosphere of trust
 - Constructive reflection
 - Opportunity for open discussion
 - Establishing processes for reaching consensus

Tier 3 Coaching Competencies

- Several purposes/uses
 - Needs assessment
 - Self-assessment
 - Reflection
 - Framework for setting goals and action plan steps
 - Pre/post

Tier 3 Behavior Coach/Facilitation Innovation Configuration Map

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

Lauren Messick, A.I. Middle School

Component:	Scoring		
	Level 1	Level 2	Level 3
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 at least 80% of the following when appropriate: <ul style="list-style-type: none"> • Active listening • Questioning <ul style="list-style-type: none"> ◦ 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: <ul style="list-style-type: none"> • Active listening • Questioning <ul style="list-style-type: none"> ◦ 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: <ul style="list-style-type: none"> • Active listening • Questioning <ul style="list-style-type: none"> ◦ Greater proportion of open ended or choice questions than closed questions • Paraphrasing • Empathizing • Synthesizing/integrating • Summarizing
1.2 Collaboration Facilitation Process	The facilitator successfully develops and maintains a collaborative process with a diverse group of professionals that includes at least	The facilitator successfully develops and maintains a collaborative process with a diverse group of professionals that	The facilitator seldom develops and maintains a collaborative process with a diverse group of professionals. Meetings include

Innovation Configuration Map (IC Map)

Tier 3 Coaching Competencies

- Multiple purposes
 - Structured framework for modeling and role playing
 - Pre-assignment for responsibilities and focused observation
 - Reflection and feedback
 - Quality and adherence components
 - Fidelity/progress monitoring measure

Facilitator Activity	Assignment	Yes	No	N/A	Notes
Goal Setting/Daily Progress Monitoring (Step 1)					
1. Opened the meeting with a positive comment.		X			
2. Described purpose of meeting and expected outcomes by end of meeting.	Case Manager (CM)	X			
3. Confirmed that team included all relevant team members (at secondary, consider inclusion of the student)	CM/ School Psych (SP)	X			
4. If additional team members were needed, developed an action plan for who will contact the person and by what date (action plan can be verbal)	CM	X			PNA was there
5. Obtained input from each team member on behaviors to be decreased.	CM/SP	X			
6. Guided team to clearly define each behavior identified in observable and measurable terms.	CM/SP	X			Done before meeting with case manager/fine-tuned at meeting
7. Reached consensus on primary problem behavior(s) to be targeted	team	X			
8. Obtained input from team on behaviors to be increased that would replace the problem behavior(s) identified as targets.	team	X			
9. Guided team to clearly define each behavior identified in observable and measurable terms.	CM/SP	X			
10. Reached consensus on primary replacement behavior(s) to be targeted	team	X			
11. Guided the team to develop the Individualized Behavior Rating Scale Tool (IBRST) (<i>see Guiding Questions for Developing the Behavior Rating Scale</i>) or an alternate daily progress monitoring tool that specifically measures the behaviors to be targeted.	SP	X			Done with case manager
12. Provided a practice opportunity for the teacher and any other staff member (if applicable) to	SP	X			Case manager has

Iovannone, R. (2014)

Coach-Coachee Pre-Planning Form

Goal Setting



PTR GOAL SETTING FORM

Student Name: _____

Behaviors to DECREASE	
Target behavior	Definition (clear and observable)
1. Negative Comments	<i>Verbalizes negative comments (inside voice) when given academic task assignments or redirection. Verbal negative comments include: "I can't do this," "this is stupid," or "you can't make me do this."</i>
2.	
3.	
Behaviors to INCREASE	
Target behavior	Definition (clear and observable)
1. <i>Communicate his need:</i>	<i>Joe will use an appropriate method (visual/signal/voice) to communicate his need for a break or attention</i>
2. <i>Academic engagement:</i>	<i>Joe will interact with assigned task materials in a manner that gets the task completed; raises his hand to ask for help, make a request, or volunteer a comment/response</i>
3.	

Tip: Display forms
so everyone can
read and agree on
definitions

Case Study: James Goal Setting

BEHAVIORS TO DECREASE	
Target Behavior: <ul style="list-style-type: none"> • <i>Disruptive Behavior</i> 	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: <ul style="list-style-type: none"> • <i>Identify a feeling and choose a coping strategy</i> 	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.

