Prevent Teach Reinforce for Young Children (PTR-YC)

Session 2

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Acknowledgments

The content for this training day was developed based on the work of:

- Prevent, Teach, Reinforce for Young Children: The Early Childhood Model of Individualized Positive Behavior Support, Second Edition

- National Center for Pyramid Model Innovations (NCPMI)

- Johanna Berry Wasser

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Group Expectations - Virtual

Be Responsible
- Return from breaks on time
- Active Participation
  - Use participant features of raise hand, thumbs up, etc.
  - Type short answer or questions in chat box
  - Respond to poll questions, if provided

Be Respectful
- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

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Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training

- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders

- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

This series is designed to support individuals who facilitate and/or participate on teams completing Functional Behavioral Assessments and Behavior Intervention Plans for young children.

Participants will learn about the manualized PTR-YC process, which is a research-based strategy designed to reduce the challenging behaviors of young children and support children with engagement in positive relationships, social-emotional competencies, and classroom learning.

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PTR-YC Manual

[Prevent, Teach, Reinforce for Young Children:](https://products.brookespublishing.com/Prevent-Teach-Reinforce-for-Young-Children-P1328.aspx) The Early Childhood Model of Individualized Positive Behavior Support, Second Edition

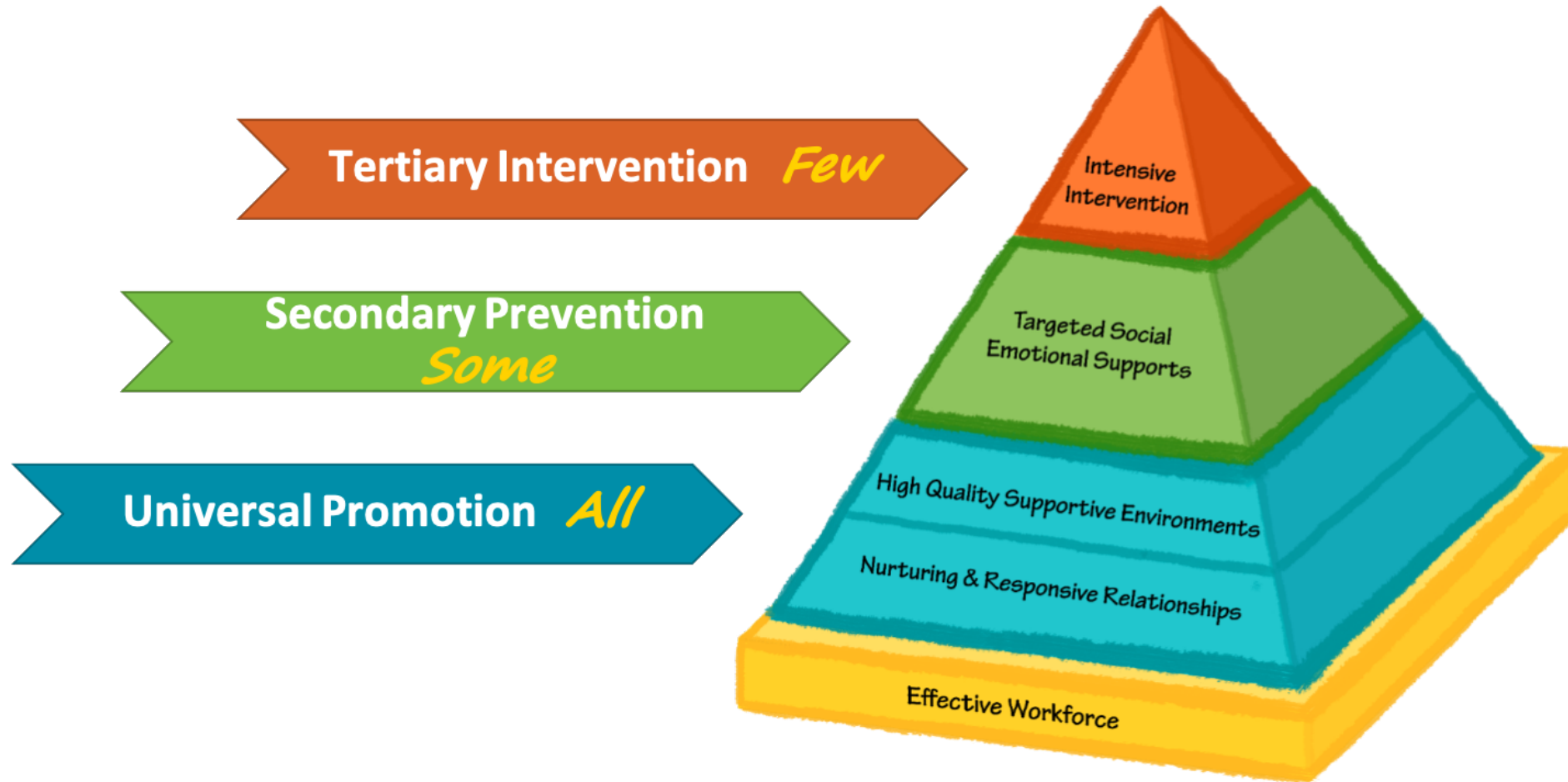(https://products.brookespublishing.com/Prevent-Teach-Reinforce-for-Young-Children-P1328.aspx)
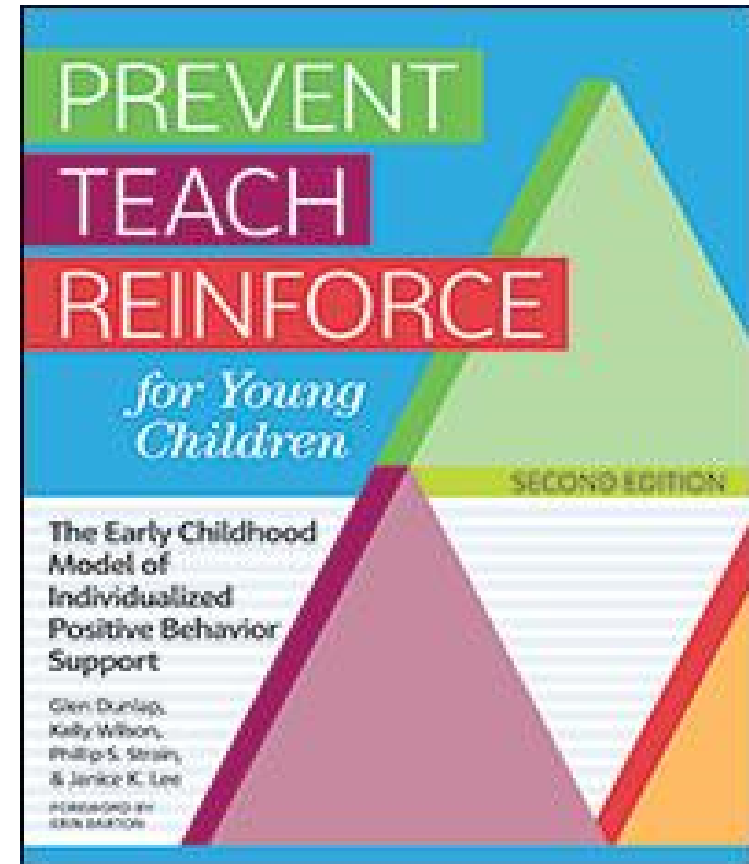
Intended Outcomes

- Develop a hypothesis statement based on PTR-YC checklists

- Generate prevent, teach, and reinforce strategies to implement in a behavior support plan

- Explore resources for facilitating the PTR-YC process

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Agenda

1.0 PTR-YC Assessment

2.0 Intervention

3.0 Data Usage and Next Steps

4.0 Putting It All Together

5.0 Wrap-Up and Next Steps

Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children

Tertiary Intervention *Few*

Secondary Prevention *Some*

Universal Promotion *All*

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing & Responsive Relationships

Effective Workforce

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Recall: Steps/Meetings of PTR-YC

1. Teaming and Goal Setting

2. Practical Data Collection

3. Functional Behavioral Assessment

4. Intervention

5. Follow-up and Next Steps

*Each step of PTR-YC has required forms that help guide the process

1.0 PTR-YC Assessment (Functional Behavioral Assessment)

Step/Team Meeting #3

Activity 1.1

Let's Review!

