



Developing and Implementing Intensive Individualized Interventions:

Prevent-Teach-Reinforce
for Young Children

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January 28, 2019

National Center for
**Pyramid Model
INNOVATIONS**
ChallengingBehavior.org

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Today's Session

- ✓ Describe PTR-YC: A model of individualized PBS
- ✓ Describe implementation of the PTR-YC model
- ✓ Present a case illustration
- ✓ Questions

What is PTR-YC?

- A model of individualized **Positive Behavior Support** designed for implementation in group settings serving young children
- Standardized process designed to enhance fidelity of implementation, but still individualized to respond to individual child's characteristics, strengths and needs



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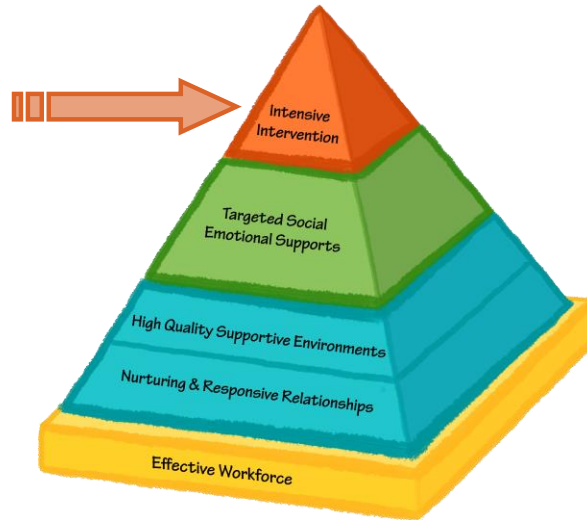
Who/What is it for?

- Young children with the most severe and persistent challenging behaviors
- Behaviors that have proven resistant to evidence-based universal and secondary procedures
- To be used by classroom teams (including EC professionals) committed to helping children learn adaptive and appropriate social-emotional behaviors



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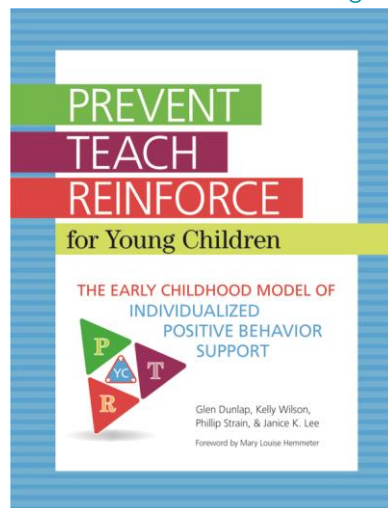
Intensive Intervention



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Prevent-Teach-Reinforce for Young Children (PTR-YC)

by G. Dunlap, K. Wilson, P. Strain, & J.K. Lee
2013, Paul H. Brookes Publishing Co.



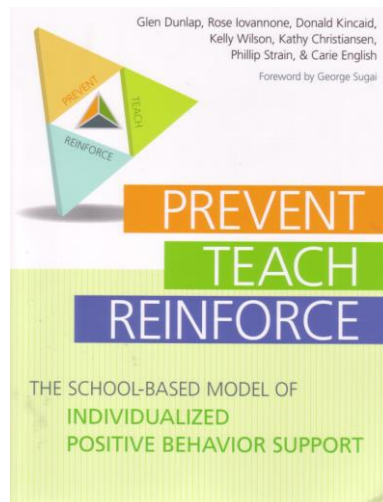
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**PTR-YC is part of
the Pyramid Model Family of Products**
(from Paul H. Brookes)



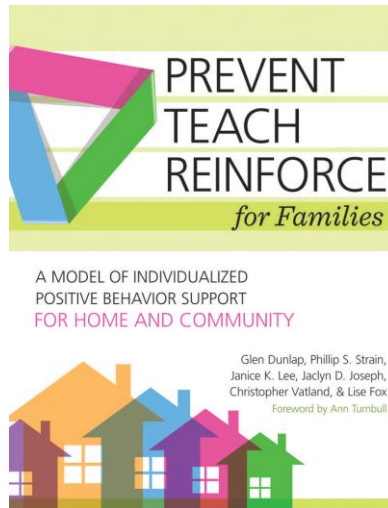
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**Prevent-Teach-Reinforce:
A Model of PBS for Schools**



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Prevent-Teach-Reinforce for Families



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Some Features of PTR-YC

- Research-based Practices
 - Assessment and Intervention
- Team-driven decision-making
- Manualized, with detailed steps for designing and implementing intervention plans
- All Behavior Intervention Plans (BIPs) include at least 3 components:
 - Prevent (antecedent manipulations)
 - Teach (instruction on social-communication skills)
 - Reinforce (consequences)

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What Does PTR-YC Require?

