Prevent-Teach-Reinforce for Young Children (PTR-YC): An Intervention Model for the Most Serious Challenging Behaviors

December 14, 2012

Some Logistics

- Listen with your computer speakers
- Chat your questions during the discussion to have them posed to panel or answered by the chat moderator
- Chat any audio/visual issues you are having

Look for the question box on the right lower corner; this is where to chat!

Handouts?

▣▷You can download the handouts to your desk top, see file share box on screen

▣▷Handouts and the webinar will be posted after the event

Welcome!

▣▷Presenters:

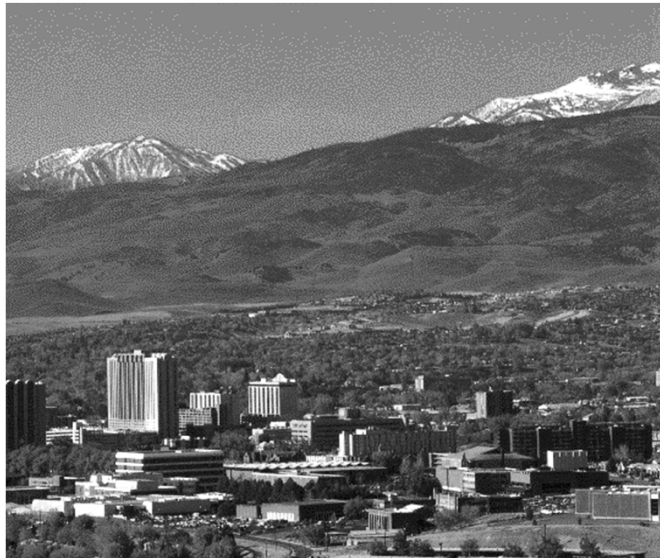∿Glen Dunlap, TACSEI, and University of South Florida and University of Nevada, Reno

∿Janice Lee, TACSEI, and University of Nevada, Reno

Today's Session

- Describe the background and purpose of PTR-YC
- Describe the steps of the PTR-YC model
- Discuss how and when to use PTR-YC
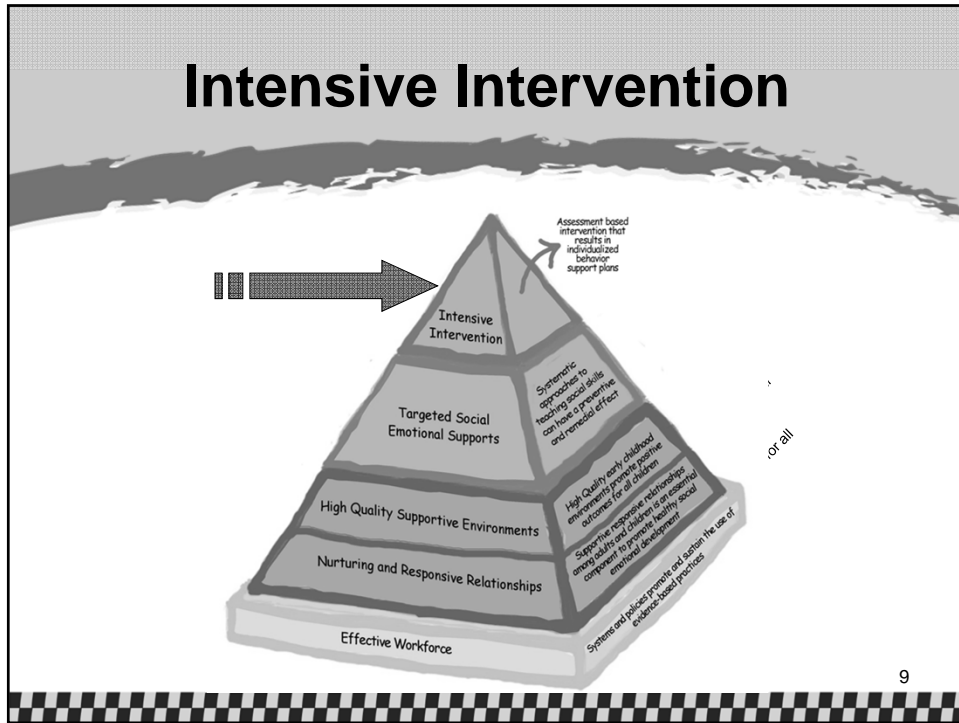- Respond to questions and issues from the field