- Take a moment to think about what was covered in the previous session related to the PTR-YC Checklists

- In the next two minutes, write as much information as you can about the purpose of the PTR-YC Checklists and how they are completed

- When prompted, record some of the key words or phrases that you wrote into the chat

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PTR-YC Functional Behavioral Assessment Process

1. **Review Behavior Rating Scale (BRS) Data**
2. **Fill out Functional Behavioral Assessment (FBA) Checklists**
3. Summarize FBA data on the PTR-YC Assessment Summary Table
4. Create an agreed hypothesis

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PTR-YC Assessment Summary Table (pg. 79)

- Box 1: Patterns in information about when the challenging behavior is most likely to occur

- Box 2: Patterns in information about what tends to happen after the challenging behavior occurs

- Box 3: Hypothesis

- Box 4: Patterns in information about when the challenging behavior is least likely to occur

- Box 5: Potential reinforcers for the child

- Box 6: Perceived function(s) of the challenging behavior & skills that you can teach the child that are likely to replace the challenging behavior

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Hypothesis

- Hypothesis statements are the culmination of the individualized FBA

  - Hypothesis is the team's "best guess"

  - Hypothesis leads directly to the development of the behavior intervention plan (BIP)

- **Format:** When **(something in the environment occurs),** then **(description of the behavior);** as a result **(the typical consequence that reinforces the behavior).**

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Activity 1.2

Let's go back to Joel

- Read the information about Meeting 3 for Joel (pg. 152 & 154)

- Review his PTR-YC checklists and the Summary form that his team completed (pg. 155-160)

- With your small group, answer the following questions:

  - How is this process similar to the process you currently use for collecting FBA data and developing a hypothesis?

  - How is it different?

Recall: Team Self-Evaluation Checklists

- Available for each step of the PTR-YC process

- Facilitator should review before stepping into meeting

- Use to create the meeting agenda

- Fill out at the end of the meeting together as a team

- Step #3 Checklist is on page 81 in the manual

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2.0 Intervention

Step/Team Meeting #4

Intervention

- Menu of intervention strategies is provided (pg. 85)
- Three categories of interventions
  - Prevent
  - Teach
  - Reinforce
- Plans should include at least 1 intervention from each category
- Strategies should be linked to the hypothesis
- There should be agreement among team members

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Activity 2.1

- Take a moment to review Appendix A (pg. 113), which provides complete descriptions, examples, and considerations of each intervention strategy

- What do you notice about the strategies?

- What do you notice about how they are presented in the manual?

- Put your responses in the chat

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Selecting Prevent Intervention Strategies

- Select strategies that will remove antecedent events (triggers) associated with the challenging behavior

- Add antecedent events that are associated with desirable, prosocial behavior

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Selecting Teach Intervention Strategies

- The heart of the PTR-YC behavior plan!

- Choose replacement skills that serve the same purpose (function) as the challenging behavior

- Choose replacement skills that:

  1. Get the same reinforcement (what the child wants)

  2. Get it as **quickly** as the challenging behavior does

  3. Get reinforcement in the **same amount** that the challenging behavior does

- Consider behaviors that are incompatible with the challenging behavior

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Selecting Reinforce Intervention Strategies

Definition of Positive Reinforcement: Something presented after a behavior that makes it more likely the child will engage in the behavior again

Purpose:

- Identify a functional reinforcer(s) so it can be used to strengthen desirable behaviors

- Provide reinforcer for desirable behavior

- Remove reinforcement for challenging behaviors

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Reinforcement Considerations

- Identify a functional reinforcer(s) that is as natural as possible (e.g., positive descriptive feedback, high 5s, smiles)
- Consider additional options if a more powerful reinforcer is needed (e.g., stickers, special activity)
- Reinforce immediately after child uses the replacement skill
- Make a plan to gradually and systematically fade the amount and type of reinforcer
- Ensure the classroom has a lot of reinforcement already built in! (Remember the 5:1 ratio)

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Activity 2.2

- Locate the **Reinforcer Inventory** in your materials

- As you review the document, think about how and when you might use it to ensure you have effective reinforcers in place

