Pyramid Model Preschool Module Series

Overview of Prevent-Teach-Reinforce for Young Children

Pyramid Model Preschool Module Series

Introduction to the Pyramid Model

Nurturing and Responsive Relationships

High Quality, Supportive Environments

Teaching Social-Emotional Skills

Individualized Teaching of Social-Emotional Skills

Addressing Challenging Behavior

Overview of Prevent-Teach-Reinforce for Young Children

Adapted from:
The Center on the Social and Emotional Foundations for Early Learning (CSEFEL), Vanderbilt University

National Center for Pyramid Model Innovations | ChallengingBehavior.org

Learner Objectives

▶ Participants will identify PTR-YC as a manualized process for conducting a functional behavioral assessment and developing a behavior support plan.

▶ Participants will identify the major steps in the PTR-YC process and understand the role of team members in each step.

Suggested Agenda

I. PTR-YC Introduction   9 minutes

II. Jackson Case Study   80 minutes

Handouts

☐ 1   Participants' PowerPoint slides

☐ 2   How to Include Families at Every Step of the PTR-YC Process

☐ 3   What to Expect from the Prevent-Teach-Reinforce for Young Children (PTR-YC) Process

☐ 4   Prevent-Teach-Reinforce for Young Children Process and Forms

Videos

☐ Meet Jackson

☐ Jackson with a Plan

Materials Needed

Technology

☐ PowerPoint file

☐ Video files

☐ Computer

☐ Projector and speakers

Printables

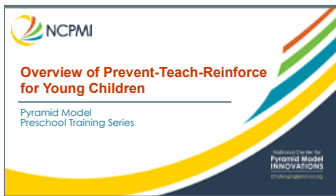☐ Agenda

☐ Handouts

☐ Certificates of completion

☐ Sign-in sheet

Supplies

☐ Name tags

☐ Pens

☐ Snacks and drinks

☐ Chart paper/white board and markers

☐ Table fidgets/manipulatives

Other Items

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

PTR-YC Introduction

Slide 1: Overview: Prevent-Teach-Reinforce for Young Children (PTR-YC)

Welcome to the workshop on Prevent-Teach-Reinforce for Young Children or PTR-YC.
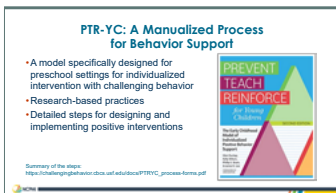
Slide 2: Agenda

Review the agenda of workshop topics.

### Slide 3: Expectations for Learning Together

Walk through the expectations of the workshop.

### Slide 4: PTR-YC: A Manualized Process for Behavior Support

PTR-YC is a manualized process for developing and implementing a behavior support plan. In the training you attended on challenging behavior, you learned about the importance of convening a collaborative team in partnership with the family, conducting a functional behavioral assessment to identify the function of behavior, and developing a behavior support plan. The process is named Prevent-Teach-Reinforce because those are the components of a behavior support plan. As you learned previously, to address behavior, first we need to know the function. Then we need: strategies that help prevent the child from engaging in the behavior, strategies for teaching the child a replacement skill, and reinforce strategies. We want to reinforce the new skill we are teaching and stop reinforcement of the challenging behavior.

PTR-YC provides a process, driven by a set of forms, so that teams can do this with fidelity in the program. You will see that it guides a team step-by-step through the functional assessment, plan development, and plan implementation process. There are two important things to note about PTR-YC. The first is that it was designed specifically for young children. The second is that it has been tested through rigorous research in settings, like yours, and found to be effective.
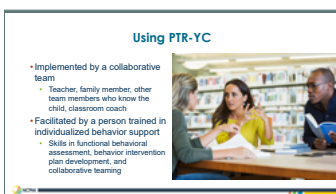
Slide 5: Using PTR-YC

PTR-YC uses a team process to conduct the functional behavioral assessment, which is facilitated by a person trained in the development of individualized behavior support plans. This workshop prepares you to understand the process and your role as a critical member of the team.
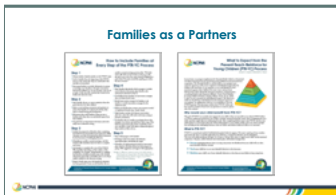
Slide 6: Families as Partners

(Handout 2: How to Include Families at Every Step of the PTR-YC Process; Handout 3: What to Expect from the Prevent-Teach-Reinforce for Young Children [PTR-YC] Process)

We have provided two handouts that are useful in the development of the collaborative team.

