



# Prevent-Teach-Reinforce Model: A Tier 3 Behavior Intervention Process

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# Agenda

- Overview of Functional Behavior Assessment
- Prevent-Teach-Reinforce
  - Introduction
  - 4- Step Process
    - Step 1-Identifyng and defining behaviors
    - Step 2-Analyzing the behavior problem
    - Step 3-Developing and implementing the intervention plan
    - Step 4-Monitoring and follow-up
- Next Steps

# Objectives

- Participants will:
  - Describe the 5-step PTR Tier 3 support model
  - Identify the critical components that enhance the success of Tier 3 supports
  - Apply the principles of the PTR process to a case study
  - Determine how the PTR process is applicable within their setting
- Selected participants will:
  - Implement the PTR process with one student-centered team in their school setting
  - Receive technical assistance (remote) from Rose in implementing PTR with their team

# Tier 3 Function-Based Behavior Interventions in Schools

- Current Issues
  - Absence of uniform policies & practices
  - Form versus a process
  - Expert driven versus collaborative effort
  - Occasionally contextual fit considered
  - Limited support/follow-up/training for teacher provided
  - Teachers may not be the personnel to facilitate FBAs in schools
    - Increased focus on school psychologists (Scott & Kamps, 2007) and other school-based behavioral consultants or “coaches”

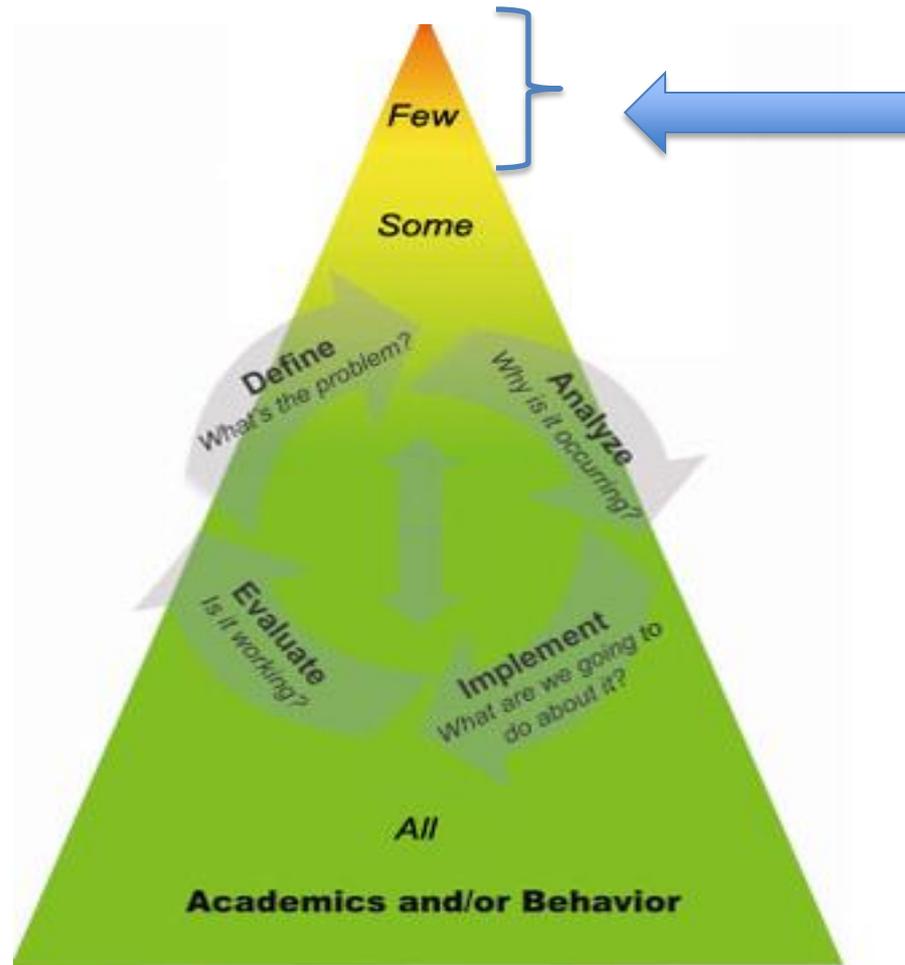
# Prevent-teach-reinforce

## The Model

# What is Prevent-Teach-Reinforce (PTR)?

- Research project funded by U.S. Department of Education, Institute of Education Sciences
  - University of South Florida
    - Three central Florida school districts
  - University of Colorado, Denver
    - Two Colorado school districts
- Purposes:
  - Answer the call for rigorous research
  - Evaluate effectiveness of PTR vs. “services as usual” using randomized controlled trial
  - Evaluate effectiveness of “standardized “ approach

# Where is PTR in a Multi-tiered System of Supports (MTSS)?



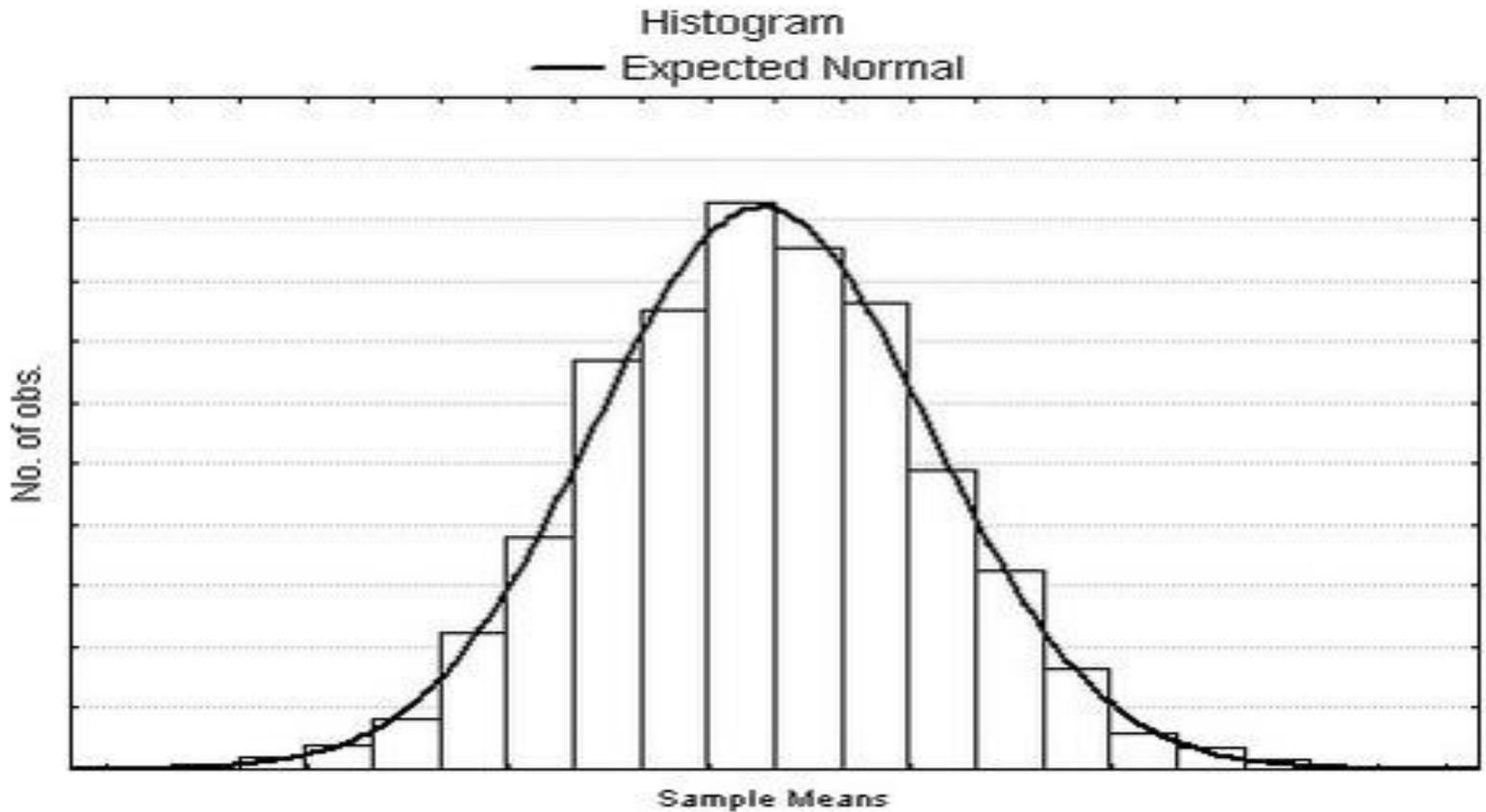
# Participants in PTR

- 200+ students—100 treatment, 100 comparison
- K-8<sup>th</sup> grade
- General and Special Education
  - All cognitive levels
  - All disabilities
- Teacher-nominated top externalizers
  - Systematic Screening for Behavior Disorders (SSBD)
- Behavioral difficulties
  - Duration— minimum 6 months
  - Frequency— minimum of 1 time per week
  - Intensity— disruption to the learning environment

# PTR Process

- Intervention teams given manual and assigned PTR consultant
- Five step process (aligned with problem solving process):
  - Teaming
  - Goal Setting (*Identification of Problem*)
  - Functional Assessment (*Problem Analysis*)
  - Intervention (*Intervention Implementation*)
    - Coaching and fidelity
  - Evaluation (*Monitoring and Evaluation of Rtl*)

# PTR Preliminary Outcomes



# Student Demographics by Primary Disability

Disability	N	Percent
Autism	25	9.8
Developmental Delay	5	2.0
Emotional Disturbance	38	14.9
Intellectual Disability	28	11.0
Multiple Disabilities	4	1.6
OHI (not ADD/ADHD)	1	.4
OHI (ADD/ADHD)	8	3.1
Specific Learning Disability	20	7.8
Speech/Language Disability	10	3.9
Visual Impairment	2	.8
General Education	99	38.8
<b>TOTAL</b>	<b>245</b>	

# Student Description

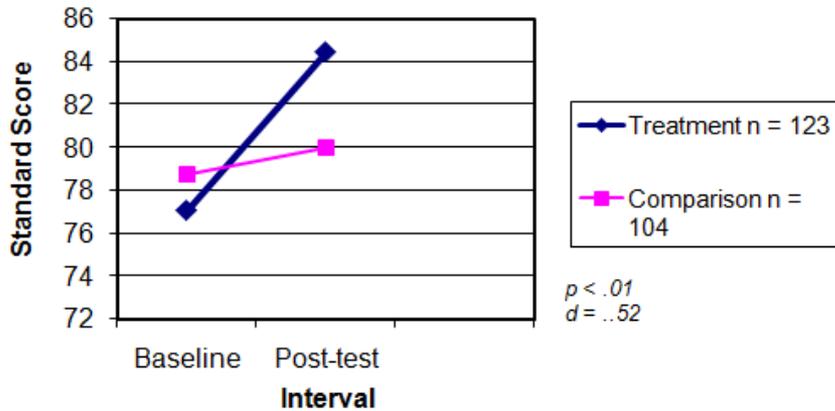
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Grade Level	N	%
K	34	13.9
1	53	21.6
2	53	21.6
3	41	16.7
4	30	12.2
5	16	6.5
6	7	2.9
7	8	3.3
8	3	1.2
Lunch Status		
Regular	77	31.4
Free/Reduced	150	61.2
Gender		
Female	45	18.4
Male	200	81.6