- Be ready to share

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Behavior Plan Documents

- PTR-YC Behavior Intervention Plan Summary (pg. 88)

  - Summarizes core features of the individualized behavior plan

- PTR-YC Behavior Intervention Plan (pg. 89-90)

  - Provides the details needed for consistent and accurate implementation

  - Includes specific implementation steps (i.e., task analysis)

Preparing for Implementation

Once strategies are identified, plan for all aspects of implementation and write them down

- Plan specifically for what the team is going to do when challenging behavior occurs, because it will

- Include all the specifics of the implementation strategies (descriptions of steps, materials needed, directions, etc.)

- Describe how training, coaching, and ongoing support to the teaching team will be provided

- Share the BIP Summary Form with all providers and strategically post in relevant areas

Consider the Use of Scripts

- Implementation steps (or task analysis) should be included in the behavior plan (examples provided on pg. 91 in the manual)
- Consider turning these implementation steps into scripts that can be displayed or carried with staff members
  - Supports staff with consistent and accurate implementation and increases fidelity of implementation of the plan
  - Empowers staff and minimizes "winging it" by predetermining what to say and do
  - Minimizes inadvertent reinforcement of the target behavior
  - Neutralizes emotionality of staff
  - Reduces opinion debates

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Activity 2.3

Let's go back to Joel

- Read the information about Meeting 4 for Joel (pg. 154 & 161)

- Review the Behavior Intervention Plan Summary and Behavior Intervention Plan form that his team completed (pg. 162-164)

- With your small group, answer the following questions:

  - How is this process similar to the process you currently use for writing a behavior intervention plan?

  - How is it different?

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3.0 Using Data and Next Steps

Step/Team Meeting #5

After Developing the Plan

- Ensure a fidelity measure for the plan is in place

  - PTR-YC Fidelity of Strategy Implementation (pg. 93)

- Identify when and how progress will be reviewed

- Continue to collect data on the Behavior Rating Scale (BRS) throughout; this is our progress monitoring data

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Using Data

- Analyze the behavior data (look at trends)

- Use fidelity data to identify the necessary steps

- Compare the data from baseline to the data trends in intervention

- Some improvement in challenging behavior should be evident within the first few days or sessions of implementation

- The higher the quality and more frequent the instruction, the more rapid the behavior change

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When Progress is Good

- Keep doing what you're doing!
  - CAUTION: Don't fade supports too quickly
- If progress continues for a satisfactory period of time, consider alternating some elements of the plan (fade supports)
- If challenging behavior begins to increase, slow down progress of fading supports or return to original plan

When Progress Isn't So Good

- Determine if the intervention strategies have been implemented with fidelity (consistently and as intended)

- Determine if the supposed reinforcers are operating (are they working as reinforcers?)

- Ensure the challenging behavior is not be inadvertently reinforced

- Recheck the function(s) of challenging behavior

- Enlist outside expertise if and when necessary

Major Messages

- The success of PTR-YC lies in the ability of adults to consistently and collaboratively implement the Intervention Plan

- Consistency, consistency, consistency (as often as intended, implemented as planned – check those Fidelity Checklists!)

- Remember to celebrate the child, the team, and your own success! Reducing challenging behavior is hard work!

Activity 3.1

Let's go back to Joel

- Read the information about Meeting 5 for Joel (pg. 161 & 168)

- Review Joel's data on the PTR-YC Behavior Rating Scale; pay close attention to the notes in the bottom row (pg. 165-166)

- Review the plan's Fidelity of Strategy Implementation data (pg. 167)

- With your small group, answer the following questions:

  - How is this process similar to the process you currently use for writing a behavior intervention plan and measuring the fidelity of the plan?

  - How is it different?