Reno, NV

Challenging Behavior

- Any repeated pattern of behavior that interferes with learning or engagement in prosocial interactions with peers and adults.
- Behaviors that are not responsive to the use of developmentally appropriate guidance procedures.
- Prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior (e.g., screaming, stereotypy), property destruction, self-injury, noncompliance, and withdrawal.

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The "Most Serious" Challenging Behaviors

May be violent, or "out of control"

Sometimes lead to considerations of exclusion, seclusion, or restraint

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See Issue Brief on "Preventing the Use of Restraint and Seclusion…"

www.challengingbehaviors.org

Intensive Intervention

Assessment based intervention that results in individualized behavior support plans

Intensive Intervention

Systematic approaches to teaching social skills can have a preventive and remedial effect

Targeted Social Emotional Supports

High Quality early childhood environments promote positive outcomes for all children

High Quality Supportive Environments

Supportive responsive relationships among adults and children is an essential component to promote healthy social emotional development

Nurturing and Responsive Relationships

Systems and policies promote and sustain the use of evidence-based practices

Effective Workforce

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Universal Classroom Practices

➤ If High-quality Classroom Practices are Implemented:

- Perhaps it isn't necessary to use individualized interventions; or
- If it is necessary, perhaps the individualized interventions won't need to be so intensive or effortful….
- In fact, we see this all the time…

MESSAGE: Implement High-Quality Classroom Practices

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Classroom Practices

1. Use 5:1 ratio of positive to negative/neutral attention
2. Use predictable and comprehensible schedules and routines
3. Use routines within routines …. To heighten predictability
4. Teach behavioral expectations directly
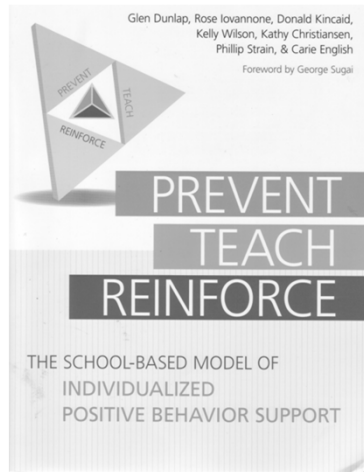5. Teach peer-related social skills

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Intensive Individualized Interventions

Positive Behavior Support (PBS)

An evidence-based process of assessment and intervention for establishing desirable, competent behavior while reducing challenging behavior

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Prevent-Teach-Reinforce: A Model of PBS for Schools

Glen Dunlap, Rose Iovannone, Donald Kincaid,
Kelly Wilson, Kathy Christiansen,
Phillip Strain, & Carie English

Foreword by George Sugai

PREVENT
TEACH
REINFORCE

THE SCHOOL-BASED MODEL OF
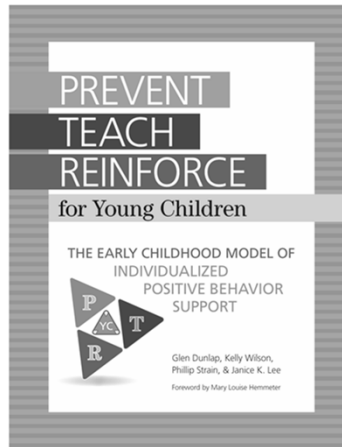INDIVIDUALIZED
POSITIVE BEHAVIOR SUPPORT

PTR for School-aged Children

- Found to be effective in elementary and middle schools
- BUT, many aspects of PTR do not fit very well with young children or with preschool settings

**Prevent-Teach-Reinforce for Young Children
(PTR-YC)**
by G. Dunlap, K. Wilson, P. Strain, & J.K. Lee
Paul H. Brookes Publishing..... March, 2013

PTR-YC

▭▭▷ A model specifically for preschool settings for individualized intervention with challenging behavior

