

Developing and Implementing Intensive Individualized Interventions: Prevent-Teach- Reinforce for Young Children

Brookes Coffee Chat
February 17, 2021

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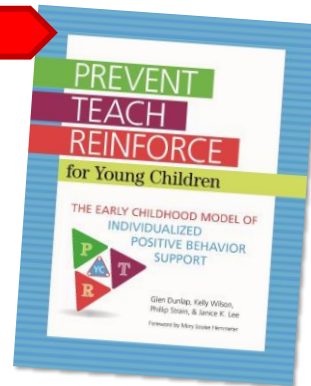
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Prevent-Teach-Reinforce for Young Children

NEW EDITION COMING SOON!

A practical, reader-friendly guide that explores how to improve social-emotional development and prevent challenging behaviors of young children in preschool settings.

bpub.fyi/PTR-YC



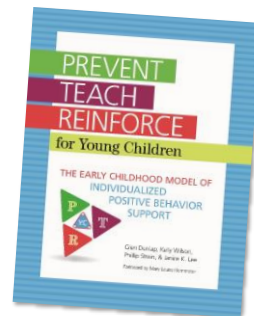
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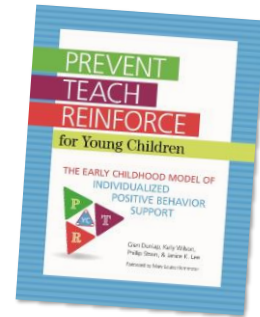


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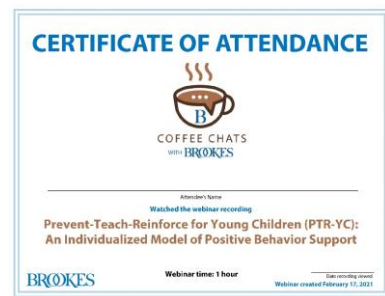


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Today's Session

- Importance of understanding challenging behavior
- Overview of PTR-YC: A model of individualized PBS
- Using Prevent strategies
- Questions

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What is PTR-YC?

- A model of individualized Positive Behavior Support designed for implementation in group settings (e.g., pre-K classrooms) serving young children
- A standardized model designed to enhance fidelity of implementation

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Who/What is it for?

- Young children with the most severe (troublesome) 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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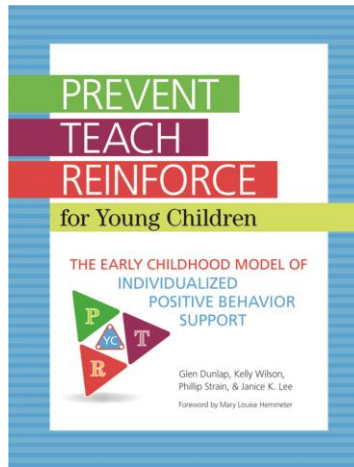
Intensive Intervention



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

by G. Dunlap, K. Wilson, P. Strain, & J.K. Lee



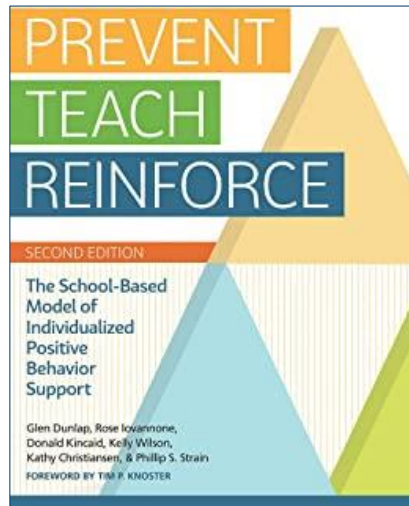
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PTR-YC is part of the Pyramid Model Family of Products (from Paul H. Brookes)



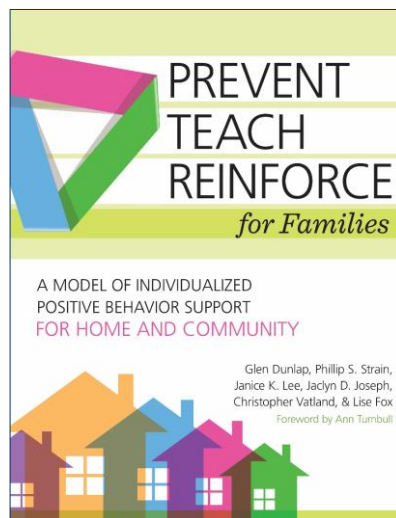
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Prevent-Teach-Reinforce: A Model of PBS for Schools



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Prevent-Teach-Reinforce for Families



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Individualized Positive Behavior Support: Principles

- Challenging Behaviors (and desirable behaviors) are maintained by their consequences
- Challenging Behaviors occur in context
- Challenging Behaviors are “communicative”
 - Purpose of the communication is the FUNCTION

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Functions of Challenging Behaviors

- To “Get” Something
 - Attention
 - An activity
 - A toy, a snack, etc.
- To “Avoid” Something
 - An activity or a request or demand
 - Attention (to be left alone)
 - Discomfort of any kind

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Objectives of Individualized PBS

- To TEACH improved skills (communication) for child to use *instead* of challenging behaviors
- To PREVENT challenging behaviors by managing the antecedent context
- To REINFORCE desirable behavior, and to avoid reinforcement for challenging behavior
- (the key is to figure out what to teach and what to change in the context ---- this is accomplished with functional behavioral assessment)

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Individualized Positive Behavior Support

- Sometimes referred to as:
 - “Assessment-based PBS”
 - “Function-based PBS”
- Prevent-Teach-Reinforce for Young Children is a model of Individualized Positive Behavior Support