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4.0 Putting it All Together

Meet Jackson

- 4 years old
- Non-profit childcare center
- 12 students
- 2 adults (teacher and co-teacher)
  - Teacher has a master's degree and 10 year's teaching experience
- Lives with mother; visits with father
  - Family on waiting list to receive in-home behavior therapy
  - Receives OT at home

Video: Meet Jackson
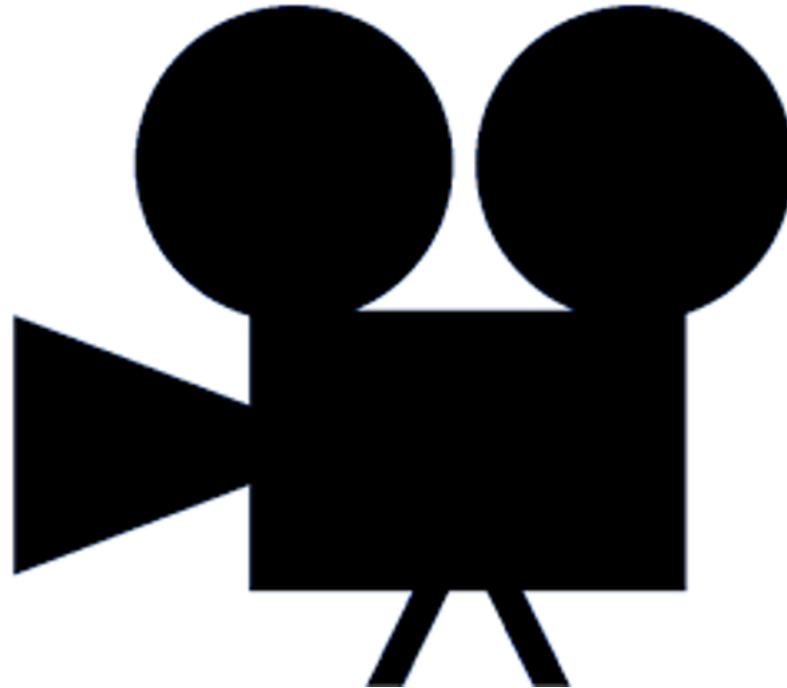
Jackson's Team

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

Activity 4.1

- Locate PTR-YC: Jackson Vignette document in your materials and review the information provided:

  - Teaming and Background

  - Baseline Behavior Data

  - Classroom Assessments

  - Jackson's PTR-YC Goal Sheet (from Step/Meeting #1)

- Step/Meeting #2:

  - With your small group, complete the Behavior Rating Scale for Jackson

  - Determine an observation period, develop anchor scores on the BRS

Activity 4.2

- Locate the pieces of the **PTR-YC Functional Behavioral Assessment Checklists** and the **FBA Summary for Jackson**

- Step/Meeting #3:

  - With your small group, review the information provided in the FBA Checklists and FBA Summary

  - Develop a hypothesis statement based on the information provided

  - Record your hypothesis on the blank **PTR-YC Assessment Summary Table** in Box 3

Activity 4.3

- Consider everything you've learned about Jackson so far

- Using this data, develop some strategies to include in his behavior intervention plan

- Review your options from the **PTR-YC Menu of Intervention Strategies;** use Appendix A for additional details about each strategy

- Complete the **PTR-YC Behavior Intervention Plan Summary** by coming up with one strategy in each area: Prevent, Teach, and Reinforce