- A serious pattern of challenging behavior that cannot be resolved with general classroom practices or simple interventions
- A team focused on building a child's competence and resilience, while respecting the functional properties of challenging behavior
- An **agreement** and **commitment** to use PTR-YC and to follow the entire process with integrity



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Process of PTR-YC

1. Teaming and Goal Setting;
2. Practical Data Collection;
3. Functional Behavioral Assessment (PTR-YC Assessment);
4. Intervention Development and Implementation;
5. Data-based-Decision Making; Follow-up and Next Steps



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Step 1: Teaming & Goal Setting

- When individualized intervention is required, it is important to establish a team with relevant members, including families, caregivers
- Team meeting to discuss and identify goals
- Begin process with one target challenging behavior to reduce; and one appropriate behavior to improve (e.g. social emotional skill)



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Step 2: Practical Data Collection (for progress monitoring)

- Team identifies data to collect (based on goals identified by team)
- Data collection needs to be efficient, valid, and reliable
- We recommend collecting data with a behavior rating scale (BRS)



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Behavior Rating Scale

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

| | Date/time | | | | | | | | | | | | | | | | | | | |
|----------------------|-----------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Desirable behavior | 5 | 5 | 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 | 4 | 4 |
| | 3 | 3 | 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 | 2 | 2 |
| | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Challenging behavior | 5 | 5 | 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 | 4 | 4 |
| | 3 | 3 | 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 | 2 | 2 |
| | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

Desirable behavior: _____

Challenging behavior: _____

5 = _____
 4 = _____
 3 = _____
 2 = _____
 1 = _____

5 = _____
 4 = _____
 3 = _____
 2 = _____
 1 = _____

Prevent-Teach-Reinforce for Young Children: The Early Childhood Model of Individualized Positive Behavior Support
 by Glen Dunlap, Kelly Wilkon, Phillip Strain, and Janice K. Lee.
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Step 3: Functional Behavioral Assessment

- Goal of FBA: Develop an understanding of a child’s challenging behavior pertaining to
 - antecedent and environmental influences,
 - function of challenging behavior and
 - effective reinforcers that maintain challenging and desirable behaviors
- Summarize understanding in a hypothesis statement, that will be used to create a behavior intervention plan (BIP)



Methods of FBA in PTR-YC

- Three checklists to be completed by individuals (or the full team) who know the child well.
- Checklists are for
 - (1) antecedent influences (“Prevent”),
 - (2) function of challenging behavior (“Teach”), and
 - (3) consequences (“Reinforce”)
- Data from checklists are summarized on forms that then lead to effective and efficient intervention plans



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| | | | |
|--|--|--|--|
| 3. Are there specific activities when challenging behavior is very likely to occur? If yes, what are they? | | | |
| <input type="checkbox"/> Arrival <input type="checkbox"/> Dismissal <input type="checkbox"/> Large-group times <input type="checkbox"/> Small-group times | <input type="checkbox"/> Naptime <input type="checkbox"/> Toileting/diapering <input type="checkbox"/> Special event (specify) _____ | <input type="checkbox"/> Peer interactions <input type="checkbox"/> Centers/free play <input type="checkbox"/> Meals | <input type="checkbox"/> Snack <input type="checkbox"/> Transitions (specify) _____ |
| Other: _____ | | | |
| 4. Are there specific activities when challenging behavior is least likely to occur? What are they? | | | |
| <input type="checkbox"/> Arrival <input type="checkbox"/> Dismissal <input type="checkbox"/> Large-group times <input type="checkbox"/> Small-group times | <input type="checkbox"/> Naptime <input type="checkbox"/> Toileting/diapering <input type="checkbox"/> Special event (specify) _____ | <input type="checkbox"/> Peer interactions <input type="checkbox"/> Centers/free play <input type="checkbox"/> Meals | <input type="checkbox"/> Snack <input type="checkbox"/> Transitions (specify) _____ |
| Other: _____ | | | |
| 5. Are there other children or adults whose proximity is associated with a high likelihood of challenging behavior? If so, who are they? | | | |
| <input type="checkbox"/> Siblings <input type="checkbox"/> Family member(s) <input type="checkbox"/> Care provider(s) <input type="checkbox"/> Other adults | Specify: _____ Specify: _____ Specify: _____ Specify: _____ | <input type="checkbox"/> Teacher <input type="checkbox"/> Parent <input type="checkbox"/> Other children (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? | | | |
| <input type="checkbox"/> Siblings <input type="checkbox"/> Family member(s) <input type="checkbox"/> Care provider(s) <input type="checkbox"/> Other adults | Specify: _____ Specify: _____ Specify: _____ Specify: _____ | <input type="checkbox"/> Teacher <input type="checkbox"/> Parent <input type="checkbox"/> Other children (specify) _____ | |



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Step 4: Intervention

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



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Step 4: Intervention, cont.