▭▭▷ Detailed steps for designing and implementing positive interventions

▭▭▷ Steps include: (1) Teaming and Goal Setting; (2) Practical Data Collection; (3) Functional Behavioral Assessment; (4) Intervention; and (5) Follow-up and Next Steps

Some Features of PTR-YC

■■▷Research-based Practices
- ∿Assessment and Intervention

■■▷Team-driven decision-making

■■▷All Behavior Intervention Plans (BIPs) include at least 3 components:
- ∿ Prevent (antecedent manipulations)
- ∿Teach (instruction on social-communication skills)
- ∿ Reinforce (consequences)

■■▷Steps are scripted as much as possible

■■▷Each step ends with self-evaluation (checklist)

■■▷Selection of interventions is menu-driven

■■▷Entire process is manualized

Teaming & Goal Setting

- When a need for individualized intervention has been identified, it is important to identify relevant team members, including families
- Team meeting to discuss and identify goals
- Begin with one target challenging behavior to reduce
- Begin with one target appropriate behavior to improve (e.g. social emotional skill)

FORM 1 **PTR-YC Goal Sheet**

1. Identify the child's challenging behaviors to decrease.
2. Select ONE challenging behavior to target.
3. Operationally define this target behavior—observable (seen or heard) and measurable (counted or timed).
4. Identify the child's desirable behaviors to increase.
5. Select ONE desirable behavior to increase.
6. Operationally define this target behavior—observable (seen or heard) and measurable (counted or timed).

Child: _____   Date: _____

1. Behavior(s) to decrease	
2. Target behavior	
3. Operational definition	
4. Behavior(s) to increase	
5. Target behavior	
6. Operational definition	

Practical Data Collection

- Team identifies data to collect (based on goals identified by team) using behavior rating scales or frequency counts
- Data collection method identified (what, when, how and who)
- Data collection needs to be easy for classroom staff to collect, as accurate as possible, and measure what it is intended to measure

FORM 4 **Behavior Rating Scale**

Child: _____ Rater: _____ Observation period: _____ Month: _____

Desirable behavior:
5 = _____
4 = _____
3 = _____
2 = _____
1 = _____

Challenging behavior:
5 = _____
4 = _____
3 = _____
2 = _____
1 = _____

Prevent-Teach-Reinforce for Young Children: The Early Childhood Model of Individualized Positive Behavior Support by Glen Dunlap, Kelly Wilson, Phillip Strain, and Janice K. Lee. Copyright © 2013 Paul H. Brookes Publishing Co., Inc. All rights reserved.

Behavior Rating Scale

Behavior	Date																	
Hitting	8 or more 6-7 times 4-5 times 2-3 times 0-1 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	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
Profanity	16 or more times 12-15 times 8-11 times 4-7 times 0-3 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	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
Requesting Attention/ Assistance	55% or more 40-55% 25-40% 10-25% 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	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

Functional Behavioral Assessment

▯▯▷ Indirect measures with a checklist format to identify antecedents and environmental influences, determine function and identify effective reinforcers for challenging and desirable behaviors

▯▯▷ Forms can be filled out individually, or as a team

▯▯▷ Goal: gather as much relevant information as possible

FORM 5 — PTR-YC Functional Behavioral Assessment Checklist: Prevent

Challenging behavior: _____ Person responding: _____ Child: _____

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

__ Morning	__ Before meals	__ During meals	__ After meals	__ Preparing meals
__ Afternoon	__ Evening	__ Naptime		

Other: _____

2. Are there times of the day when challenging behavior is least likely to occur? If yes, what are they?

__ Morning	__ Before meals	__ During meals	__ After meals	__ Preparing meals
__ Afternoon	__ Evening	__ Naptime		

Other: _____

3. Are there specific activities when challenging behavior is very likely to occur? If yes, what are they?

__ Arrival	__ Naptime	__ Peer interactions	__ Snack
__ Dismissal	__ Toileting/diapering	__ Centers/free play	__ Transitions (specify)
__ Large-group times	__ Special event (specify)	__ Meals	_____
__ Small-group times			

Other: _____

4. Are there specific activities when challenging behavior is least likely to occur? What are they?

__ Arrival	__ Naptime	__ Peer interactions	__ Snack
__ Dismissal	__ Toileting/diapering	__ Centers/free play	__ Transitions (specify)
__ Large-group times	__ Special event (specify)	__ Meals	_____
__ Small-group times			

Other: _____

5. Are there other children or adults whose proximity is associated with a high likelihood of challenging behavior? If so, who are they?