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Jackson's Data

BRS Rating / Session

Intervention

Legend:
- Desirable Behavior
- Challenging Behavior
- Linear (Desirable Behavior)
- Linear (Challenging Behavior)
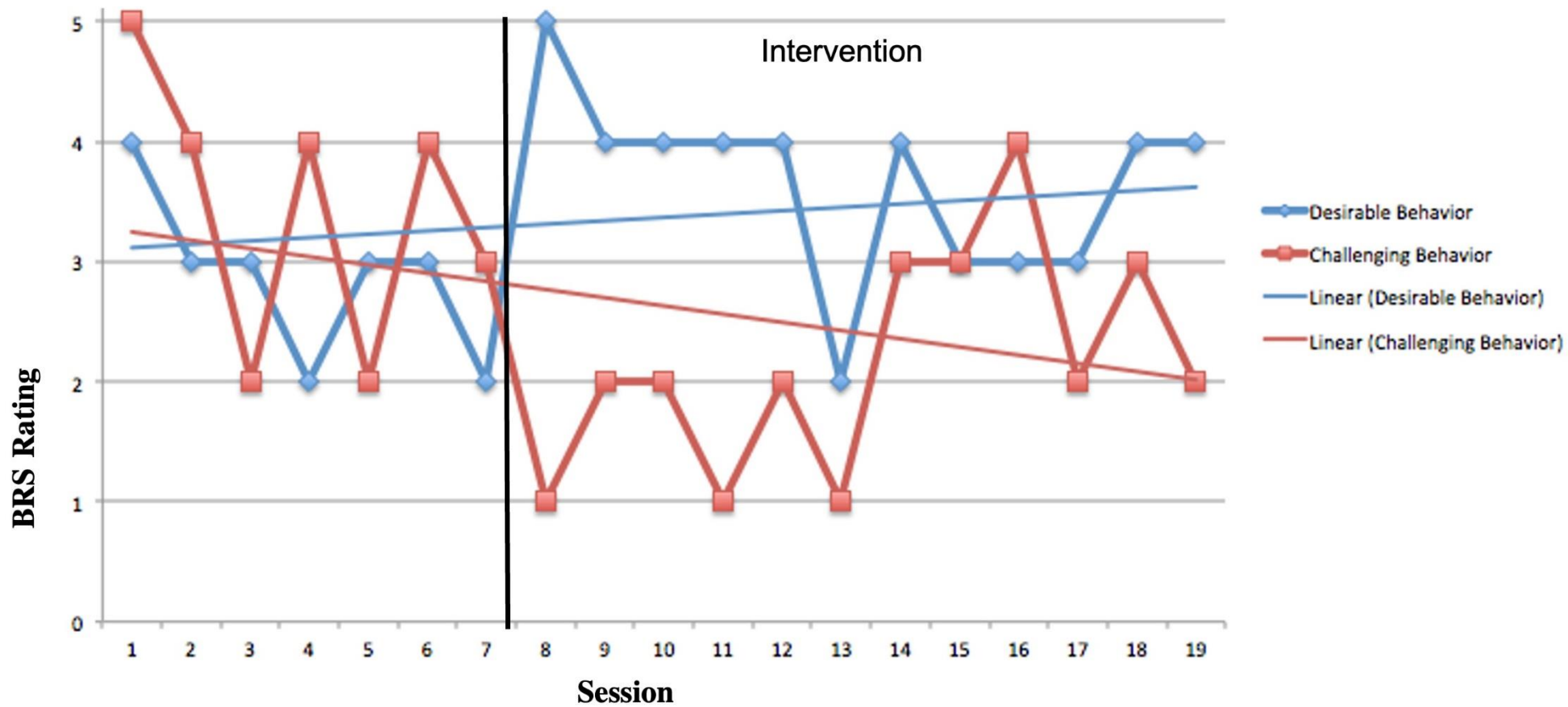
Desirable Behavior - Peer-related social skills
1 = 0-1 time
2 = 2 times
3 = 3 times
4 = 4 times
5 = 5 or more times

Challenging Behavior: Aggression
1 = 1 to 2 times
2 = 3 to 4 times
3 = 5 to 6 times
4 = 7 to 8 times
5 = 9 times or more