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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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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 identify relevant team members, including families, caregivers
- Team meeting to discuss and identify goals
- Begin process with one target challenging behavior to reduce
- One target 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), using behavior rating scales
- Data collection method identified (what, when, how and who)
- Data collection needs to be efficient, valid, and reliable

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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: _____

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,
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Step 3: Functional Behavioral Assessment

- Indirect measure in a checklist format to (i) identify antecedents and environmental influences, (ii) determine function and (iii) 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, develop hypothesis statement

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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) _____	
Other: _____			

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Challenging behavior: _____	Person responding: _____	Child: _____
1. Does the challenging behavior seem to be exhibited in order to gain attention from other children?		
<input type="checkbox"/> Yes (specific peers) _____ <input type="checkbox"/> 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?		
<input type="checkbox"/> Yes (specific adults) _____ <input type="checkbox"/> 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?		
<input type="checkbox"/> Yes (specific objects) _____ <input type="checkbox"/> No		
4. Does the challenging behavior seem to be exhibited in order to delay a transition from a preferred activity to a nonpreferred activity?		
<input type="checkbox"/> Yes (specific transitions) _____ <input type="checkbox"/> 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?		
<input type="checkbox"/> Yes (specific nonpreferred tasks or activities) _____ <input type="checkbox"/> No		
6. Does the challenging behavior seem to be exhibited in order to get away from a nonpreferred child or adult?		
<input type="checkbox"/> Yes (specific peers or adults) _____ <input type="checkbox"/> No		

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1. What consequence(s) usually follow the child's challenging behavior?			
<input type="checkbox"/> Sent to time-out <input type="checkbox"/> Sent out of the room <input type="checkbox"/> Sent to quiet spot <input type="checkbox"/> Calming/soothing <input type="checkbox"/> Talking about what just happened	<input type="checkbox"/> Gave personal space <input type="checkbox"/> Gave assistance <input type="checkbox"/> Verbal redirect <input type="checkbox"/> Delay in activity <input type="checkbox"/> Activity changed <input type="checkbox"/> Activity terminated <input type="checkbox"/> Removed from activity	<input type="checkbox"/> Verbal reprimand <input type="checkbox"/> Reviewed classroom rules <input type="checkbox"/> Physical prompt <input type="checkbox"/> Peer reaction <input type="checkbox"/> Physical restraint <input type="checkbox"/> Removal of reinforcers (e.g., toys, items, attention) <input type="checkbox"/> 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?			
<input type="checkbox"/> Yes (specific people) _____ <input type="checkbox"/> 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?			
<input type="checkbox"/> Very likely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Seldom	<input type="checkbox"/> 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?			
<input type="checkbox"/> Very likely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Seldom	<input type="checkbox"/> Never
5. What items and activities are most enjoyable to the child? What items or activities could serve as special rewards?			
<input type="checkbox"/> Social interaction with adults <input type="checkbox"/> Social interaction with peers <input type="checkbox"/> Playing a game <input type="checkbox"/> Teacher's helper <input type="checkbox"/> Extra time with _____	<input type="checkbox"/> High fives <input type="checkbox"/> Praise from peers <input type="checkbox"/> Praise from adults <input type="checkbox"/> Music <input type="checkbox"/> _____	<input type="checkbox"/> Extra time in preferred activity <input type="checkbox"/> Computer time <input type="checkbox"/> Art activities (e.g., drawing pictures, painting) <input type="checkbox"/> _____	

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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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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

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Prevent 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

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5 Classroomwide Practices to Improve Behavior



1 Use a Five-One Ratio of Positive Attention

The 5:1 ratio of positive attention is based on research that has shown that children are better behaved in preschool settings when adults spend the majority of their time attending to positive behavior and not challenging behavior.

3 Establish Routines within Routines

The predictability of a general schedule does not provide enough structure to prevent some children's challenging behaviors. It is often helpful to specify other levels of predictability with one's overall classroom schedule.

2 Use Predictable Schedules

Developing a daily schedule and directly teaching children what comes next is about maintaining a routine and keeping all of the children informed about the routine. This strategy maximizes children's ability to predict what comes next.

4 Directly Teach Behavioral Expectations

Make certain that all children know precisely what behavioral expectations you have for each routine. It is recommended that there be no more than three expectations for any one routine.

5 Directly Teach Peer-Related Social Skills

Actively teaching social skills involves careful planning around routines and activities, arranging the environment to support peer interaction, and implementing strategies such as peer-mediated interventions, adult cueing and prompting, and reinforcement.



See examples and learn how to implement these strategies in *Prevent-Teach-Reinforce for Young Children: The Early Childhood Model of Individualized Positive Behavior Support*.

Learn more at:

<https://bpub.fyi/PTR-YC>

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Teach Strategies

- Teach communication skills
- Embed multiple instructional opportunities
- Peer-related social skills
- Self-monitoring
- Tolerate delay of reinforcement
- Teach independence with visual schedules

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Reinforce Strategy

- 3-step process:
 - Identify effective reinforcer(s)
 - Reinforce desirable behavior
 - Stop reinforcing challenging behavior

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

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

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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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Summary

- Important to understand challenging behavior
- PTR-YC, a 5-step process, is a model of individualized Positive Behavior Support
- 5 classroom practices
- Prevent strategies
- Second Edition of PTR-YC coming soon!

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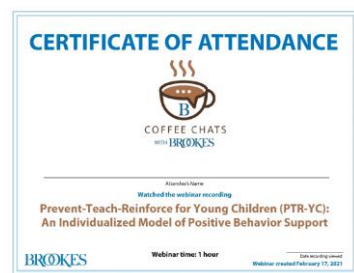
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Thank You!

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