__ Siblings	Specify:_____	__ Teacher
__ Family member(s)	Specify:_____	__ Parent
__ Care provider(s)	Specify:_____	__ Other children (specify)
__ Other adults	Specify:_____	_____

Other: _____

6. Are there other children or adults whose proximity is associated with a low likelihood of challenging behavior? If so, who are they?

__ Siblings	Specify:_____	__ Teacher
__ Family member(s)	Specify:_____	__ Parent
__ Care provider(s)	Specify:_____	__ Other children (specify)
__ Other adults	Specify:_____	_____

Other: _____

FORM 6 — PTR-YC Functional Behavioral Assessment Checklist: Teach

Challenging behavior: _____ Person responding: _____ Child: _____

1. Does the challenging behavior seem to be exhibited in order to gain attention from other children?

__ Yes (specific peers) _____
__ No

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

__ Yes (specific adults) _____
__ No

3. Does the challenging behavior seem to be exhibited in order to obtain objects (e.g., toys, games, materials, food) from other children or adults?

__ Yes (specific objects) _____
__ No

4. Does the challenging behavior seem to be exhibited in order to delay a transition from a preferred activity to a nonpreferred activity?

__ Yes (specific transitions) _____
__ No

5. Does the challenging behavior seem to be exhibited in order to terminate or delay a nonpreferred (e.g., difficult, boring, repetitive) task or activity?

__ Yes (specific nonpreferred tasks or activities) _____
__ No

6. Does the challenging behavior seem to be exhibited in order to get away from a nonpreferred child or adult?

__ Yes (specific peers or adults) _____
__ No

7. What social skills(s) could the child learn in order to reduce the likelihood of the challenging behavior occurring in the future?

__ Getting attention appropriately	__ Engaging in interactions (staying on topic with peers and adults in a back-and-forth exchange)	__ Accepting positive comments and praise
__ Sharing—giving a toy		__ Making positive comments
__ Sharing—asking for a toy	__ Giving a play idea ("You be the mommy")	__ Giving praise to peers
__ Taking turns		__ Waiting for acknowledgment or reinforcement
__ Beginning interactions with peers and adults	__ Playing appropriately with toys and materials with peers	__ Skills to develop friendships
__ Responding or answering peers and adults		

Other: _____

FORM 7

PTR-YC Functional Behavioral Assessment Checklist: Reinforce

Challenging behavior: _____ Person responding: _____ Child: _____

1. What consequence(s) usually follow the child's challenging behavior?

___ Sent to time-out ___ Sent out of the room ___ Sent to quiet spot ___ Calming/soothing ___ Talking about what just happened	___ Gave personal space ___ Gave assistance ___ Verbal redirect ___ Delay in activity ___ Activity changed ___ Activity terminated ___ Removed from activity	___ Verbal reprimand ___ Reviewed classroom rules ___ Physical prompt ___ Peer reaction ___ Physical restraint ___ Removal of reinforcers (e.g., toys, items, attention) ___ Natural consequences (specify)

Other: _____

2. Does the child enjoy praise from adults and children? Does the child enjoy praise from some people more than others?

___ Yes (specific people) _____
___ No

3. What is the likelihood of the child's appropriate behavior (e.g., participating appropriately, cooperating, following directions) resulting in acknowledgment or praise from adults or children?

___ Very likely	___ Sometimes	___ Seldom	___ Never

4. What is the likelihood of the child's challenging behavior resulting in acknowledgment (e.g., reprimands, corrections, restating classroom rules) from adults and children?