Teacher Friendly Data Collection: Individualized Behavior Rating Scale Tool (IBRST)

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

Student: _____

School: _____

Target Behavior		Date																		
			5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
			4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
			3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
			2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
			5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
			4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
			3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
			2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
			5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
			4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
			3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
			2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

KEY:

Step 2: Functional Assessment

- 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**

PTR Functional Behavioral Assessment Checklist

Student _____ Responder _____ Behavior _____

Directions:

1. The following PTR Functional Behavioral Assessment (FBA) comprises three sections—Prevent, Teach, and Reinforce—and is five pages in length.
2. Complete one PTR-FBA for each challenging behavior targeted on the Individualized Behavior Rating Scale Tool (IBRST). For example, if “hitting others” and “screaming” are listed on the IBRST, then two PTR-FBAs will be completed.
3. Do not complete the assessment on any prosocial/desired behaviors targeted on the IBRST.
4. List the challenging behavior on the top of each assessment form to ensure responses are given only for that behavior.
5. Answer each question by checking all the appropriate areas that apply or by writing the response(s) that best describes events related to the challenging behavior specified.

PTR Functional Behavioral Assessment: Prevent Component

1a. Are there <i>times of the school day</i> when challenging behavior is <i>most likely</i> to occur? If yes, what are they?		
<input type="checkbox"/> Morning <input type="checkbox"/> Afternoon	<input type="checkbox"/> Before meals <input type="checkbox"/> During meals <input type="checkbox"/> After meals	<input type="checkbox"/> Arrival <input type="checkbox"/> Dismissal
Other: _____		
1b. Are there <i>times of the school day</i> when challenging behavior is <i>very unlikely</i> to occur? If yes, what are they?		
<input type="checkbox"/> Morning <input type="checkbox"/> Afternoon	<input type="checkbox"/> Before meals <input type="checkbox"/> During meals <input type="checkbox"/> After meals	<input type="checkbox"/> Arrival <input type="checkbox"/> Dismissal
Other: _____		
2a. Are there <i>specific activities/routines</i> when challenging behavior is <i>very likely</i> to occur? If yes, what are they?		
<input type="checkbox"/> Reading/language arts <input type="checkbox"/> Independent work <input type="checkbox"/> One to one <input type="checkbox"/> Free time <input type="checkbox"/> Worksheets, seat work <input type="checkbox"/> Writing <input type="checkbox"/> Small-group work	<input type="checkbox"/> Computer <input type="checkbox"/> Tablet <input type="checkbox"/> Peer/cooperative work <input type="checkbox"/> Math <input type="checkbox"/> Large-group work <input type="checkbox"/> Recess <input type="checkbox"/> Centers	<input type="checkbox"/> Specials (specify) _____ <input type="checkbox"/> Science <input type="checkbox"/> Riding the bus <input type="checkbox"/> Lunch <input type="checkbox"/> Discussions/question and answer <input type="checkbox"/> Transitions (specify) _____
Other: _____		
2b. Are there <i>specific activities/routines</i> in which challenging behavior is <i>very unlikely</i> to occur? What are they?		
<input type="checkbox"/> Reading/language arts <input type="checkbox"/> Independent work <input type="checkbox"/> One to one <input type="checkbox"/> Free time <input type="checkbox"/> Worksheets, seat work <input type="checkbox"/> Writing <input type="checkbox"/> Small-group work	<input type="checkbox"/> Computer <input type="checkbox"/> Tablet <input type="checkbox"/> Peer/cooperative work <input type="checkbox"/> Math <input type="checkbox"/> Large-group work <input type="checkbox"/> Recess <input type="checkbox"/> Centers	<input type="checkbox"/> Specials (specify) _____ <input type="checkbox"/> Science <input type="checkbox"/> Riding the bus <input type="checkbox"/> Lunch <input type="checkbox"/> Discussions/question and answer <input type="checkbox"/> Transitions (specify) _____
Other: _____		

(continued)