▶ The first one, ***How to Include Families at Every Step in the PTR-YC Process***, is for you to use to understand how to engage families as collaborative team members in each step of the process.

▶ The second one, ***What to Expect from the Prevent-Teach-Reinforce for Young Children Process***, is for you to provide to families when they are invited to join the collaborative team to develop a plan in support of their child. As we discuss the process, you might want to look back at the first handout to confirm the family role in each step.
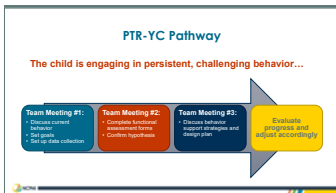
Slide 7: PTR-YC Pathway

(Handout 3: Prevent-Teach-Reinforce for Young Children Process and Forms)

Here is the pathway of the PTR-YC process and how it might work within a program. Developing individualized support takes time and effort—as shown here—so we reserve the process for those who need intensive intervention.

▶ In the first meeting, the team will discuss their concerns about the child's behavior, set goals for what they want to achieve, and make decisions about data collection.

▶ In the second meeting, the team comes back together to be guided in the completion of the functional behavior assessment forms and the development of the behavior hypothesis.

▶ In the third meeting, the team will discuss interventions that might be used and design the plan.

These steps might need to be conducted over more meetings…but the sequence and steps will be the same. Your participation in all of these steps is critical to developing a plan that will work for the child within your classroom. The handout, ***Prevent-Teach-Reinforce for Young Children Process and Forms***, describes the forms that will be used in each step and what will be accomplished.
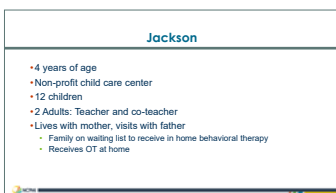
Slide 8: Jackson

To help you learn what to expect in the PTR-YC process, I am going to share a case study with you so that you can see how the process works. The child in the case study is Jackson. Jackson is 4 years old and attends a non-profit child care program. There are 12 children in his class, and it is taught by a teaching team of a teacher and co-teacher.

Jackson lives with his mother and visits his father. He has development delays and his challenging behavior has occurred at home as well at school. The family is on a wait list to get in-home behavioral therapy. He also receives occupational therapy at home.

Jackson Case Study

Meet Jackson

Slide 9: Meet Jackson

(Video 1: Meet Jackson)

Let's watch a video of Jackson during center play. While you watch, write down the behaviors you are seeing that the teachers might find challenging. Jackson is the boy in the video wearing a long-sleeved white shirt and jeans.

Prior to sharing the video, please state the following:

In this training, we will be watching videos from classrooms of teachers that are being coached and are working on action plans designed to strengthen their use of Pyramid Model practices. We use these to illustrate practices for our reflection and discussion. The videos you see might not illustrate teachers at fidelity of Pyramid Model practice implementation. We are so grateful to the teachers who have allowed us to use videos from their classrooms for this purpose.

After the video ends, ask participants if they would consider Jackson a child in need of behavior intervention strategies.

Jackson's Team

- Jackson's mother
- Teacher
- Co-teacher
- Two members of the school's administrative staff who focus on inclusion and challenging behavior
- PTR-YC Facilitator

Slide 10: Jackson's Team

Jackson's teachers wanted help developing interventions for Jackson. They convened a team that included Jackson's mother, both teachers, two members of the school staff, and the person who facilitated the PTR-YC process. It was very important that Jackson's mother and the teaching team were core members of the PTR-YC team, as they are the members who know Jackson best and have observed the behavior in different activities and settings.