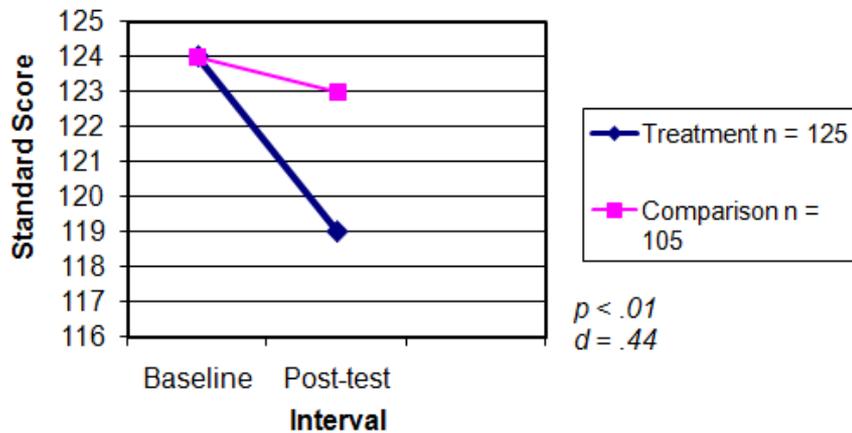
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# Randomized Controlled Trial Results

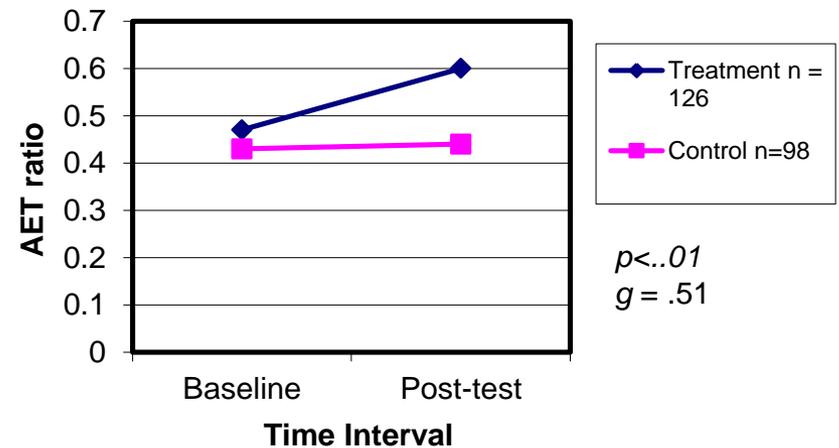
## SSRS Social Skills



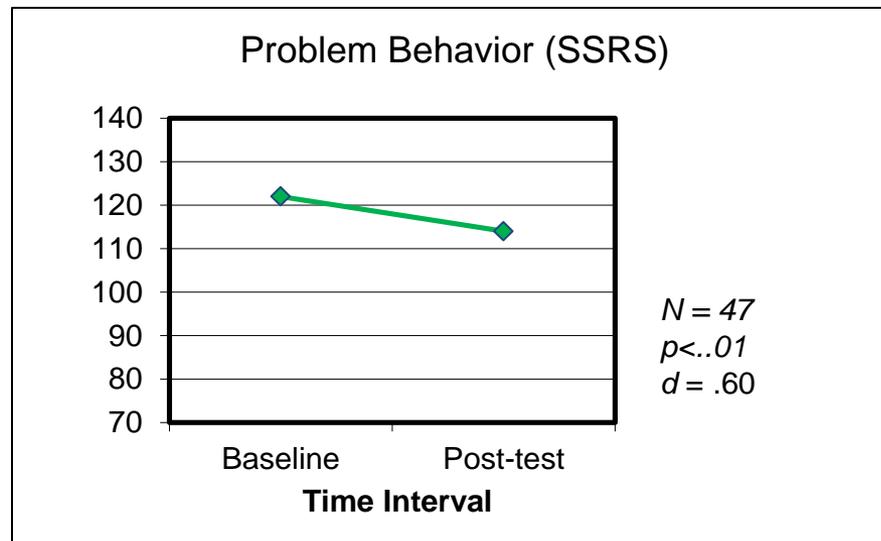
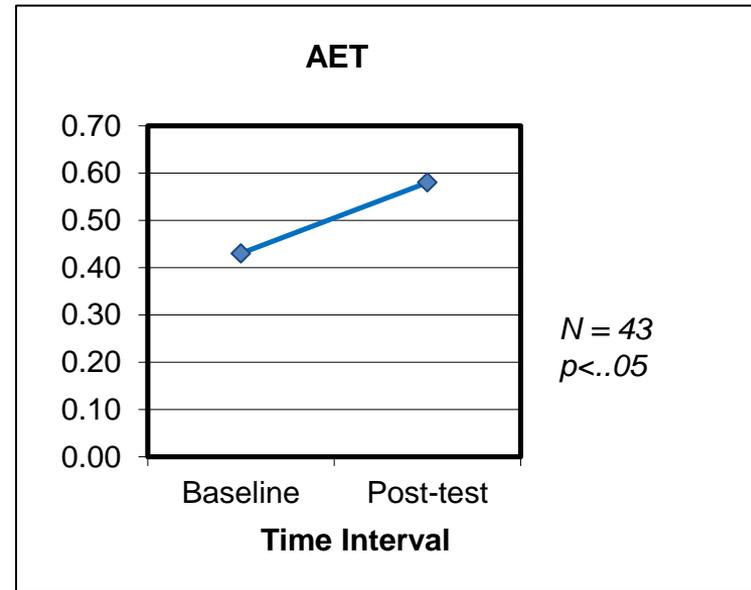
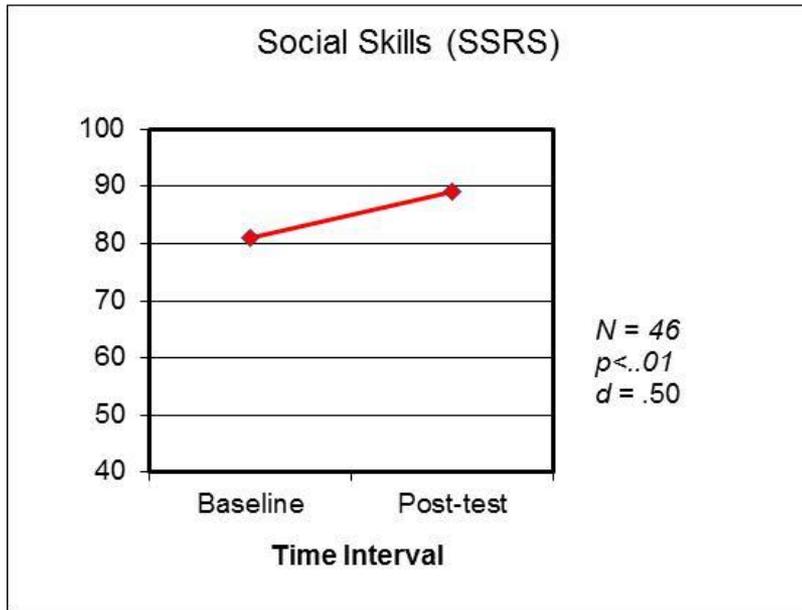
## SSRS Problem Behaviors



## AET



# Wait-List Control to Treatment Results



# Teacher Outcomes

- Fidelity
  - Majority of teachers achieved .80
  - Mean # coaching/training sessions = 3.5
  - Prevention higher than Teach and Reinforce
- Social Validity
  - Modified Teacher Acceptability Rating Form (TARF; Reimers & Wacker, 1988)—15 items
  - 5-point Likert Scale
  - 124 teachers
  - Overall—4.16 (.52)
    - Willingness to carry out plan—4.80 (0.42)
    - Like the procedures—4.46 (0.64)
- Alliance
  - Teachers rated PTR consultants highly (4.80 mean)
  - Highest—trust, follow-through, collaborative

# The PTR Process

# Making PTR More Efficient

- Two primary meetings to get to intervention
- Meeting 1
  - Before process starts (optional): Teaming
  - Step 1: Identify the problem/Goal Setting
    - Define the behaviors to be targeted for FBA (behaviors to be decreased)
    - Define the behaviors targeted for increase (potential replacement behaviors)
    - Set up Individualized Behavior Rating Scale—team collects baseline data prior to meeting 2
  - Step 2: Analyze the problem/PTR Assessment
    - Conduct FBA with team (interview or have team complete form in 15-20 minutes)
    - Complete FBA organization table and develop hypothesis or summary statement
    - Get consensus

# Making PTR More Efficient

- Meeting 2 (in perfect world, scheduled one week after meeting 1)
  - Team has been collecting baseline data on IBRST
  - REMEMBER TO REVIEW IT AT MEETING
  - Step 3: Develop and Implement Intervention/PTR Intervention Plan
    - Team comes to consensus on 3 primary intervention:
      - One prevent (modifies the context in the hypothesis)
      - One new skill to teach (functional replacement or physically incompatible behavior)
      - One to reinforce (reinforce new replacement behavior so that it will be repeated, one to follow problem behavior so that the behavior no longer gets the outcomes (function))
    - Task analyze the strategies with the teacher so that it fits the context
    - Schedule a separate time to coach/train the teacher (30 min.)
    - Plan fidelity measures (observation, self-assessment)
    - Teachers continue to take IBRST data every day (draw vertical line down column showing date intervention begins).