Student _____ Responder _____ Behavior _____

PTR Functional Behavioral Assessment: Teach Component

1. Does the (<i>behavior</i>) seem to be exhibited in order to gain attention from peers ?		
___ Yes List the specific peers: _____		___ No
2. Does the (<i>behavior</i>) 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 (<i>behavior</i>) seem to be exhibited in order to obtain items or preferred activities (e.g., games, electronics, materials, food) from peers or adults?		
___ Yes List the specific objects: _____		___ No
4. Does the (<i>behavior</i>) seem to be exhibited in order to avoid or delay a transition from a preferred activity to a nonpreferred activity?		
___ Yes List the specific transitions: _____		___ No
5. Does the (<i>behavior</i>) seem to be exhibited in order to avoid or delay a nonpreferred (e.g., difficult, boring, repetitive) task or activity?		
___ Yes List the specific nonpreferred tasks or activities: _____		___ No
6. Does the (<i>behavior</i>) seem to be exhibited in order to get away from a nonpreferred classmate or adult?		
___ Yes List the specific peers or adults: _____		___ No
7. What behaviors could the student be taught to do that would help meet academic goals? Select 3–5 behaviors that would academically enable the student to participate and meet academic goals.		
<input type="checkbox"/> Academically engage <input type="checkbox"/> Socially engage (e.g., works cooperatively with peers and adults, interacts appropriately) <input type="checkbox"/> Participate, persist, and be engaged	<input type="checkbox"/> Homework completion <input type="checkbox"/> Organizational strategies <input type="checkbox"/> Communicate effectively <input type="checkbox"/> Self-regulation (e.g., controls temper, obeys rules, copes with stress)	<input type="checkbox"/> Work productively (complete and turn in assignments) <input type="checkbox"/> Time management <input type="checkbox"/> Attend school regularly
Additional comments not previously addressed in the <i>Teach</i> component.		

(continued)

Student _____ Responder _____ Behavior _____

PTR Functional Behavioral Assessment: Reinforce Component

<p>1. What responses (consequences) typically occur after the student engages in the challenging behavior? Identify the top 3–5 responses that adults or peers almost always do immediately after the student exhibits the challenging behavior.</p>			
<input type="checkbox"/> Sent to time-out <input type="checkbox"/> Chair time-out <input type="checkbox"/> Head down <input type="checkbox"/> Sent to office <input type="checkbox"/> Sent home <input type="checkbox"/> Calming/soothing <input type="checkbox"/> Gave personal space		<input type="checkbox"/> Sent to behavior specialist/counselor <input type="checkbox"/> Assistance given <input type="checkbox"/> Verbal redirect <input type="checkbox"/> Delay in activity <input type="checkbox"/> Activity changed <input type="checkbox"/> Activity terminated <input type="checkbox"/> Verbal reprimand	
		<input type="checkbox"/> Stated rules <input type="checkbox"/> Physical prompt <input type="checkbox"/> Peer reaction <input type="checkbox"/> Physical restraint <input type="checkbox"/> Removal of reinforcers <input type="checkbox"/> Natural consequences (specify) _____	
<p>Other: _____</p>			
<p>2. Does the student enjoy praise from teachers and other school staff? Does the student enjoy praise from some teachers more than others?</p>			
<input type="checkbox"/> Yes <i>List specific people:</i> _____ <input type="checkbox"/> No			
<p>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?</p>			
<input type="checkbox"/> Very likely		<input type="checkbox"/> Sometimes	
		<input type="checkbox"/> Seldom	
		<input type="checkbox"/> Never	
<p>4. What is the likelihood of the student's challenging behavior resulting in acknowledgment (e.g., reprimands, corrections) from teachers or other school staff?</p>			
<input type="checkbox"/> Very likely		<input type="checkbox"/> Sometimes	
		<input type="checkbox"/> Seldom	
		<input type="checkbox"/> Never	
<p>5. What school-related items and activities are most enjoyable to the student? What items or activities could serve as special rewards?</p>			
<input type="checkbox"/> Social interaction with adults <input type="checkbox"/> Social interaction with peers <input type="checkbox"/> Playing a game <input type="checkbox"/> Helping teacher <input type="checkbox"/> Line leader <input type="checkbox"/> Going to media center <input type="checkbox"/> Sensory activity (specify) _____		<input type="checkbox"/> Music <input type="checkbox"/> Puzzles <input type="checkbox"/> Going outside <input type="checkbox"/> Going for a walk <input type="checkbox"/> Reading <input type="checkbox"/> Extra physical education time <input type="checkbox"/> Extra free time	
		<input type="checkbox"/> Art activity <input type="checkbox"/> Computer <input type="checkbox"/> Video games <input type="checkbox"/> Watching television/video <input type="checkbox"/> Objects (specify) _____ <input type="checkbox"/> Food (specify) _____	
<p>Other: _____</p>			
<p>Additional comments not previously addressed in the <i>Reinforce</i> component.</p>			
<p> </p>			