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Fidelity of Implementation

Jackson's Team's Fidelity of Strategy Implementation
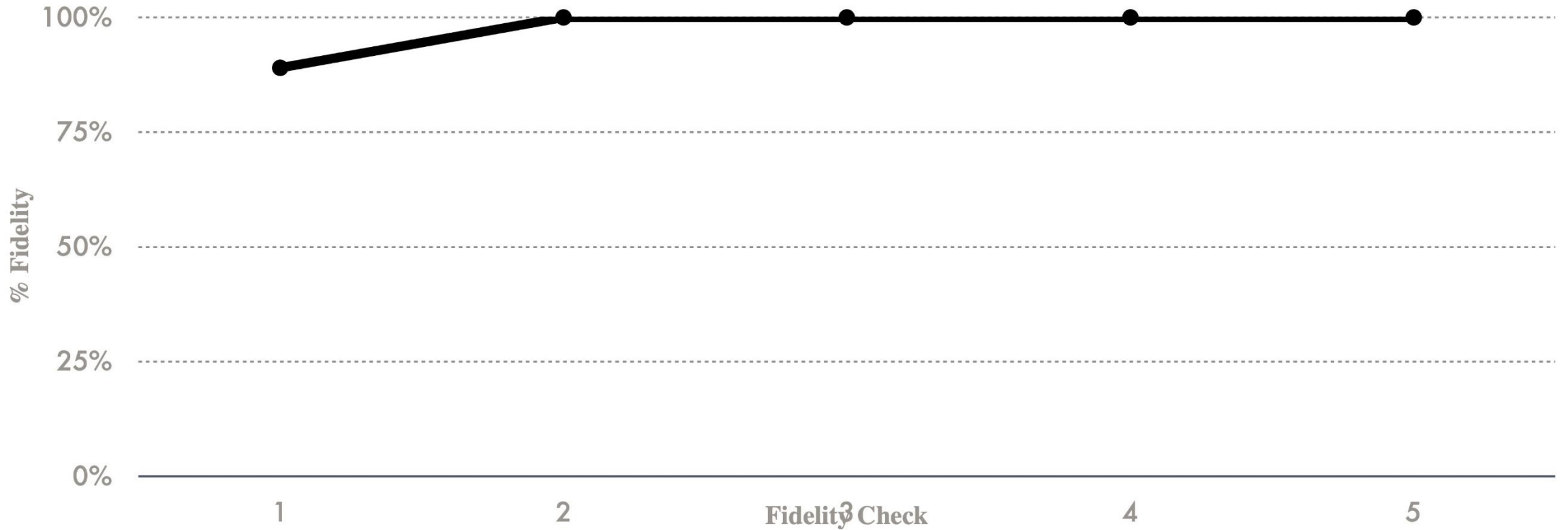
Video: Jackson Follow-up
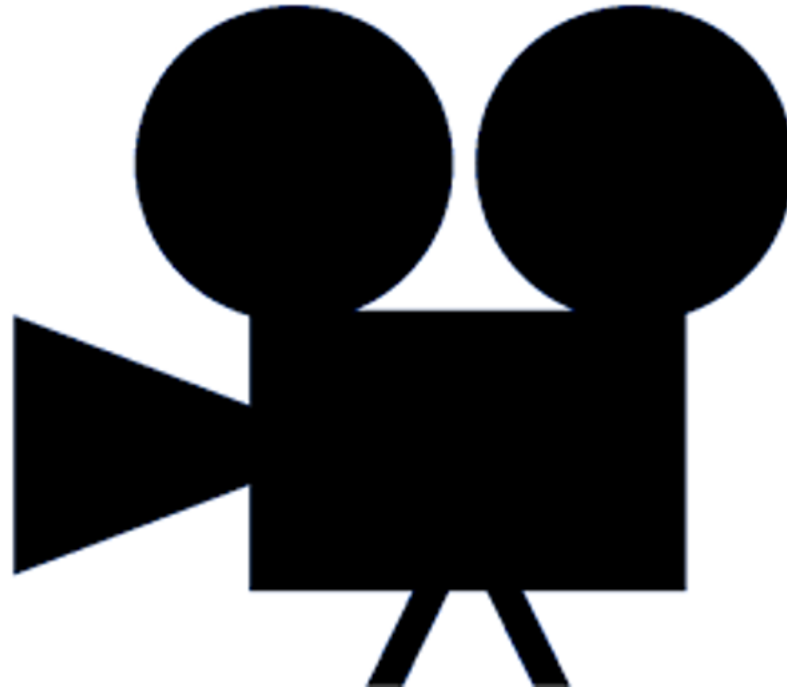
5.0 Facilitator Resources

What is Your Process?

PTR-YC begins once you have determined that a child needs intensive, individualized support

- How is that determination made?

- What data contributes to this decision?

- What is the process within your program for teachers to get assistance for children who need Tier 2 support (additional embedded instruction) or Tier 3 support (PTR-YC)?

Activity 5.1

- Locate the **Example EC PBIS Process for Individualized Intervention**

- Review the examples provided, noting when and how the individualized FBA/BIP process is initiated

- How is this process similar or different to what is currently in place in your system?