# Making PTR More Efficient

- Meeting 3—Step 4-Evaluate
  - Review data including (a) student outcomes-IBRST; (b) teacher outcomes-Fidelity
  - Make decisions on next steps based on data

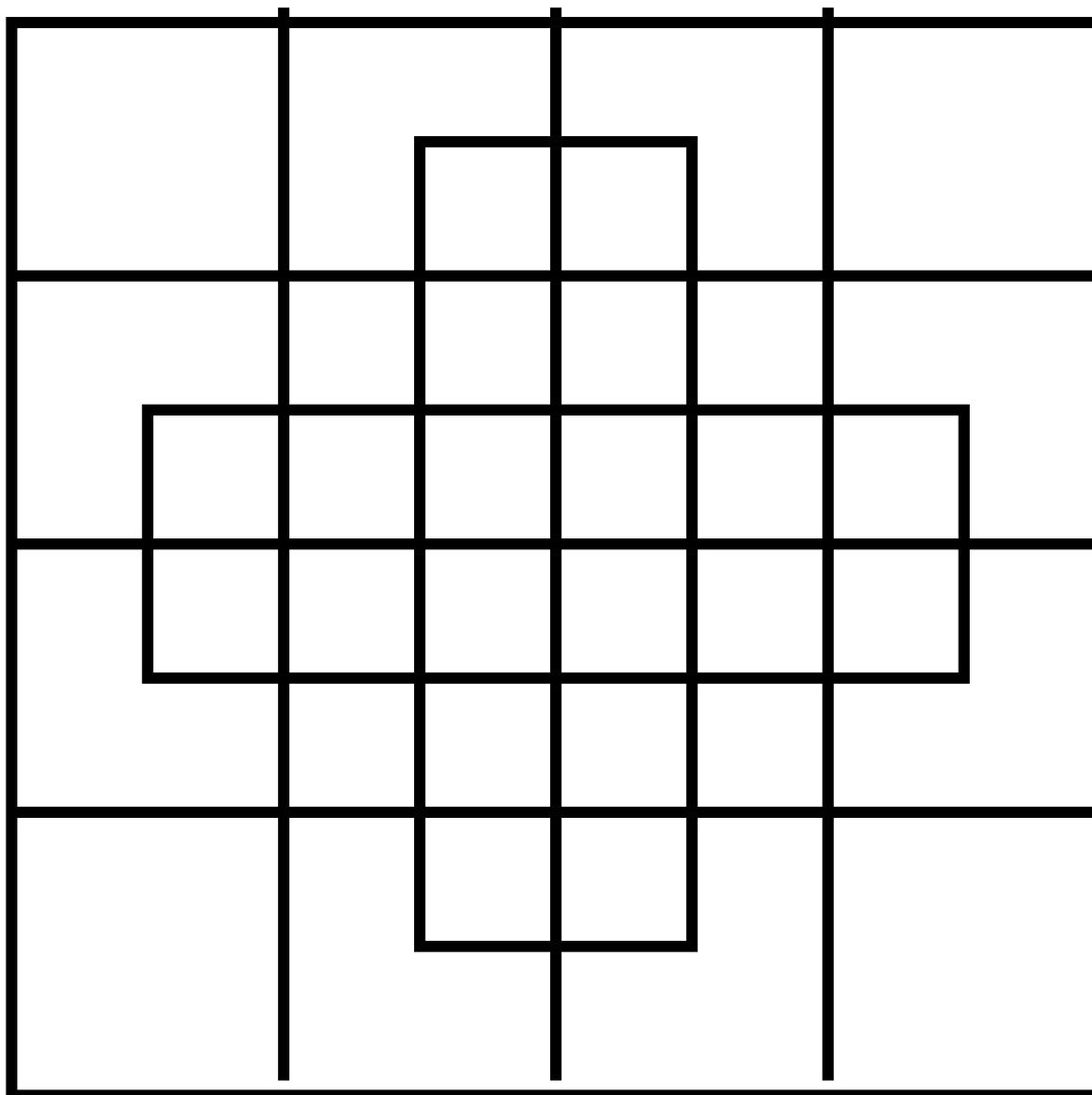
# Teaming (Before the Process is Started)

- Teaming: A collaborative process
- Determine relevant team members
- Suggestions—**3 levels of knowledge represented:**
  - Members
    - Person with *knowledge of student* (e.g., Classroom teacher, instructional assistant, parent)
    - Someone with *knowledge of functional assessment, behavioral principles* (PTR consultant, school-based consultant)
    - Someone with *knowledge of context* (e.g., administrator or designee)

# Teaming: Considerations

- Purpose:
  - Evaluate strengths and weaknesses of team functioning
  - Outline roles and responsibilities
  - Determine a consensus-making process
- Rationale
  - The “team” is implementing the intervention
  - Greater buy-in correlated with collaborative processes

# Collaboration Activity



# Teaming (PTR Style)

- Optional forms
- Best used for situations in which the team may not be collaborating effectively
- Forms for creating an effective cohesive team
  - [Classroom Team Survey](#)
  - [Teacher Work-Style Survey](#)
  - [Paraeducator Work-Style Survey](#)
  - [PTR Work-Style Comparison Sheet \(used by facilitator\)](#)
- Purposes: To identify potential issues enhancing and impeding effective intervention implementation

# Teaming

- Only do the PTR forms if the team does not work well together
- IN all others, ensure right individuals are on the team
- Identify roles/responsibilities

# Collaborative Facilitation Tips

- Take off the “expert” hat
- Avoid direct confrontation or “fixing” issues
  - Purpose is for team to recognize potential issues that enhance and inhibit problem solving process
- Less talk, more listening and facilitating
- Provide visual summary while facilitating—allow reflection and discussion by team
  - Ask them to review the results and reflect
  - Ask for their ideas, reactions, input
  - Facilitate the discussion
  - Guide them to use “science” in making decisions

# Step 1-Goal Setting

Identify the problem

# What Determines Success?

- Analysis of outcomes of 800+ consultation cases involving elementary students
- Problem identification = 43%
- Problem analysis & plan development = 31%
- Goal attainment occurred in 97% of cases in which a plan was implemented
  - “consultants successful in identifying problems were almost invariably able to solve those problems”

# Step 1: Goal Setting

- Purpose:
  - Identify behaviors of greatest concern to the team and possible replacement behaviors (teach)
  - Prioritize and operationalize behaviors targeted for intervention
  - Develop teacher friendly baseline data collection system
- Targeted Areas:
  - Problem behaviors
  - Social skills
  - Academic behaviors

# Step 1: Goal Setting

	Behavior	Social	Academic
Broad Goal	Broad outcomes desired <i>(what is the overall goal to be achieved in each category)?</i>		
Short-Term Goal: Behavior to Decrease	Inappropriate behaviors preventing student from achieving long-term goals <i>(current problem behaviors/deficits)</i>		
Short-Term Goal: Behavior to Increase	Skills to be taught to replace inappropriate behaviors <i>(skills to replace problem behaviors that will achieve broad goal)</i>		

## Goal Setting—Version 2 Modified: Step 2

Student Name: \_\_\_\_\_

<b>BEHAVIORS TO DECREASE</b>	
Target Behavior:	Operational Definition:
<b>BEHAVIORS TO INCREASE</b>	
Target Behavior:	Operational Definition:

## Goal Setting—Version 2 Modified: Step 2

\_\_\_\_\_  
(Student's Name)

	<b>Behavior</b>
Decrease	
Increase	

# Case Study

- Mike
  - 9-year-old male
  - ESE Classification: Autism
  - Placement: Self-contained, autism classroom with 6 students
  - Nonverbal: Uses signs, Dynamite, pictures to communicate
  - Team: Teacher and two aides, PTR Consultant

# Mike Baseline Videos

- Identify broad goals, behaviors to be decreased, and behaviors to be increased



# Case Study—Team Consensus

	<b>Behavior</b>	<b>Social</b>	<b>Academic</b>
<b>Broad</b>	Mike will communicate his wants and needs appropriately	Mike will interact with peers appropriately	Mike will comply with non-preferred activities and requests
<b>Decrease</b>	Mike will decrease screaming, hitting, and getting out of his seat	Mike will decrease hitting, screaming at, and bossing his peers	Mike will decrease screaming and hitting
<b>Increase</b>	Mike will ask for a break or for attention when needed	Mike will initiate peer interactions using his Dynamite	Mike will engage in non-preferred activities and communicate his frustration using his Dynamite or an appropriate tone

# Step 2: Progress Monitoring System

- [Individualized Behavior Rating Scale Tool](#)
  - IBRST
    - Direct Behavior Rating (DBR)—Hybrid assessment combining features of systematic direct observations and rating scales
    - Efficient and feasible for teacher use
    - Provides data for decisions
    - Prioritized and defined behaviors measured
    - Requires minimum of 1 appropriate and 1 inappropriate behavior

# Components of BRS

- Scale—5 point foundation
  - Can be flexible and add or subtract Likert scale points
  - Can be creative and use columns/rows for different time periods/people, etc.
- Key—Vital for teacher
  - Definition of behavior
  - Directions—over what time period of day will they be rating the behavior? What do each of the anchor points represent as perceptual estimates?
- Practice
  - After setting up, ask teacher to rate student's behavior from earlier in the day or previous day
  - Adjust if necessary

# Defining Behaviors

## Nonexamples

- Grabs 
- Hits 

## Examples

- Grabs clothing of peers by pinching and bunching fabric with his fist
- Hits peers and adults on their bodies by slapping with hand (moderate intensity), pinching flesh with fingers (leaves mark), punching by making a fist with hand and making contact with peer/adult bodies

# Case Study - Mike: Operational Definitions

- Problem behaviors
  - Screaming—loud, high pitched noise heard outside the classroom
  - Hitting—anytime Mike touches peers or adults with an open hand, fist, foot, or object while screaming or protesting
- Replacement/Appropriate Behaviors
  - Express frustration appropriately using Dynamite, pictures, or signs to ask for a break or attention
  - Transition to non-preferred activities: Moving to non-preferred activity and engaging with appropriate verbal expression, volume, and pitch.



# IBRST Psychometrics (Iovannone, Greenbaum, Wang, Kincaid, & Dunlap, in press)

- Kappa coefficients of:
  - Problem Behavior 1 (n = 105): .82
  - Problem Behavior 2 (n = 90) : .77
  - Appropriate Behavior 1 (n = 103): .65
  - Appropriate Behavior 2 (n = 56): .76

# Secondary Level Modifications

- Teams with 3 or more members
  - Select one team member who will be the primary interventionist
  - Behavior identification and BRS development will be focused on that person's situation
  - Other team members provide input/support
  - If desired, other team members can record BRS data in their settings—rating descriptions can stay the same or minor modifications can be made
    - Each row of BRS can represent a different teacher OR
    - Each teacher can keep own BRS
  - Consultant/coach collects all BRS ratings at specified times

# **VARIATIONS OF THE INDIVIDUAL BEHAVIOR RATING SCALE TOOL (IBRST)**



Team and Facilitator—Meeting 1

On-task Beginning homework	0 times	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	1 times	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	2 times	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	3 time	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	>3 prompts	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

**KEY:** Off-task—definition-- drawing instead of engaging in assignment or directions, sitting at desk and staring; 5 = terrible day (>5 prompts); 4 = typical day (5 prompts); 3 = So-So day (4 prompts); 2 = good day (3 prompts); 1 = great day (0-2 prompts)

On-task—definition-- following instructions after one or two prompts, (e.g., starting task within 2 prompts, interacting and using materials appropriately until completion of task) 5 = great day ( ); 4 = good day ( ); 3 = so-so day ( ); 2 = typical bad day ( ); 1 = terrible day ( )

Prompts include verbal and nonverbal prompts for On-task



Target Behavior		Date	11/19/12	11/26/12	11/29/12	11/30/12	12/3/12	12/4/12	12/5/12	12/14/12	12/17/12								
Arrival routine A	7-10 steps	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4-6 steps	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	2-3 steps	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	1 step	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	0 steps	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Arrival routine B	0-3 steps prompted	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4-5 steps prompted	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	6-7 steps prompted	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	8-9 steps prompted	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	All steps prompted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