Goal Setting

- Identify the child's challenging behaviors to decrease
- Select one challenging behavior to target
- Operationally define this target behavior
- Identify the child's desirable behaviors to increase
- Select one desirable behavior to increase
- Operationally define this target behavior

Slide 11: Goal Setting

In the first meeting of Jackson's team, they set goals. The process focuses on two goals: decreasing the challenging behavior and increasing a desirable behavior. This is often a replacement behavior—though not always. It could also be a skill that the team identifies that will help the child to be successful. Both of these behaviors need to be operationally defined, which means that the team agrees on what the behavior looks like —or in the case of the desirable behavior—what it should look like.

Slide 12: PTR-YC Goal Sheet

Here you can see the Goal Sheet, which is the first form that the team completes. It helps the team come to agreement on the target behavior to decrease and its operational definition, as well as what target behavior to increase and its operational definition.

Slide 13: Reflection: Jackson

I want you to take a few minutes to reflect on Jackson and what you saw in the video. Look at what you wrote down about the challenging behavior you observed. Think about what Jackson's teachers would want Jackson to be able to do during center play. Write down what challenging behavior might have been the target to decrease for Jackson. Write down some thoughts about what skill the team might have chosen to target to increase.

Give your participants 2–3 minutes to reflect and write notes, and then ask them to share their thoughts.

Slide 14: Jackson's Goals

Here is how the team completed the Goal Sheet and what they decided to focus on. You can see that they identified many of the same behaviors you observed and then settled on "aggression" to decrease. Because "aggression" can mean a lot of different things, the operational definition is important for defining what is meant by when Jackson engages in aggression. You can see that the team had some of the same reflections that you identified about what Jackson needs to learn to be successful during center time. They narrowed these ideas to "peer-related social skills" and then defined it very specifically.
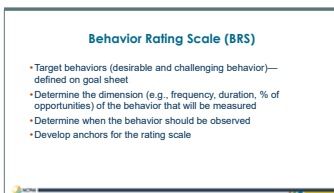
Slide 15: Behavior Rating Scale (BRS)

After goal setting is completed, the team is ready to design the system they will use for data collection. We are going to look at the PTR-YC Behavior Rating Scale that has been designed to give the team the information they need, and can easily be used within a busy preschool classroom.

The team uses the definitions of the target behaviors on the goal sheet and then determines the dimension of the behavior that will be measured. Dimensions might be a frequency count (the number of times the behavior occurs), duration (how long the behavior lasts, this might be used for behaviors that occur over a long period of time—for example, a long tantrum when the child arrives at preschool), intensity (the forcefulness of a behavior—for example, loud screaming), the percentage of time (for example, the percentage of time the child is engaged), or the percentage of opportunities (for example, a response to a request). In addition, the team needs to determine when the behavior will be observed or when data will be collected, and then identify anchors for the rating scale that will be developed. On the next slide, you will see what I mean by anchors.

Slide 16: Anchor Examples

The anchors refer to how we might break down the behavior and what we might see as the challenging behavior decreases and the desirable behavior increases.

Read the slide to participants and point out on the desirable behavior.

A child might be at a 1 and our goal is a 5. On the aggression, he might currently be a 5 and our goal is to move him to a 1. The Behavior Rating Scale has a five-point scale for each behavior—the one that we want to decrease and the one that we want to increase. The scale for the desired behavior goes up while the scale for the challenging behavior goes down. Start each scale with a behavior that the child can achieve right now. The team will work together to come up with "anchors"—or what each number represents—to have something that reflects current behavior, reflects our goals, and is realistic.

Slide 17: PTR-YC Behavior Rating Scale

Here is an example of a Behavior Rating Scale (BRS) for a child named Jessi. You see that each behavior is listed on the left. Each column typically represents one day of data, though it can be more often if needed.

Walk through the form and anchors for each behavior. Point out that for the desirable behavior, we want the score to go up and for the challenging behavior, we want the score to go down.