- Identify clear step-by-step instructions for how the intervention plan will be implemented, including who, how, where, when and what materials are needed
- Provide training and/or coaching as needed
- Identify when progress will be reviewed, how decisions will be made, and criteria needed to discuss next steps



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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 |



Step 5: Using Data for Data-based Decision Making & Next Steps

- Progress monitoring (BRS)
 - Simple, feasible data that truly reflect the most important outcomes
- If progress is satisfactory....
 - GOOD! Keep going.



Step 5: Using Data, cont.

- 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



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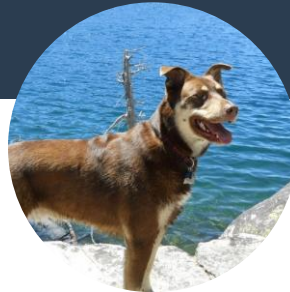
Wrapping Up and Moving Forward

- Meet periodically
- Consider adding behaviors to Behavior Intervention Plan
- Share with families; share with colleagues
- Celebrate successes



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Research



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Empirical Justification (background)

1. PTR-YC is a model of positive behavior support --- and there is a LOT of evidence supporting the efficacy of PBS
2. PTR-YC is derived from PTR (school-based) and there are numerous studies (including an RCT) documenting favorable effects of PTR



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Research on PTR-YC

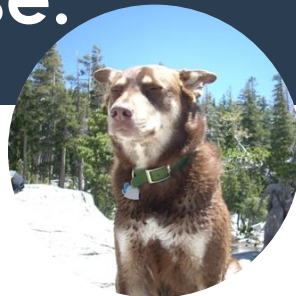
- Randomized controlled trial (Dunlap et al., 2018, *Topics in Early Childhood Special Education*)
 - Statistically significant effects favoring PTR-YC on children's challenging behavior, social skills, and appropriate engagement
 - Evidence that typical classroom teachers can implement with fidelity
- Single case experimental design (Harvey et al., in press, *Topics in Early Childhood Special Education*)



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So, let's look at
an actual case.



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Case Example – Meet Ethan

- 3 year old boy who lived with his parents
- Attended school district self-contained classroom for preschoolers and kindergarteners with autism
- 8 children (2 in K), 4 adults (1 teacher, 3 aides)
- Team members: parents, teacher, teacher aides (2) and PTR-YC Facilitator
- Challenging behavior: aggression – hitting, kicking and/or throwing
- Desirable behavior: communicate desires/feelings



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A Little More About Ethan

- Had some verbal language, used single word requests with low frequency; good verbal imitation skills, but little independent use of functional language
- Demonstrated aggressive behaviors consistently, multiple occurrences per day
- Attended program 21.5 hours/week



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Ethan's PTR-YC Functional Behavioral Assessment Summary Table

| Behavior | Prevent data | Teach data | Reinforce data |
|--|---|---|---|
| <ul style="list-style-type: none"> • Challenging behavior • Aggression | <ul style="list-style-type: none"> • Going to a non-preferred activity • Leaving a preferred activity | <ul style="list-style-type: none"> • Escape/avoid transition to non-preferred • Delay non-preferred | <ul style="list-style-type: none"> • adult attention • peer attention |
| <ul style="list-style-type: none"> • Desirable behavior • Functional communication | <ul style="list-style-type: none"> • Visual supports • Token board • First/then schedule | <ul style="list-style-type: none"> • Request desires and express feelings • Use a timer (safety signal) | <ul style="list-style-type: none"> • iPad, candy, social interaction, high fives |



Ethan's FBA Summary: Hypothesis Statement

When Ethan is asked to transition to a non-preferred activity, he demonstrates aggression (hitting, kicking, and/or throwing); as a result, **the non-preferred activity is delayed**