**KEY:**

**Crying (each hour):** *Definition*— loud repetitive sobs/wailing, may be paired with screaming, directed at staff (looks directly at person) or pointing to the exit while grunting; occasional tears. *Rate your perception of Deniz's crying behavior episodes each hour of his day. Episodes are defines as a latency of ~ 45 seconds to 1 minute between cries. .5 = Terrible Day (continuous scream); 4 = Typical bad day (9-10 screaming episodes); 3 = So-So day; 2 = Good day; 1 = Fantastic day*

**Crying (Arrival Routine):** *Rate your perception of Deniz's crying behavior during the arrival routine. 5 = terrible day (continuous scream throughout routine with no latency); 4 = bad day (ongoing crying throughout 100% of routine with latency); 3 = so-so day (cried with latency 50-99% of the routine); 2 = good day (cried less than 50% of the routine); 1 = fantastic day (no crying).*

**Arrival Routine A:** *Definition*-- uses visual task analysis to independently complete (no physical or partial physical prompts) the 10 step routine upon arrival in the classroom to the first activity; *Rate your perception of Deniz's independent completion of the arrival routine by estimating the number of task analysis steps completed independently (no physical or partial physical prompts). 5 = Fantastic day (completed 7-10 steps independently); 4 = Good day (completed 4-6 steps independently); 3 = So-so day (2-3 steps completed independently); 2 = Typical bad day (1 step completed independently); 1 = Terrible day (0 steps completed independently).*

**Arrival Routine B:** *Rate your perception of the prompting required for Deniz to complete the arrival routine. 5 = fantastic day; required prompting for 0-3 steps; 4= good day; required prompting for 4-5 steps; 3= so-so day; required prompting for 6-7 steps; 2= bad day; required prompting for 8-9 steps; 1 = terrible day; required prompting for every step;*



### Behavior Rating Scale

Student \_\_\_\_\_

School: \_\_\_\_\_

Problem Behavior		Date	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6	Activity 7	Activity 8	Date	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6	Activity 7	Activity 8		
Self-injurious behavior - frequency	>5 times		5	5	5	5	5	5	5	5		5	5	5	5	5	5	5	5	5	5
	4 times		4	4	4	4	4	4	4	4		4	4	4	4	4	4	4	4	4	4
	3 times		3	3	3	3	3	3	3	3		3	3	3	3	3	3	3	3	3	3
	2 times		2	2	2	2	2	2	2	2		2	2	2	2	2	2	2	2	2	2
	0-1 time		1	1	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1
Self-injurious behavior- intensity	Hit head-intense		5	5	5	5	5	5	5	5		5	5	5	5	5	5	5	5	5	5
	Hit head- mild		4	4	4	4	4	4	4	4		4	4	4	4	4	4	4	4	4	4
	Hit head w/hand		3	3	3	3	3	3	3	3		3	3	3	3	3	3	3	3	3	3
	Tap head w/hand		2	2	2	2	2	2	2	2		2	2	2	2	2	2	2	2	2	2
	No self-injury		1	1	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1
			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
			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
			1	1	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1

**Key:** Self-injurious behavior—Definition: Bangs head on hard surfaces (wall, desk, blackboard) and on hand.

*Directions—Frequency—Rate your perception of the number of times the student engages in self-injurious behavior in each activity.* 5 = very bad day (>5 times); 4 = typical bad day (4 times); 3 = so-so day (3 times); 2 = good day (2 times); 1 = very good day (0-1 time).

*Directions—Intensity—Rate your perception of the top intensity the student reached with self-injurious behavior in each activity.* 5 = very bad day (hits head on hard surface with force); 4 = typical bad day (mildly hits head on hard surface); 3 = so-so day (hits head forcefully with hand); 2 = good day (taps head mildly with hand); 1 = very good day (no self-injurious behavior)

### Behavior Rating Scale

Student: \_\_\_\_\_

School: \_\_\_\_\_

Problem Behavior		Date																		
Noncompliance Frequency	>5 times	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	5 times	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3-4 times	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2 times	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	0-1 times	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Noncompliance Intensity	Naked	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	Shoes/socks off	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	Out of/at door	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	Walks around	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	Yells comment	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		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
		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
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

**KEY:** Noncompliance—Definition: Yelling comments (e.g., “wait”), getting out of seat, walking around room, going toward door, leaving the room, taking shoes/socks and other pieces of clothing off while yelling

*Directions:* **Frequency**—Rate your perception of the number of times the student is noncompliant. 5 = very bad day (>5 times); 4 = typical bad day (5 times); 3 = so-so day (3-4 times); 2 = good day (2 times); 1 = very good day (0-1 time). **Intensity**—Rate your perception of the intensity of the noncompliance behavior. 5 = very bad day (naked); 4 = typical bad day (shoes/socks off); 3 = so-so day (out of/at the door); 2 = good day (walks around the room); 1 = great day (yells comment).

# Facilitation Tips

- Have team members submit the goal setting table as homework
- Have a visual that summarizes all of the input
- Do not reword input—wait until meeting to have team provide clarification
- If step is conducted during problem solving meeting, use group processes to ensure all team members participate
  - Use post-it notes or index cards and provide several to each team member
  - Use 2 minute thinking time, have team members write input on notes/cards
  - Use round robin to get input from all

# Troubleshooting

## IBRST Data Collection

- Decide upon a method of prompts to remind teachers/team to:
  - Rate the behaviors on the IBRST daily (or frequency determined by the team)
  - Have data ready for analysis at ALL meetings related to the student and the plan
  - Identify a key person (who likes Excel or other spreadsheet/data chart software) who can transfer the scores into a graph

## Too many behaviors identified

- Ask teachers/team if they could select one problem behavior that, if reduced, would make each day at least 50% better for everyone (student, school, family)

## Defining behaviors

- If teachers/team have difficult time using words to define the behavior, ask them to demonstrate the student doing the behavior. Write down the motor movements, verbal communication, other key features that define the behavior.

# Practice Time

- Setting up a behavior rating scale
  - One volunteer
  - Identify a behavior of concern
  - As a group, walk through the steps to set up the scale

Behavior	Ratings												
		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	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

Key:

# Activity—Step 1

# Step 1 Activity Instructions

- Watch the video of Paris
- Identify one problem behavior
- With your team, agree upon an operational definition of the behavior
- Write it on the goal form under problem behavior
- What would you target as a replacement behavior?
- Define the behavior in measurable/observable terms

# Paris Baseline Videos



# Paris Operational Definitions

- Call-outs: Any time Paris talks out loudly (to whole class or nearby peer) or makes loud noises (everyone in the classroom can hear) without raising her hand
- Engaged Time: In her seat and actively working (eyes and/or hands on materials) on her assigned task or actively participating in group instruction (orally answering questions or writing responses related to the lesson)
- Complete assignments: Assignments completed and done accurately and legibly (Standard—any adult would be able to correctly decipher Amanda's writing and marks)
- Raising hand: Raising her hand to ask for help and waiting for the teacher/adult to respond without making loud noises or calling out



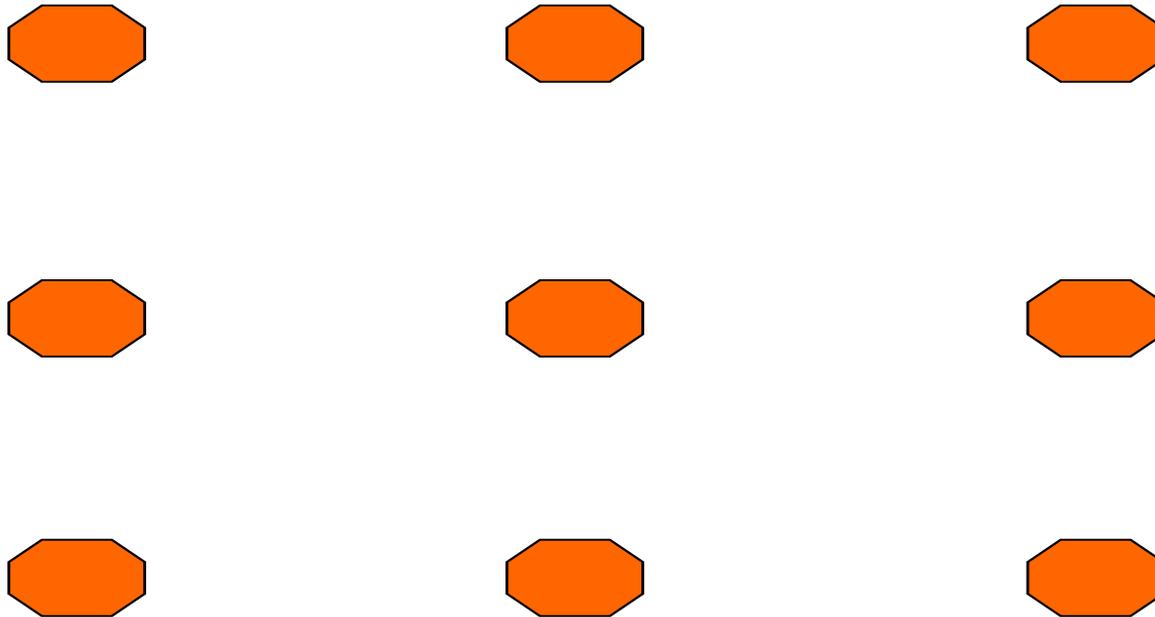
# Activity Step 1

- As a team, identify one behavior you would like decrease for your student
- Define it in clear, measurable terms
- Identify a behavior you would like to see increase that may replace the problem behavior
- Define it in clear, measurable terms
- Use the PTR Table as your form
- If you are brave (and have time), try to set up the IBRST

# Step 2: Functional behavior assessment

Analyze the Problem

**Given 60 seconds, use 4 straight lines to connect all of the dots without lifting your pen**



A box to think outside of:



**Child**

# Step 2: PTR Assessment (FBA)

## Problem Analysis

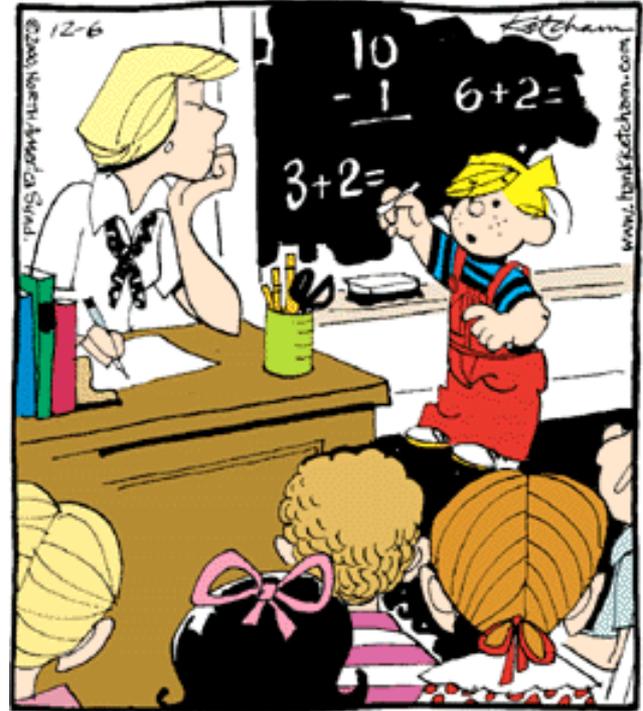
- PTR Assessment (FBA) Checklist
  - **Prevent:** Antecedents/triggers of problem behavior
  - **Teach:** Function(s) of problem behavior, possible replacement behaviors
  - **Reinforce:** Consequences associated with problem behavior, possible reinforcers
- Assessment form completed by each team member
- Facilitator summarizes input and develops *draft* hypothesis
- Team reaches consensus

# Step 2: PTR Assessment Table

- Used by consultant to summarize all information from PTR Assessment
- Responses organized and categorized
- Information requiring clarification listed
- Draft hypotheses developed

# Learned Functions of Behaviors

- GET
  - Obtain
    - Activities, people, tasks, tangibles, sensory, pain attenuation
- GET OUT OF
  - Escape/Avoid/Delay
    - Activities, people, tasks, tangibles, sensory, pain



"COULD I USE ONE OF MY LIFELINES?"