- Be ready to share

Recall: Steps for Facilitation

[PTR-YC Process and Forms](https://challengingbehavior.org/docs/PTRYC_process-forms.pdf)
(https://challengingbehavior.org/docs/PTRYC_process-forms.pdf)

- Provides names of the forms required for each step

- Lists out things to accomplish during each step

Prevent-Teach-Reinforce for Young Children Process and Forms

Step 1: Teaming and Goal Setting

Must Use Forms:
- Form 1 PTR-YC Goal Sheet

Things to Accomplish:
- Assemble team that includes at least one family member
- Discuss long-term vision for child
- Develop short-term goals (that can be accomplished in about 2 months) for challenging behavior(s) to decrease and desirable behavior(s) to increase
- Create operational definitions for challenging behavior(s) and desirable behavior(s)

Step 2: Data Collection

Must Use Forms:
- Form 4 PTR-YC Behavior Rating Scale

Things to Accomplish:
- Determine when data will be collected (observation period)
- Develop data collection method by individualizing a behavior rating scale
- Discuss who will collect data, where data logs and graph will be stored, who is responsible for maintaining logs and graphs, and when/how often data will be reviewed and analyzed by the team

- Complete the three PTR-YC Functional Behavioral Assessment (FBA) checklists
- Review the PTR-YC FBA checklists and summarize on the PTR-YC FBA Assessment Summary Table
- Develop hypothesis statement(s) regarding the perceived function of the child's challenging behavior

Step 4: PTR-YC Intervention

Must Use Forms:
- Form 9 PTR-YC Menu of Intervention Strategies
- Form 10 PTR-YC Behavior Intervention Plan Summary

Things to Accomplish:
- Review the descriptions of intervention strategies (found in the appendices at the end of the PTR-YC manual)
- Decide on intervention strategies to implement
- Create behavior intervention plan by developing a task analysis of the strategies that are to be used when implementing the plan
- Complete the PTR-YC Intervention Plan Summary form
- Determine what training and ongoing support needs to be provided for classroom team members who are responsible for implementing the behavior intervention plan

Step 5: Using Data and Next Steps

Variation in the Number of Meetings

- The manualized version of PTR-YC includes 5 steps, each of which is a separate meeting

- Some schools have combined meetings for efficiency, but all steps still get completed

Four Meetings:

1. Step 1
2. Step 2
3. Step 3 & Step 4
4. Step

Three Meetings:

1. Step 1 & Step 2
2. Step 3 & Step 4
3. Step 5

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Team Self-Evaluation Checklists

- Available for each step of the PTR-YC process

- Facilitator should review before stepping into the meeting

- Could use to create the meeting agenda

- Fill out at the end of the meeting together as a team

- Alternatively, the team could complete each section of the **Team Implementation Guide** (pg. 105-106)

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Getting Families on Board

- [What to Expect from the PTR-YC Process](https://challengingbehavior.org/document/what-to-expect-from-the-prevent-teach-reinforce-for-young-children-ptr-yc-process/)
  (https://challengingbehavior.org/document/what-to-expect-from-the-prevent-teach-reinforce-for-young-children-ptr-yc-process/)

- [How to Include Families at Every Step of the PTR-YC Process](https://challengingbehavior.org/document/how-to-include-families-at-every-step-of-the-ptr-yc-process/)
  (https://challengingbehavior.org/document/how-to-include-families-at-every-step-of-the-ptr-yc-process/)

Communication

- PTR-YC Facilitators should ensure communication with all relevant team members, including:
  - Parents/caregivers
  - All teaching team members that regularly interact with the child
  - Classroom Coach working with the teaching team
  - Behavior Specialist or Behavior Coach
  - Administrators

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6.0 Wrap Up and Next Steps

Recall: PTR-YC

- Team-based model of the individualized behavior support process

- Research-based practices around assessment and intervention

- Entire process is manualized

  - Each step has a chapter in the PTR-YC manual with explanations of all necessary documentation and sub-steps

- Steps are scripted as much as possible

- Selection of interventions is menu-driven

Activity 6.1

- Think about all of the information and resources that were shared over the last two sessions

- Determine 1 or 2 next steps that you'll take to get PTR-YC started within your program

- Be ready to share

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