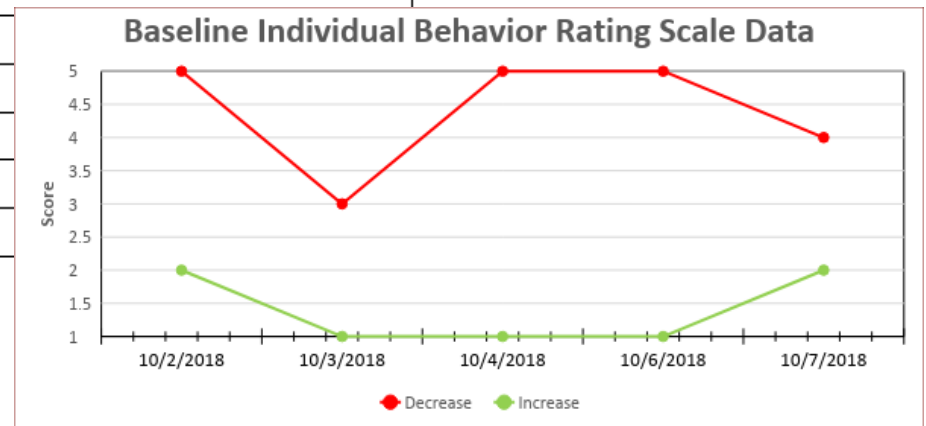
Case Study James: Assessment Summary Table

Antecedent (Prevent Data)	Function (Teach) Data	Consequences (Reinforce) Data
<p>Non-preferred academic instruction: reading, writing and math</p> <p>Non-preferred activities: art, centers, small group, independent/seatwork</p> <p>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 on academic tasks</p>	<p>Gain adult attention (classroom teacher),</p> <p>avoid or delay a non-preferred task or activity (especially independent work in the areas of math and reading)</p> <p>The team feels he might benefit from self regulation strategies or general coping strategies such as asking for a break or asking for help.</p>	<p>James's behavior is typically reinforced with the following consequences:</p> <p>personal space, verbal redirections, calming/soothing words and being sent to the FCT.</p> <p><i>It is very likely his problem behavior is acknowledged (reprimands/corrections from school staff).</i></p> <div> <p>Tip: Highlight Items that Need Group Discussion!</p> </div>

Evaluate Multiple Data Sources

Key					
Challenging Behavior:	<i>Negative Comments</i>				
Time/Routine:	X	All Day		Specific Routine:	
	5= Terrible Day	> 8 times			
	4= Typical Bad Day	7-8 times			
	3= So-So Day	5-6 times			
	2= Good Day	2-4 times			
	1= Fantastic Day	0-1 times			

Replacement Behavior:	<i>Academic Engagement</i>				
Time/Routine:	X	All Day		Specific Routine:	
	5= Terrible Day	81-100%			
	4= Typical Bad Day	61-80%			
	3= So-So Day	41-60%			
	2= Good Day	21-40%			
	1= Fantastic Day	0-20%			



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 on academic content	Become Disruptive (throws materials, makes negative statements (e.g. this sucks), bangs on his desk, 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 on academic content	James will identify his emotion and choose a calm down tool from his "toolbox"	(1) Gains adult attention (2) Delays/avoids beginning and completing non-preferred tasks

PTR Intervention Checklist

Student _____

Date _____

Prevent interventions	Teach interventions	Reinforce interventions
<input type="checkbox"/> Provide choices	*Replacement behavior <input type="checkbox"/> Functionally equivalent <input type="checkbox"/> Alternative skill (desired)	*Reinforce replacement behavior <input type="checkbox"/> *Functionally equivalent <input type="checkbox"/> Alternative skill (desired)
<input type="checkbox"/> Transition supports	<input type="checkbox"/> Teach specific academic skills	*<input type="checkbox"/> Discontinue reinforcement of problem behavior
<input type="checkbox"/> Environmental supports (enhance independence, engagement, predictability)	<input type="checkbox"/> Teach problem-solving strategies	
<input type="checkbox"/> Curricular modifications	<input type="checkbox"/> Teach general coping strategies	
<input type="checkbox"/> Stay close/Noncontingent attention (positive, caring comments; positive gestures)	<input type="checkbox"/> Teach specific social skills	
<input type="checkbox"/> Classroom management (whole class)	<input type="checkbox"/> Teach active engagement	
<input type="checkbox"/> Peer modeling	<input type="checkbox"/> Teach learning skills strategies	
<input type="checkbox"/> Setting event (slow trigger) modification/neutralization	<input type="checkbox"/> Teach self-management (self-monitoring)	
<input type="checkbox"/> Peer collaboration/Support	<input type="checkbox"/> Teach independent responding	
<p>Does the severity or intensity of the student's problem behavior pose a safety threat or danger to the student or to others?</p> <p>If yes, is a crisis or safety plan needed?</p>		

*Required to be selected and included in the student's PTR Behavior Intervention Plan.