# NAME THAT FUNCTION!



# Are Power, Control, Jealousy, Revenge Functions?

# Completing the PTR Assessment Organization Table

## PTR Functional Behavior Assessment Summary Table: Directions

Student: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

	<b>Behavior</b>	<b>Prevent Data</b>	<b>Teach Data</b>	<b>Reinforce Data</b>
Problem behavior	Name of problem behavior	Include information from the Prevent component of the PTR assessment (items #1a, 2a, 3a, 4, 5, 6)	Include information from the Teach component of the PTR assessment (items #1 through #6)	Include information from the Reinforce component of the PTR assessment (items #1 & 4)
Appropriate behavior	Name of pro-social or replacement behavior	Include information from the Prevent component of the PTR assessment (items #1b, 2b, 3b)	Include information from the Teach component of the PTR assessment (items #7 through #9)	Include information from the Reinforce component of the PTR assessment (items #2, 3, & 5)

<b>Possible Hypotheses</b>			
	<b>When....</b>	<b>He/she will.....</b>	<b>As a result, he/she .....</b>
Problem Behavior	Include the relevant data from the problem behavior prevent data above	Behavior being evaluated	Function (from problem behavior teach data)
Replacement Behavior	Copy what you have in the row above (problem behavior when)	Write in the new behavior/skill or, replacement behavior	Copy what you have in the row above (problem behavior function).

## Step 2: Case Study – Mike

### Assessment Summary Table of Problem Behavior

	Prevention Data	Teach Data	Reinforce Data
Screaming, Hitting	<ul style="list-style-type: none"> <li>■ Non-preferred task               <ul style="list-style-type: none"> <li>■ Reading, Math</li> </ul> </li> <li>■ Other students upset/mad</li> <li>■ Teacher attending to others</li> <li>■ Transition               <ul style="list-style-type: none"> <li>■ Preferred to non-preferred</li> <li>■ Change in schedule</li> </ul> </li> <li>■ Denied item, told no, or to fix something</li> </ul>	<ul style="list-style-type: none"> <li>■ Gain attention               <ul style="list-style-type: none"> <li>■ Peers, adults</li> </ul> </li> <li>■ Delay</li> <li>■ Access to items</li> </ul>	<ul style="list-style-type: none"> <li>■ Redirected</li> <li>■ Reprimanded</li> <li>■ Calm/soothe</li> <li>■ Personal space</li> <li>■ Later must complete task</li> <li>■ Loss of or delay in reinforcement</li> </ul>

## Step 2: Case Study – Mike

### Assessment of Appropriate Behavior

	Prevention Data	Teach Data	Reinforce Data
Prosocial	<ul style="list-style-type: none"> <li>■ Independent work</li> <li>■ One-on-one attention</li> <li>■ Specials</li> </ul>	<ul style="list-style-type: none"> <li>■ Peer interaction</li> <li>■ Getting attention</li> <li>■ Raising hand</li> <li>■ Sharing attention</li> <li>■ Conversation skills</li> <li>■ Taking turns</li> <li>■ Waiting</li> <li>■ Self-management</li> <li>■ Asking for break</li> <li>■ Expressing emotions</li> </ul>	<ul style="list-style-type: none"> <li>■ Treasure box</li> <li>■ Movie</li> <li>■ Attention</li> <li>■ Helping teacher</li> <li>■ Going to media center</li> <li>■ Going outside</li> <li>■ Walk</li> <li>■ Food</li> </ul>

# Step 2: Developing the Hypothesis

	When....	Student will....	As a result...
Inappropriate Behavior			
Appropriate Behavior			

- Prevention data = antecedents or triggers
- Teach data = replacement behavior and possible function
- Reinforce data = function and reinforcers

# Mike' s Hypotheses

	<b>When....</b>	<b>he will</b>	<b>As a result...</b>
<b>Inappropriate</b>	Mike is (a) asked to complete non-preferred tasks (Reading, Math), stop a preferred activity or transition to a non-preferred activity, or fix an error, or (b) when the teacher is attending to other students,	scream and hit.	Mike is able to (a) delay the transition or non-preferred activity and  (b) get attention from teachers and peers
<b>Appropriate</b>	Mike is (a) asked to a complete non-preferred task (Reading, Math), stop a preferred activity or transition to a non-preferred activity, or fix an error, or (b) when the teacher is attending to other students,	(a) express his frustration appropriately.  (b) Transition from preferred to non-preferred tasks	Mike is able to (a) delay the transition or non-preferred activity and  (b) get attention from teachers and peers

# Step 2 Activity: Paris

# Step 2: Activity Instructions

- Review the PTR Assessment Summary for Paris
- Develop a problem behavior and appropriate behavior hypothesis
- Feel free to use the cheat sheet
- Be ready to share

# Paris—Step 2: PTR Assessment Hypotheses

	When....	Student will....	As a result...
Inappropriate	Paris is <b>working on independent and/or non-preferred tasks, when transitioning to a non-preferred activity (specifically writing/independent tasks),</b> and when involved in <b>large or small group teacher led instruction,</b>	Call out, become disengaged, and not complete her work (or rushes through task)	Paris gets: (a) attention from peers and adults (b) expedites the end of a non-preferred activity to gain access to a preferred one
Appropriate	Paris is <b>working on independent and/or non-preferred tasks, when transitioning to a non-preferred activity (specifically writing/independent tasks),</b> and when involved in <b>large or small group teacher led instruction,</b>	Raise her hand for attention, be engaged, and complete work	Paris gets: (a) attention from peers and adults (b) expedites the end of a non-preferred activity to gain access to a preferred one

# Facilitation Tips

- Team members complete for homework
- During meeting, use as an interview
- During meeting, give each team member 15 minutes to complete. Give 15 minute break to allow time for facilitator/coach to synthesize information in Assessment Organization Table
- Secondary: May want to change forced choice options to make appropriate for secondary environments (although very few words need to be changed)
- Family version of PTR Assessment available
- Categorizing/aligning: Ensure that your pathway/table is aligned (e.g., triggers are categorized, function is identified for each set of triggers)

# Troubleshooting

- Team select all options/boxes after question
  - Ask them to select the top 3-5 that they have 100% confidence is related to the behavior occurrence
    - Example—Prevent Question 4 almost all boxes selected
    - Say to the team, “If I came into your classroom tomorrow and would give you \$1 million to make Sarah’s behavior happen, which of these would you do first to get the money? Second? Third?”
- Not sure of function
  - First, separate antecedents/triggers by categories (e.g., triggers related to demands to do non-preferred tasks, triggers related to peer interactions, etc.).
  - Ask team what function seems to best fit with these categories (e.g., non-preferred tasks—is behavior’s purpose to delay/escape the non-preferred task or to get attention)
  - If not sure between escape/attention, probe the team further
    - For example, if the child was doing a preferred activity, would the behavior still occur? If yes, it may be attention. If no, it may be escape.

## Step 2: Activity

- Complete an FBA on one problem behavior of your student
- Practice using the PTR Assessment Organization Table to organize your PTR Assessment information you completed on the child you know and develop a draft hypothesis.
- Use the ['cheat sheet'](#) to assist.

Developing and implementing an intervention

# **STEP 3: PTR INTERVENTION PLAN**

# Behavior Intervention Plan

## Development: Essential Features

- Behavior interventions selected
- Team/teacher provides description on how interventions will look in classroom setting
- Facilitator guides the team/teacher by using ABA principles to develop most effective intervention that matches the team/teacher context
- Each [intervention](#) selected is described in detail by task-analyzing steps, providing scripts, describing adult behaviors, NOT student behaviors
- After plan developed, time is scheduled to train the team/teacher the strategies prior to implementation
- Plans for training students and other relevant individuals
- Support provided once plan is implemented

## PTR Intervention Checklist: Step 4

Student: School: Date: Completed by: Hypothesis: 

Prevention Interventions	Teaching Interventions	Reinforcement Interventions
<input type="checkbox"/> Providing Choices	<b>**Replacement Behavior</b> ( <i>What appropriate behavior will be taught?</i> ) <input type="checkbox"/> Functional <input type="text"/> <input type="checkbox"/> Incompatible (desired) <input type="text"/>	<b>**Reinforce Replacement Behavior</b> ( <i>Write in the function of the problem behavior from the hypothesis</i> ) <input type="checkbox"/> Function <input type="text"/>
<input type="checkbox"/> Transition Supports	<input type="checkbox"/> Specific Academic Skills	<b>**</b> <input type="checkbox"/> Discontinue Reinforcement of Problem Behavior
<input type="checkbox"/> Environmental Supports	<input type="checkbox"/> Problem Solving Strategies	<input type="checkbox"/> Group Contingencies (peer, teacher)
<input type="checkbox"/> Curricular Modification (eliminating triggers)	<input type="checkbox"/> General Coping Strategies	<input type="checkbox"/> Increase Ratio of + to – Responses
<input type="checkbox"/> Adult Verbal Behavior (just be nice)	<input type="checkbox"/> Specific Social Skills	<input type="checkbox"/> Home to School Reinforcement System
<input type="checkbox"/> Classroom Management	<input type="checkbox"/> Teacher Pleasing Behaviors	<input type="checkbox"/> Delayed Gratification
<input type="checkbox"/> Increase Non-Contingent Reinforcement	<input type="checkbox"/> Learning Skills Strategies	
<input type="checkbox"/> Setting Event Modification	<input type="checkbox"/> Self-Management (self-monitoring)	
<input type="checkbox"/> Opportunity for Pro-Social Behavior (peer support)	<input type="checkbox"/> Independent Responding	
<input type="checkbox"/> Peer Modeling or Peer Reinforcement	<input type="checkbox"/> Increased Engaged Time	

Does the severity or intensity of the student's problem behavior pose a threat to self or others?  Yes  NoIf yes, is a crisis intervention plan needed?  Yes  No**\*\*All asterisked interventions need to be selected and included in the student's PTR Intervention Plan**

## PTR Interventions Checklist-Secondary Version

Student: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_ Behavior: \_\_\_\_\_ Completed by: \_\_\_\_\_