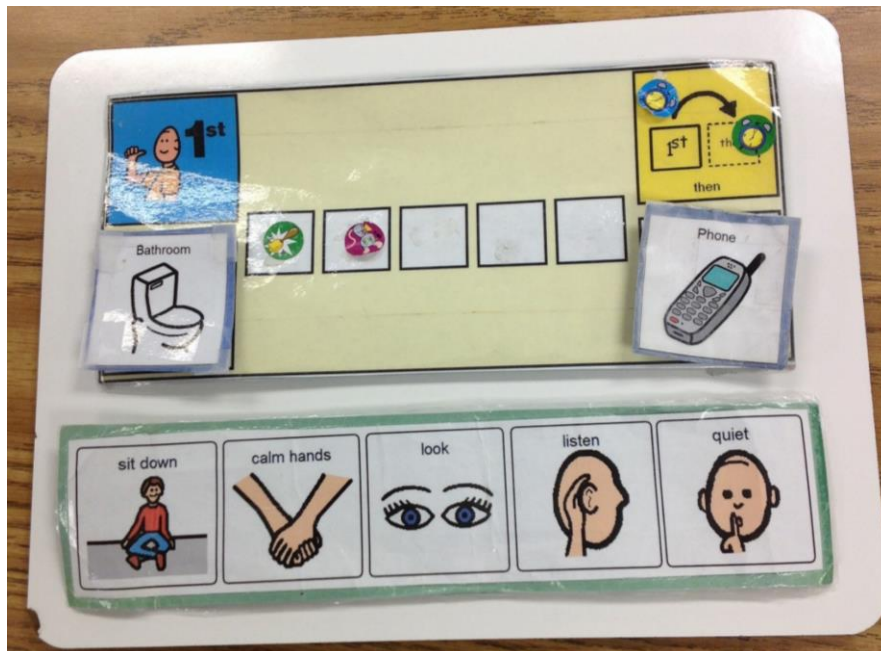


Ethan's PTR-YC Behavior Intervention Plan Summary

| | Prevent | Teach | Reinforce |
|----------------------|---|--|--|
| Brief Description | <ul style="list-style-type: none"> Use token board for transitions | <ul style="list-style-type: none"> Teach functional communication skills | <ul style="list-style-type: none"> Reinforce Desirable Behavior |
| Implementation Notes | <ul style="list-style-type: none"> Start with token board pre-loaded | <ul style="list-style-type: none"> Teacher provides Ethan with specific things to ask for and/or say Teacher/adult facilitates practice opportunities (for getting attention, for sharing) | <ul style="list-style-type: none"> Frequent verbal praise, appropriate requests or statements are reinforced as quickly as possible Ignore ch. behavior If ch. behavior occurs, intervene with limited language, re-engage in activity, reinforce as soon as he is re-engaged in the activity |



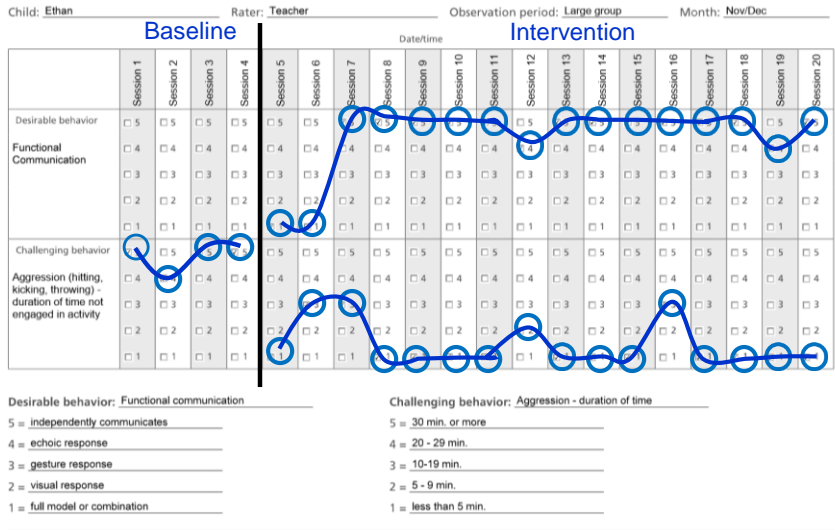
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PTR-YC Behavior Rating Scale



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Following up with Ethan

- Team reviewed data every two weeks
- Independently requested common preferred items, “I want iPad”
- Earned tokens for compliance with non-preferred tasks and independently earned 5 within 2 weeks—initially pre-loaded with 3 tokens
- Since overall compliance had improved, able to work on toilet training
- Parents implemented token system at home



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