Slide 18: Jackson's Anchors

Here are Jackson's anchors. The team decided that he can reasonably be expected to use social skills 5 or more times in a day with intervention and practice. Right now, he rarely uses peer-related social skills. For this behavior, we want to see Jackson increase his score. The aggressive behavior scale also has a range that includes his most difficult days (9 incidents or more) and a goal of one or two times (or less) per day. For this behavior, we want to see his score go down.

Slide 19: PTR-YC Behavior Rating Scale: Jackson Week 1

Here is Jackson's BRS sheet filled out for one week. Notice that if the team draws a line connecting the points, the sheet is self-graphing and gives quick feedback about the trend of each behavior. They have drawn a solid line after one week of data because they are about to implement his intervention plan and are marking the change from one phase (before the plan) to the next one.

Slide 20: Functional Behavioral Assessment

The team has collected data and meets again to use those data and observations to complete the Functional Behavioral Assessment. The team will be completing three checklists—Prevent, Teach, and Reinforce. The Prevent checklist asks about what precedes or causes the behavior. The Teach checklist asks about current skills to determine what is needed to help the child to engage in the desired behavior (e.g., asking for help, taking turns). The Reinforce checklist helps to understand what the child is getting or seeking from the current behavior. In this process, your observations of the child in your classroom will be critical to completing the checklist.

Slide 21: Summary and Hypothesis

Once the information is gathered in the Functional Behavior Assessment form, the team uses the PTR-YC Assessment Summary Table to come up with a hypothesis statement that summarizes what they think is going on. This includes information about what precedes the behavior, description of the behavior, and what the child gets or avoids from the behavior.

Emphasize that it is important that the entire team agrees on the hypothesis.

Slide 22: Jackson's Hypothesis Statment

Here is Jackson's hypothesis statement.

Read the statement to participants.

The activity/situation that precedes the behavior is in orange. The behavior is in green. The first two potential consequences are in blue—the third in silver. Note that the same behavior might help Jackson in different ways in different situations—and that his team will build a plan that recognizes these different needs and situations.

Slide 23: PTR-YC Menu of Intervention Strategies

After the team agrees on the hypothesis statement, they are ready to identify intervention strategies. In PTR-YC, there is a menu of intervention strategies organized for each element of the plan—Prevent strategies, Teach strategies, and Reinforce strategies. These are all described in detail in the book. At least one strategy should be selected from all the core components (prevent, teach, reinforce). Use the listing on the slide and briefly describe how each of the strategies listed in each section can be used to prevent, teach, or reinforce.

Slide 24: Reflection

This slide provides questions for reflection and discussion.

Ask the participants to reflect on each question and spend 4 or 5 minutes discussing their ideas for the intervention plan. Use the previous slide if they seem stuck initially and need to recall the intervention strategy options.
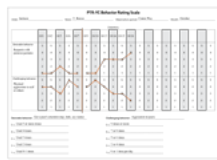
Slide 25: Jackson's Plan

Describe Jackson's plan using this slide and walk through the strategies in each column. Describe how all strategies work together to prevent the behavior when possible, teach new skills so that Jackson doesn't need the behavior, and reinforce those new behaviors/skills, while minimizing reinforcement for the behavior that they want to reduce or eliminate.

Slide 26: Jackson with a Plan

(Video 2: Jackson with a Plan)

Let's look at an observation of Jackson with his plan in place. What skills do you see him using? What changes do you see in the environment?

Slide 27: PTR-YC Behavior Rating Scale: With Plan

Here are the data for Jackson. Remember that we saw the first week of data previously and the team had drawn the line to show when they began to implement his plan. Now we see what happened with the plan. Note the change does not occur on day one of implementation—but it does typically occur quite quickly after the intervention is in place and consistently applied.

Slide 28: Summary

Use this slide to summarize and remind teachers of their role in the process.

Slide 29: Thank you

Thank participants for attending the training and share information about the next training.