Hypothesis: \_\_\_\_\_  
\_\_\_\_\_

Prevention Interventions	Teaching Interventions	Reinforcement Interventions
<input type="checkbox"/> Providing Choices	<b>**Replacement Behavior</b> <input type="checkbox"/> Functional <input type="checkbox"/> Incompatible (desired)	<b>**Reinforce Replacement Behavior</b> <input type="checkbox"/> Functional <input type="checkbox"/> Incompatible (desired)
<input type="checkbox"/> Transition Interventions/Planning	<input type="checkbox"/> Study Skills/Test-taking Strategies	<input type="checkbox"/> Increase Non-Contingent Reinforcement
<input type="checkbox"/> Visual Cues/Tools	<input type="checkbox"/> Social Problem Solving Strategies	<input type="checkbox"/> Discontinue Reinforcement of Problem Behavior
<input type="checkbox"/> Curricular/Assignment Modification/Flexibility	<input type="checkbox"/> General Coping Strategies	<input type="checkbox"/> Group Contingencies (peer, teacher)
<input type="checkbox"/> Adult Verbal Behavior	<input type="checkbox"/> Teacher Pleasing Behaviors	<input type="checkbox"/> Increase Ratio of + to - Responses
<input type="checkbox"/> Classroom Management	<input type="checkbox"/> Learning Strategy Instruction	<input type="checkbox"/> Home to School Reinforcement System
<input type="checkbox"/> Setting Event Modification	<input type="checkbox"/> Self Management	<input type="checkbox"/> Establish Crisis Intervention
<input type="checkbox"/> Opportunity for Pro-Social Behavior	<input type="checkbox"/> Basic Academic Skills	
<input type="checkbox"/> Peer Support/Cooperative Grouping Activities	<input type="checkbox"/> Specific Social Skills Training	
Does the severity or intensity of the student's problem behavior pose a threat to self or others? <input type="checkbox"/> Yes <input type="checkbox"/> No		
If yes, is a crisis intervention plan needed? <input type="checkbox"/> Yes <input type="checkbox"/> No		

\*\*All asterisked interventions need to be selected and included in the student's PTR Intervention Plan



## PTR-YC Menu of Intervention Strategies

Prevent strategies	Teach strategies	Reinforce strategies
<p>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</p>	<p>Teach communication skills Embed multiple instructional opportunities Peer-related social skills Self-monitoring Tolerate delay of reinforcement Teach independence with visual schedules</p>	<p>Reinforce desirable behavior Reinforce physically incompatible behavior Remove reinforcement for challenging behavior Emergency intervention plan</p>

# Replacement Behaviors

## Functional vs. Incompatible

### **Functional Communicative (examples)**

- Escape functions
  - Ask for a break
  - Ask to wait
  - Ask to terminate
- Access attention functions
  - Ask for attention
  - Ask for a hug
- Access specific object or activity
  - Ask for an object
  - Ask for a specific activity

### **Physically Incompatible (examples)**

- Raise hand for help or answering questions/participation
- Independently complete work
- Appropriately transition from point a to point b
- Be academically engaged
- Initiate social interactions
- Make appropriate social comments

# Linking Hypothesis to Interventions

When Michael is: (a) required to transition from non-preferred to preferred activities, within and outside of the classroom, when corrected or told to stop/wait during transitions



**PREVENTION INTERVENTION:**  
What intervention will modify the **transition** request, correction, reprimand so that it is no longer a trigger?

PREVENT Interventions		
Intervention Strategy	Description and Steps	Comments
Transition Supports	<p>A transition support will be used during transitions from preferred to non-preferred activities. Michael will be told when it is 5 minutes before transition and 2 minutes before transition.</p> <p><b><u>STEPS FOR TRANSITION SUPPORT BETWEEN BREAK TO WORK</u></b></p> <ol style="list-style-type: none"><li>1. The visual timer will be set for the amount of time the break period lasts (e.g., 5 minutes).</li><li>2. The teacher will set her "potty" watch to buzz when 2 minutes are remaining prior to the transition.</li><li>3. At 2 minutes, the teacher will say, "<i>Michael, (and whole class), we have 2 minutes until (next activity).</i>"</li><li>4. The teacher or the assistant will go over to Michael immediately after the 2 minute announcement (step 3) and say, "<i>Time to clean up.</i>" while showing Michael the "First/Then" card and pointing to the First and the Then.</li></ol>	

# Linking Hypothesis to Interventions

He/She will scream  
(behavior)



What do we want the student to do instead of screaming? What is the replacement behavior/skill to be taught to the student?

Intervention Strategy	Description and Steps	Comments
<p>Communicative replacement: Ask to "wait"</p>	<p>Michael will be taught to a communicative replacement behavior. Michael will be taught to say "wait" if he chooses to delay the transition.</p> <p><b><u>STEPS FOR TEACHING MICHAEL TO COMMUNICATE WAIT</u></b></p> <ol style="list-style-type: none"> <li>1. If Michael does not perform his appropriate transition behavior of cleaning up the area after the transition support is delivered, he will be prompted to use his communication replacement behavior of "wait".</li> <li>2. Initially, the teacher will say to Michael, "Michael, it looks as if you want to wait. Say wait." (option: to assist Michael to be efficient using his new communicative behavior, a visual of the word "wait" may also be used with the verbal to remind Michael of the word without the need for a verbal prompt from an adult.)</li> <li>3. As soon as Michael says "wait", say "Okay, you have 2 minutes. Wait over in the X area." (need to determine the area in which Michael can spend waiting for 2 minutes).</li> <li>4. Set the timer for 2 minutes. As soon as the 2 minutes are up, provide the transition support cue to Michael (step 4 of prevention strategy).</li> <li>5. Repeat steps 1-4 (how many times) until Michael engages in appropriate transition behavior.</li> </ol>	<p>Someone needs to make the book</p>

# Linking Hypothesis to Interventions

He/She will scream  
(behavior)



What do we want the student to do instead of screaming? What is the replacement behavior/skill to be taught to the student?

Transition appropriately from point to point	<p>Michael will be taught appropriate transition behaviors. The transition behaviors are:</p> <ul style="list-style-type: none"><li>Clean up area</li><li>Put his stuff in his pockets</li><li>Get up</li><li>Walk to seat or assigned area</li></ul> <p><b><u>STEPS FOR TEACHING TRANSITION APPROPRIATELY FROM POINT TO POINT</u></b></p> <ol style="list-style-type: none"><li>1. At the beginning of the day, an adult will read a PPT book/social story with Michael discussing each of the appropriate transition behaviors.</li><li>2. When the transition is occurring, the teacher/adult will use Modeling. For each transition behavior (e.g., clean up area, put stuff in pockets, etc.), the adult will perform the behavior and verbally comment/state the action while performing it. (e.g., "We're cleaning up the area; We're putting our stuff in our pockets; etc.)..</li><li>3. After the model, if Michael does not perform the desired step, the adult (teacher/assistant) will provide Michael with a verbal prompts/cues to have him engage in each of the transition behaviors by saying "Your turn to clean up." "Your turn to put your stuff in your pockets." (consider having visual prompts so that you can encourage Michael to be more independent with cues)</li></ol>
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# Linking Hypothesis to Interventions

As a result, he/she (a) escapes/avoids/delays the transition from a non-preferred to a preferred activity and protest the transition



How will we make sure that the replacement behavior gets the same outcome as did the problem behavior (e.g., escape)?

## REINFORCE Intervention

Intervention Strategy	Description and Steps
Reinforce communicating "wait"	<p><b><u>STEPS FOR REINFORCING MICHAEL COMMUNICATING "WAIT"</u></b></p> <ol style="list-style-type: none"> <li>1. Each time Michael communicates wait when a transition is occurring, provide a comment (e.g., <i>You said you need to wait. Thank you for letting me know that. You have 2 minutes to wait in X area.</i></li> <li>2. Release Michael to a wait for 2 minutes and <u>indicate</u> how long he has and where he should wait after he makes the request.</li> </ol>
Transition appropriately	<p><b><u>STEPS FOR REINFORCING MICHAEL FOR TRANSITIONING APPROPRIATELY FROM POINT TO POINT</u></b></p> <ol style="list-style-type: none"> <li>1. Immediately after Michael performs an appropriate transition behavior, the teacher/assistant will provide a positive comment to him by saying "<i>you did a great job cleaning up.</i>" "<i>you put your toys away</i>" "<i>You are doing so good walking.</i>" "<i>You showed that you are ready.</i>"</li> <li>2. When Michael completes his appropriate transition, he will earn his reinforcement immediately. The teacher will show him 2 reinforcements available and allow him to make a choice. The teacher will say, "<i>You transitioned the right way. You earned a (what do you want to call this—a reward?). Which do you want (show him the 2 reinforcement choices).</i> Examples of reinforce choices are fidget toy, Goldfish cracker, Gummies, Cookies.</li> <li>3. The adult provides Michael with his reinforcement immediately after he makes his selection and says, "<i>You earned a/an X for transitioning correctly. Thank you.</i>"</li> </ol>

# Writing the Intervention Plan

- Task analyze each step of the plan
  - **Non-Example:** Give student choices
  - **Example:**
    - Prior to the start of independent reading, tell the student, “We have 2 worksheets today.”
    - Show student both worksheets
    - Say, “Which worksheet would you like to do first?”
- Teachers need to know exactly what to do or the intervention may not be implemented as intended.

# Which One Will More Likely be Consistently Implemented?

## BIP-Prevention Strategies

- Provide choices of where to sit

OR

## BIP-Prevention Strategies

- **Provide Choices:** The teacher will provide Don with a choice prior to assigning him independent work in class. Choice options are: (a) materials to use for assignment; choice of leadership activities; (b) where to sit; (c) who to do the assignment with

Steps:

1. Immediately after giving the class the independent math assignment, go over to Don and present him with a choice option.
2. When presenting him with a choice, say “Don, where do you want to sit? X or X?”
3. After Don makes his choice, say, “Thanks for making a great choice” and release him to his choice.