Step 3a: Writing the Support 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.

PREVENT Interventions

Intervention Strategy	Description and Steps	Comments
Providing Choices	<p>Providing Choices Steps:</p> <ol style="list-style-type: none">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):<ul style="list-style-type: none">• 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 himself2. 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.4. The teacher will say, “James, during your ____ assignment, you have the option to work at your desk or at the back table.”	

Step 3b: Coaching the Plan

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		
<u>Name of Strategy/Steps</u>		
1.	Yes	No
2.	Yes	No
3.	Yes	No
4.	Yes	No
5.	Yes	No
TEACH Component		
<u>Replacement Behavior (name)</u>		
1.	Yes	No
2.	Yes	No
3.	Yes	No
4.	Yes	No
5.	Yes	No
REINFORCE Component		
<u>Reinforce Replacement Behavior (name)</u>		
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

- 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

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

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) _____	

What existing teaming structures are in place that would allow for on-going data based decision making for individual student plans?

Coaching for Content

Purpose

- **Part One:**
Coaching teachers and others to select, develop, and implement behavior interventions
- **Part Two:**
Building capacity of others to implement technically adequate FBA/BIPs

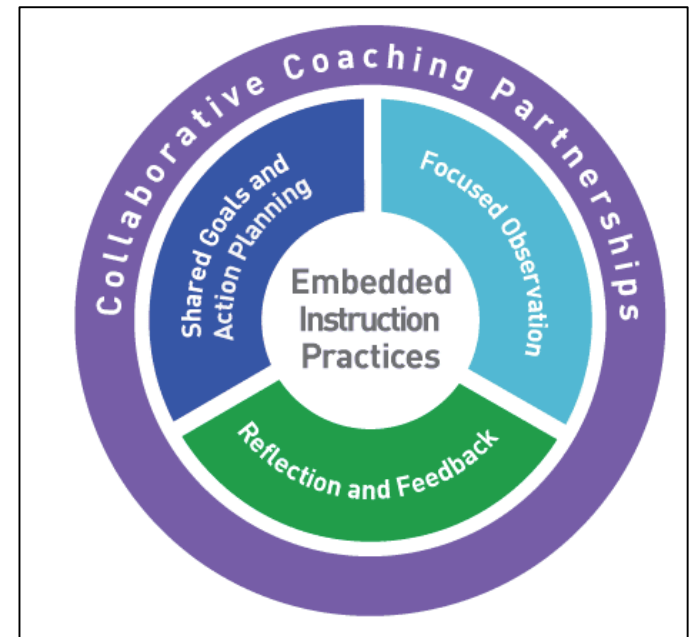


Building Our Capacity Statewide...

From This...