___ Very likely	___ Sometimes	___ Seldom	___ Never

5. What items and activities are most enjoyable to the child? What items or activities could serve as special rewards?

___ Social interaction with adults ___ Social interaction with peers ___ Playing a game ___ Teacher's helper ___ Extra time outside ___ Extra praise and attention from adults ___ Tangibles (e.g., stickers, stamps)	___ High fives ___ Praise from peers ___ Praise from adults ___ Music ___ Puzzles ___ Special activity ___ Special helper	___ Extra time in preferred activity ___ Computer time ___ Art activities (e.g., drawing pictures, painting) ___ Objects/toys (specify) ___ Food (specify)

Other(s): _____

Additional comments not addressed.

FORM 8

PTR-YC Functional Behavioral Assessment Summary Table

Child: _____ Date: _____

Behavior	Prevent data	Teach data	Reinforce data
Challenging behavior			
Desirable behavior			

Hypothesis: When _____,
then _____;
as a result, _____.

Intervention

- Menu of intervention options with complete descriptions; examples and considerations included
- 3 categories of interventions
  - Prevent
  - Teach
  - Reinforce
- Plans include at least 1 intervention from each category, including how implementation will occur

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FORM 9 — **PTR-YC Menu of Intervention Strategies**

Prevent strategies	Teach strategies	Reinforce strategies
Provide choices Intersperse difficult or nonpreferred tasks with easy or preferred tasks Use visual supports and schedules Embed preferences into activities Enhance predictability with schedules Alter physical arrangement of the classroom Remove triggers for challenging behaviors	Teach communication skills Embed multiple instructional opportunities Peer-related social skills Self-monitoring Tolerate delay of reinforcement Teach independence with visual schedules	Reinforce desirable behavior Reinforce physically incompatible behavior Remove reinforcement for challenging behavior Emergency intervention plan

Follow Up and Next Steps

▶ Identify clear step-by-step instructions for how the intervention plan will be implemented, including who, how, where, when and what materials are needed

▶ Use fidelity checklist to identify the necessary steps

▶ Identify when progress will be reviewed

FORM 11 **PTR-YC Fidelity of Strategy Implementation**

Child: _____ Interventionist: _____ Observer: _____
Date: _____ Observation period: _____

	Were all steps implemented as intended?		Did the child respond as intended?		Was strategy frequently implemented as intended?	
Prevent strategy Steps: 1. 2. 3. 4. 5.	Yes	No	Yes	No	Yes	No
Teach strategy Steps: 1. 2. 3. 4. 5.	Yes	No	Yes	No	Yes	No
Reinforce strategy Steps: 1. 2. 3. 4. 5.	Yes	No	Yes	No	Yes	No

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Using Data for Data-based Decision Making

▯▭▷ Progress monitoring

〜 Simple, feasible data that truly reflect the most important outcomes

▯▭▷ If progress is satisfactory….

〜 GOOD! Keep going.

If progress is unsatisfactory….

1. Be certain that your data are accurate and are consistent with your impressions
2. Check fidelity --- be certain that procedures are being implemented as intended
3. Check strength of reinforcers
4. Re-check functional assessment – including functions of challenging behavior

Wrapping Up

▣▷ Meet periodically

▣▷ Consider adding behaviors to Behavior Intervention Plan

▣▷ Share with families; Share with colleagues

▣▷ Celebrate successes

Summary

- PTR-YC is a model of positive behavior support that is specially designed for use in preschool settings
- PTR-YC contains features that:
  - enhance ease of use and fidelity
  - increase the likelihood of beneficial effects

Some Important Considerations

- Effective implementation of classroom-wide practices can resolve may challenging behaviors… and may make the use of PTR-YC unnecessary
- The commitment of classroom personnel is an essential factor

Current Status

- Large study (group comparison) is being conducted in Nevada and Colorado

- Training workshops are being conducted ---- for example, at the National Training Institute in Clearwater Beach, FL on March 20, 2013

  ~ www.challengingbehavior.org

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PREVENT
TEACH
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THE EARLY CHILDHOOD MODEL OF
INDIVIDUALIZED
POSITIVE BEHAVIOR
SUPPORT

Glen Dunlap, Kelly Wilson,
Phillip Strain, & Janice K. Lee
Foreword by Mary Louise Hemmeter