# Mike's Intervention Plan

<b>Prevent Strategies</b>	<b>Specific Strategy steps</b>
Environmental Support	<p>Mike's visual schedule will be modified to detail the number of and type of activities he is to complete during non-preferred activities. For example, if math involves listening to a lesson, doing a hands-on activity, and completing a worksheet, his visual schedule will list each activity under math using either a picture of the type of activity or using numbers that correspond to a number on the worksheet.</p> <ol style="list-style-type: none"><li data-bbox="450 1015 1812 1115">1. <b>Prior to the start of the activity</b>, the teacher will review the visual schedule with Mike and the activities that he will do.</li><li data-bbox="450 1129 1812 1229">2. After Mike completes each activity, the teacher (initially) will prompt Mike to place an X over the activity on his schedule.</li></ol>

# Mike' s Intervention Plan

<b>Prevent Strategies</b>	<b>Specific Strategy steps</b>
<b>Curricular Modification</b>	<p>Mike will be given an easy, independent activity, such as a worksheet, to complete upon transitioning to a non-preferred activity or an activity that requires him to wait, such as group activities.</p> <ol style="list-style-type: none"><li data-bbox="517 853 1746 965">1. Immediately at the transition signal, say “Mike, how about doing this X” first before going to X?”</li><li data-bbox="517 979 1495 1031">2. Wait for Mike to complete the activity.</li><li data-bbox="517 1045 1798 1216">3. At the end of the activity, prompt Mike to transition (if he does not transition) or prompt him to say “I need to calm down”.</li></ol>

# Mike's Intervention Plan

Teach Strategies	Specific Steps
<p data-bbox="146 389 417 475">Replacement Behavior:</p> <p data-bbox="146 536 426 722">Appropriately express his need to calm down</p>	<p data-bbox="510 389 1779 475">Mike will be taught to use his Dynamite to express his need to calm down.</p> <ol data-bbox="510 536 1779 1289" style="list-style-type: none"><li data-bbox="510 536 1657 629">1. Mike's device will be programmed to say "I need to calm down."</li><li data-bbox="510 639 1721 782">2. <b>Prior to</b> transitioning to a non-preferred activity or at the end of a preferred activity, <b>remind Mike</b>, "If you start to get mad, you can choose to calm down."</li><li data-bbox="510 792 1696 885">3. <b>As soon</b> as Mike starts to get upset, use the most-to-least <b>prompt</b> him to use his device.</li><li data-bbox="510 895 1779 1038">4. Once Mike communicates "I need to calm down", <b>present</b> him with the choice board of calming strategies and <b>ask</b> him, "What do you want?"</li><li data-bbox="510 1048 1707 1140">5. <b>As soon</b> as he is calm, praise him by saying "thank you for telling us what you need to calm down."</li><li data-bbox="510 1150 1727 1190">6. <b>Allow</b> Mike to engage in his choice until he is calm for 1-min.</li><li data-bbox="510 1200 1754 1289">7. If Mike does not return to his area, then start having a fun time in that area with those students present</li></ol>

# Mike's Intervention Plan

Reinforce Strategies	Specific Steps
<b>Replacement Behavior:</b>  <b>Appropriately express his need to calm down</b>	<b>Whenever Mike 'says', "I need to calm down", give him the choice board.</b> <ol style="list-style-type: none"><li>1. Praise Mike for communicating: "<i>Thank you for telling me what you need.</i>"</li><li>2. Provide the choice board.</li><li>3. Allow him to calm for 1 minute</li><li>4. Praise him as soon as he is quiet</li><li>5. Praise him for returning to the group</li></ol>
<b>Self-Management</b>	<b>Anytime Mike scores his behavior, attention should be given.</b> <ol style="list-style-type: none"><li>1. When Mike marks his tracking sheet, praise him for doing so.</li><li>2. At the end of the day, review the sheet with Mike.</li><li>3. Talk about the sad faces.</li><li>4. Provide his reward if his goal is met.</li></ol>
<b>Waiting</b>	Mike will earn a skittle paired with attention if he waits. This will be faded to an intermittent schedule.

# Mike Post-Intervention Video



# Step 3 Activity: Paris Intervention Plan

# Step 3 Paris: Activity Instructions

- Look at your hypothesis developed for Paris.
- Identify one or two prevent, teach, and reinforce strategies you might want to try with Paris
- One for each component (prevent/teach/reinforce)
- For the Teach strategy, make certain one behavior you are teaching is a **replacement behavior**.
- Develop the specific steps (task analysis) of the replacement behavior intervention for Paris

# Paris Post-Intervention Video



# Activity

- Develop at least one intervention for your student (prevent, teach, reinforce)
- Make sure:
  - It is linked to the hypothesis
  - It is task analyzed

**COACHING**

# Teacher Training

## Teacher and Staff Training

- Initial training with no students present
  - 30 -90 minutes
  - Model, Role Play, Q & A, Discussion
- [Coaching Checklist](#)
  - Used by PTR Consultant for training evaluation
  - Evaluate teacher accuracy on each step prior to implementation with student
  - Comfort and competence measured

# Coaching Steps

- Core components of each behavior intervention strategy listed on coaching/fidelity form. (alternative form)
  - Primary adult behaviors (physical or verbal actions) & materials
  - If applicable, student behaviors included.
- During coaching session, facilitator gives teacher behavior intervention plan and coaching form.
- Facilitator introduces coaching form,
  - e.g., *“We’re going to go over the steps of the behavior plan strategies to make sure they are still making sense to you and are things that can be done by you in your classroom. If there is anything that you feel isn’t going to work, we can make changes today.”*

# Coaching Steps

- Several methods for coaching the teacher.
- Can choose one method, combination of two, or all three
  - Discussion—facilitator asks teacher to verbally describe (in his or her own words) each of the interventions.
    - Ensures teacher describes each step of the intervention
    - Teacher can refer to coaching form to cue core steps
  - Q & A—facilitator asks teacher questions about strategies.
    - For example, choice-making “*When are you going to offer the choices to X?*”; “*What kind of choices will you offer X?*”; etc.
  - Role Play (preferred method)-facilitator plays role of student and asks teacher to perform plan steps as they would with student.

# Coaching Steps

- Check 'Y' or 'N' whether teacher demonstrated competence with plan steps
- Remediation: For any step teacher did not demonstrate correctly or skipped,
  - Review step with teacher
  - Provide another opportunity for teacher to demonstrate competence
  - If successful, coaching session finished
  - If unsuccessful, choose from the following:
    - Provide more opportunities to review and practice step
    - Ask teacher what features make step difficult and adapt to make feasible
    - Select different intervention checked on PTR intervention Checklist that matches hypothesis.
      - Schedule another meeting to develop new intervention
      - Schedule another coaching session

# Coaching Steps

- Successful training:
  - Decide who else needs to be trained (e.g., student, other school staff, parent)
  - Try to be there when teacher trains student or offer to train student
- Determine start date of intervention plan
  - Can choose to implement the intervention in phases.
    - Prevent first, then teach/reinforce
    - Teach/reinforce first, the prevent
- Training checklist can be used as fidelity measure rather than developing separate checklist

### Training Checklist/Fidelity

Student: \_\_\_\_\_

Implementer: \_\_\_\_\_

Date of Training/Fidelity: \_\_\_\_\_

<b>Task Analysis of Intervention</b>	<b>Did the implementer complete the step?</b>	
<b>PREVENT Component</b>		
<u>Name of Strategy/Steps</u>		
1.	Yes	No
2.	Yes	No
3.	Yes	No
4.	Yes	No
5.	Yes	No
<b>TEACH Component</b>		
<u>Replacement Behavior (name)</u>		
1.	Yes	No
2.	Yes	No
3.	Yes	No
4.	Yes	No
5.	Yes	No
<b>REINFORCE Component</b>		
<u>Reinforce Replacement Behavior (name)</u>		
1.	Yes	No
2.	Yes	No
3.	Yes	No
4.	Yes	No
5.	Yes	No
<b>TOTAL (# Yes / # Total)</b>		
<b>Percent Score</b>		

# Option B Fidelity

## PTR Plan Assessment

Teacher:

Student:

Date:

Interventions	Implemented	Impact (1=no impact; 5=great impact)
<b>PREVENTION</b>		
	Y / N / NA	1 2 3 4 5
<b>TEACH</b>		
<u>Replacement Behavior—</u>	Y / N / NA	1 2 3 4 5
<b>REINFORCE</b>		
<u>Reinforce Replacement Behavior (Academic Engagement)</u>	Y / N / NA	1 2 3 4 5
<b>Behavior Plan Assessment Implementation Score: Y/Y + N total x 100</b>		

# Case Study: Sample Coaching Checklist for Mike

Task Analysis of Intervention	Discuss	O & A	Role-play	Observe	Feedback	Training		Review	
						Yes	No	Yes	No
<b>PREVENT – Environmental Support</b>									
1. Mini schedule of group & center time available						Yes	No	Yes	No
2. Schedule reviewed prior to task						Yes	No	Yes	No
3. Schedule reviewed & items crossed off						Yes	No	Yes	No
<b>TEACH – Replacement Behavior</b>									
1. Remind to use Dynamite prior to transition						Yes	No	Yes	No
2. Provided choice board and honored choice						Yes	No	Yes	No
<b>REINFORCE –Replacement Behavior</b>									
1. Verbally or gesturally acknowledge ASAP						Yes	No	Yes	No
2. Allowed to cool off for 1-minute						Yes	No	Yes	No
<b>TOTAL (# Yes/ # Total)</b>									
<b>Fidelity Score ( .00 – 1.00)</b>									

# Training Mike Video



# Step 3: In-Class Support

- Provide support to teacher in implementation
  - Be present on first day of implementation
  - Determine when to debrief
  - Measure fidelity
  - Discuss and modify if necessary

# Coaching/Fidelity Plan—core behaviors

## BIP-Prevention Strategies

- **Provide Choices:** The teacher will provide Don with a choice prior to assigning him independent work in class. Choice options are: (a) materials to use for assignment; choice of leadership activities; (b) where to sit; (c) who to do the assignment with
- Steps:
  1. At the start of each day, decide which choice option you will present to Don during independent work time.
  2. Immediately after giving the class the independent math assignment, go over to Don and present him with a choice option.
  3. When presenting him with a choice, say “Don, where do you want to sit? At your desk or at the round table in the back of the room?”
  4. After Don makes his choice, say, “Thanks for making a great choice” and release him to his choice.

## Core Behaviors for Coaching/Fidelity checklist

### **Providing Choices**

- Offered valid choice option to Don immediately after assigning him independent work.
- Honored Don’s choice
- Provided verbal reinforcement for making a choice

# Coaching/Fidelity Plan—core behaviors

## BIP-Teach Strategies

### During Implementation (steps)

1. Each morning and each afternoon, give Don the number of break cards (start with 10) for each time period.
2. Briefly review with Don how to use break cards, take breaks, and get bonuses.  
*“Remember how you use the break cards? Show me. Show me how you’ll take a break. What happens if you have break cards left?”* (This step may be irrelevant after the first week.)
3. Right after giving an independent assignment, go by Don’s desk (the first few days) and quietly remind him about his break cards. *“Remember you can use a break card if you need to stop work for a couple of minutes.”*
4. If Don shows a precursor, off-task behavior (puts pencil down, looks around the room, starts talking to a peer), go over to Don, point to a break card and say, *“It looks like you need a break. Show me how you take a break.”*

## Core Behaviors for Coaching/Fidelity checklist

### Teaching to Ask for a Break

- Gave 10 break cards in AM/PM and reviewed use of break cards and bonuses with Don
- Reminded Don about using break cards after giving independent assignment
- Redirected Don to use break card immediately after a precursor behavior

# Coaching/Fidelity Plan—core behaviors

## BIP Reinforce Strategies

- Release to a break
  - Each time Don puts a break card at the corner of his desk and raises his hand, immediately go over to Don and say, “You asked for a break. Thanks for letting me know. Take 2.”
  - Set the timer for 2 minutes.
- Bonus break card
  - Each time Don returns to work before the timer goes off and stays engaged for 5 minutes, provide him with a bonus break card for the next time section (either am or pm). Show Don the extra break card by holding it up and then putting it in a holder on your desk. Give him a thumbs-up and a smile each time he earns an extra break card.