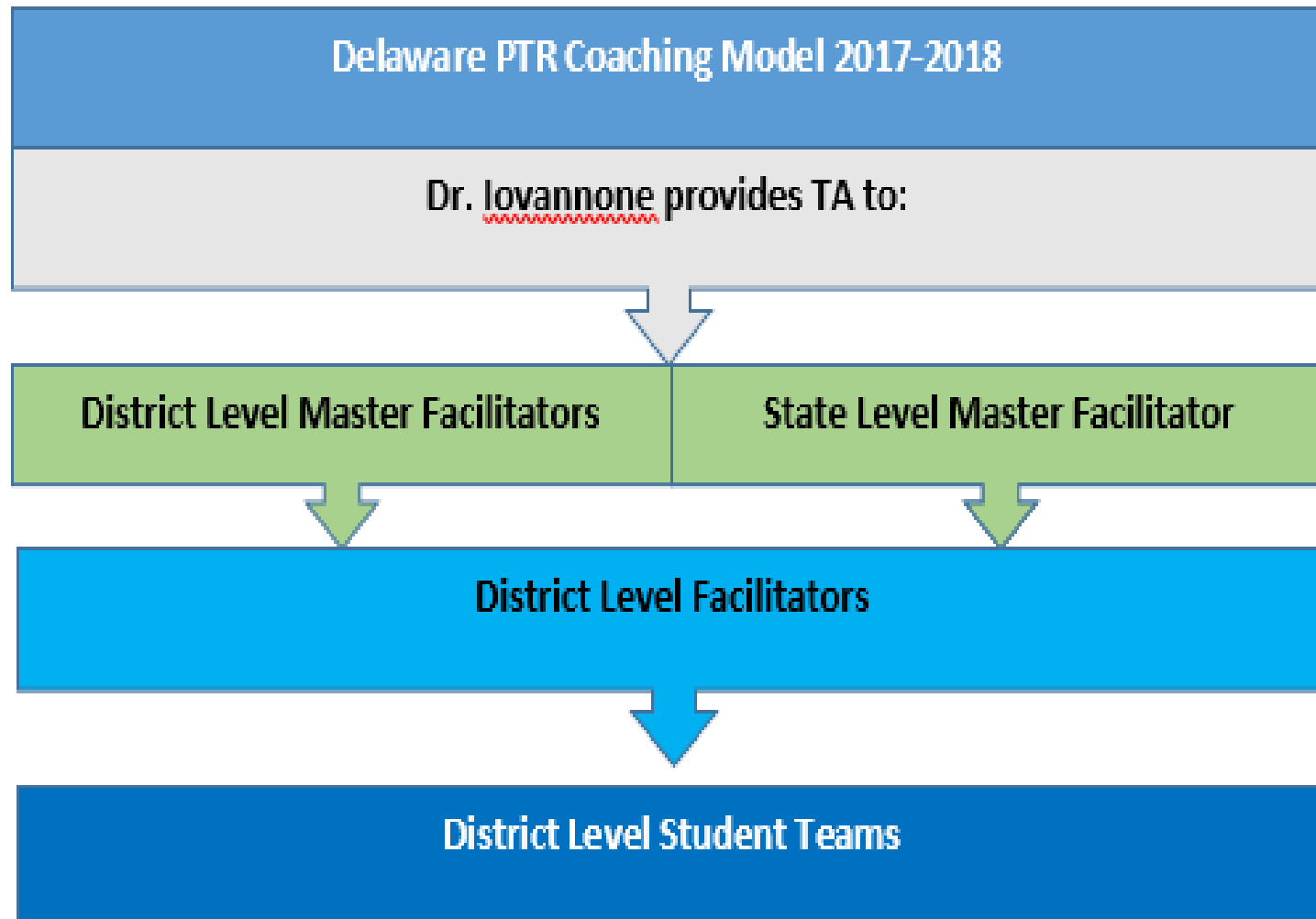


To This...



Practice-Based Coaching (PBC)

- Used to support teachers implementation of evidence-based practices- specifically pre-school, early childhood teachers
- Practice-based coaching and collaborative partnerships-Cyclical process
- Coaching Cycle Components
 - Establishing shared goals and action planning
 - Engaged in focused observation
 - Reflecting and receiving feedback about practices
- Embedded instruction
 - Implementation of skills is within authentic practices or job responsibilities



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/State TA Provider
- 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
- Virtual networking session to share cases and discuss “hot topics.”

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.

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 through 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

Padlet Question #3

Common Challenges with the FBA/BIP?

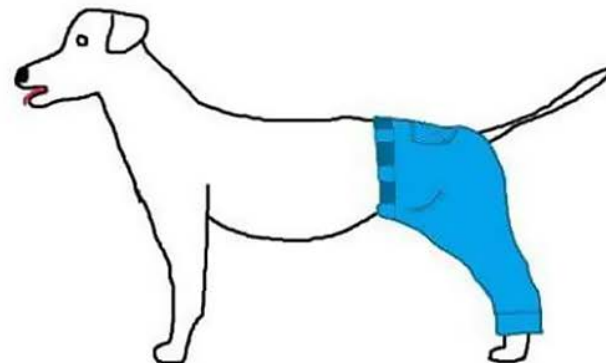
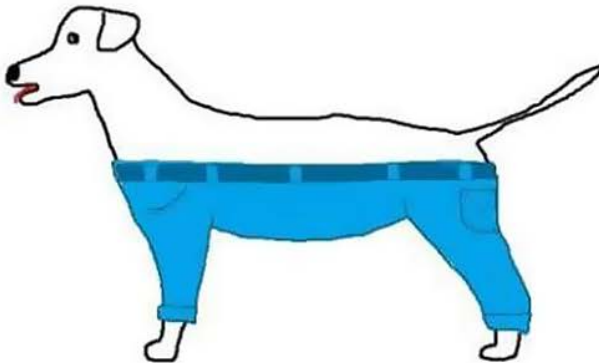
Do you have any new ideas to address these challenges?



<https://padlet.com/robertsn2/2d5fggif12i3>

Questions?

If a dog wore pants would he wear them
like this or like this?



CONTACT

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- Rose Iovannone - iovannone@usf.edu

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