## Core Behaviors for Coaching/Fidelity checklist

### Reinforced Asking for a Break

- Within 1 minute after Don used a break card, went over and released Don to a 2 minute break
- Set timer

### Reinforced returning to work before timer goes off/staying engaged

- Provided bonus break card each time Don returned to work before timer went off and stayed engaged for 5 minutes.

### Reinforced having break cards left

- At the end of AM/PM, counted the number of break cards Don had left
- Gave Don a Get Out Of Work card for each break card left.
- Provided verbal praise
- Provided positive comment when Don did not have any break cards left.

# Coaching/Fidelity Plan—core behaviors

## BIP Reinforce Strategies

- Get out of work cards
  - At the end of each AM/PM segment, go over to Don and count the number of break cards he has left. Provide him with a Get out of work card for each break card he has left and say “Fantastic work today. You earned X bonuses. You’re a rock star.”
  - If he did not earn any Get out of work cards (because he has no break cards left, say, “You didn’t earn a bonus today, but you did a fantastic job in taking breaks the right way. I bet this afternoon/tomorrow morning, you might earn a bonus!”

## Core Behaviors for Coaching/Fidelity checklist

### Reinforced having break cards left

- At the end of AM/PM, counted the number of break cards Don had left
- Gave Don a Get Out Of Work card for each break card left.
- Provided verbal praise
- Provided positive comment when Don did not have any break cards left.

# Mike: Fidelity

Interventions	Adherence	Quality
<p><b>Environmental Support</b></p> <ol style="list-style-type: none"> <li>1) Mini schedule of center &amp; group available</li> <li>2) Mini schedule reviewed prior to start of centers</li> <li>3) Items crossed off as completed</li> </ol>	<p>Mini schedule present</p>	<p>Mini schedule present &amp; reviewed at least either prior to or after activities completed</p>
<p><b>Replacement Behavior—Functional</b></p> <ol style="list-style-type: none"> <li>1) Reminded student to use DynaVox prior to transition &amp; when student engaged in warning signs</li> </ol>	<p>Teacher reminded student prior to transition</p>	<p>Teacher reminded student prior to at least 2 of 3 transitions &amp; all behavior</p>
<p><b>Reinforce Replacement Behavior</b></p> <ol style="list-style-type: none"> <li>1) Teacher immediately recognized student for using DynaVox (within 15 s)</li> <li>2) Choice board given</li> <li>2) Choice honored</li> <li>3) Allowed to calm down for at least 1-minute</li> </ol>	<p>Choice given and honored</p>	<p>Teacher immediately (within 15 seconds) recognized student and allowed student to calm down</p>

# Jeff Coaching/Fidelity Plan

Teacher:

Student: Jeff

Date:

Self-Assessment

Observation

Interventions	Implemented	Impact (1=no impact; 5=great impact)
<b>PREVENTION</b>		
<p><b><u>Providing Choices</u></b></p> <ul style="list-style-type: none"> <li>Offered Jeff a valid choice upon presentation of his writing assignment.</li> <li>Honored Jeff's choice within 2 minutes.</li> </ul>	<p>Y / N / NA Y / N / NA</p>	<p>1 2 3 4 5</p>
<p><b><u>Environmental Support</u></b></p> <ul style="list-style-type: none"> <li>Set the timer for the negotiated amount of time</li> <li>Provided positive/motivational comment</li> </ul>	<p>Y / N / NA Y / N / NA</p>	<p>1 2 3 4 5</p>
<b>TEACH</b>		
<p><b><u>Replacement Behavior—Academic Engagement</u></b></p> <ul style="list-style-type: none"> <li>Reviewed Jeff's writing completion chart, goals, on-task behaviors, earning dots, and use of dots for escape prior to Jeff starting his writing assignment.</li> <li>Upon completion of the writing assignment or at the end of the writing period, reviewed Jeff's progress and checks on his chart and provided feedback.</li> </ul>	<p>Y / N / NA Y / N / NA</p>	<p>1 2 3 4 5</p>
<b>REINFORCE</b>		
<p><b><u>Reinforce Replacement Behavior (Academic Engagement)</u></b></p> <ul style="list-style-type: none"> <li>Delivered dots to Jeff for checks on his chart (work completed, meeting daily goal, staying engaged).</li> <li>Released Jeff to reinforcement (reading to Kindergarten class) when weekly goal met.</li> <li>Allowed Jeff to escape tasks upon use of dots.</li> </ul>	<p>Y / N / NA Y / N / NA Y / N / NA</p>	<p>1 2 3 4 5</p>
<p><b><u>Modified Group Contingency</u></b></p> <ul style="list-style-type: none"> <li>Provided mystery letter for class reinforcer when Jeff met his daily goal</li> <li>Prompted class to provide Jeff with positive attention when goal met.</li> </ul>	<p>Y / N / NA Y / N / NA</p>	<p>1 2 3 4 5</p>
<b>Behavior Plan Assessment Implementation Score: Y/Y + N total x 100</b>		

## PTR Plan Assessment

Teacher:

Student: Michael

Date:

Interventions	Implemented	Impact (1=no impact; 5=great impact)
<b>PREVENTION</b>		
<u>Transition Supports</u> <ul style="list-style-type: none"> <li>• Visual timer set for amount of break time</li> <li>• Potty watch set for 2 minutes prior to end of transition</li> <li>• After 2 minute buzzer, provided verbal prompt of upcoming end to transition</li> <li>• Immediately after verbal prompt, went over to Michael, prompted him to clean up, and showed Michael "First/Then" card.</li> </ul>	Y / N / NA Y / N / NA Y / N / NA Y / N / NA	1 2 3 4 5
<b>TEACH</b>		
<u>Replacement Behavior—Communicative—Wait</u> <ul style="list-style-type: none"> <li>• Redirected Michael to communicate "wait" at first sign of Michael not responding to transition support</li> <li>• Immediately after Michael communicated wait, stated the amount of time he had to wait and where he could wait.</li> <li>• Set the timer for the amount of wait time.</li> </ul>	Y / N / NA Y / N / NA Y / N / NA	1 2 3 4 5
<u>Replacement Behavior—Transition appropriately from point to point</u> <ul style="list-style-type: none"> <li>• At the beginning of the day, reviewed PPT book with Michael.</li> <li>• Modeled each transition behavior with Michael.</li> <li>• Prompted Michael to do transition behavior if he did not immediately perform the specific behavior</li> </ul>	Y / N / NA Y / N / NA Y / N / NA	1 2 3 4 5
<b>REINFORCE</b>		
<u>Reinforce Replacement Behavior—Communicative—Wait</u> <ul style="list-style-type: none"> <li>• Immediately after Michael communicates "wait", provided positive comment for using his communication and released to brief break from transition.</li> </ul>	Y / N / NA	1 2 3 4 5
<u>Reinforce Physically Incompatible Replacement Behavior—Transition Appropriately</u> <ul style="list-style-type: none"> <li>• Immediately after Michael performs a transition behavior accurately, provided positive comment.</li> <li>• Immediately after Michael completes all transition behaviors and is at his next activity, presented 2 choices of reinforcements and allowed him to select one.</li> <li>• Delivered positive comment after providing earned reinforcement selection.</li> </ul>	Y / N / NA Y / N / NA Y / N / NA	1 2 3 4 5
Behavior Plan Assessment Implementation Score: Y/Y + N total x 100		

# Step 3: Training/Fidelity Checklist

## *Case Study - Paris*

### **Group Activity:**

- Look at the task analysis for Paris' replacement behaviors
- Select the core strategies you would include on a coaching/training and fidelity measure

# Paris' Fidelity Checklist

Teach Intervention Strategy	Fidelity
Replacement Behavior:	Y/N/NA

# Activity

- Look at your intervention plan developed for your student
- Select one intervention
- Identify the core components of the intervention
- Develop a coaching/fidelity measure for that intervention
  - You can decide which form you prefer to use
- If time, practice coaching the intervention

# Step 3: Facilitation Tips

- Secondary—modify menu of interventions to include those appropriate for middle/high school
- Teams can select interventions for homework or can select during team meeting
- Focus on one routine, class, subject for developing intervention

# Step 3: Facilitation Tips

- If meeting time is limited, break up strategies:
  - One meeting, focus on full development of Prevent, next meeting develop Teach/Reinforce OR
  - First concentrate on Teach/Reinforce; next meeting develop Prevent.
- Fidelity measurements can be done once or twice a week rather than daily
- One form can be used for training and fidelity
- Use technology (video, Skype, Wiki, Facebook) to provide support to teachers

# Step 3: Facilitation Tips

- Fidelity observations and coaching sessions should NEVER be used as teacher evaluation tools
- Fidelity and training are coaching supports
- Trust is essential for coaching and fidelity to work as intended

# Step 4: Evaluation

## Progress Monitoring

- Data-Based Problem-Solving
  - What is working? What is not working?
  - What changes need to be made?
  - Are more data needed? (additional data collection measures)
- Implementation Fidelity Data
  - Is the plan being implemented consistently and accurately?
- Student outcome data
  - Is the problem behavior decreasing? Is the replacement behavior increasing?
- Expanding the plan
  - Routines, times of day
  - Generalize across settings and/or staff
- Fading
- Continue team meetings
  - Data review and planning
  - Next steps
  - Team cohesion

# Steps for Evaluating Outcomes

- Make sure you have both fidelity measures (self and/or observation scores) AND student outcomes (Behavior Rating Scale measures)
- Decision rules
  - What constitutes adequate fidelity? 80%, 70%, something else?
  - What constitutes adequate student progress? (e.g., 3 or more consecutive ratings at or above goal line?)

# Primary Decisions

- If Fidelity scores are inadequate, determine the reasons (intervention too difficult, not feasible, not described adequately....)
  - Retrain/coach the teacher/implementer
  - Modify the interventions so that they are feasible, simpler
  - Select different interventions that match the hypothesis
- Student outcomes (decision contingent upon outcome trend)
  - Maintain intervention
  - Intensify intervention
  - Modify intervention
  - Fade intervention components
  - Shape behavior outcomes to become closer approximations of desired behavior
  - Expand the intervention (additional people, additional settings or routines)
  - Conduct another FBA if hypothesis is suspect, team has new data, or context has changed

### Step 4: Monitoring/Follow-Up

Set a date for follow-up meeting (within 3 weeks) to evaluate effectiveness of behavior intervention plan

<b>Date and time</b>		
<b>Data-Based Decision Making Points</b>		
1. Was the intervention successful – did behavior meet criterion levels? If yes, jump to question 5 below.	YES	NO
2. NO, intervention not successful: Was the plan implemented as intended? What were the fidelity scores? _____	YES	NO
3. NO, intervention not successful; YES, plan was implemented as intended. Determine next step:		
(a) Give the plan more time Date of next follow-up meeting (no more than 3 weeks) _____		
(b) Modify the plan Date of meeting to develop modified plan _____ Date to train the teacher in the modified plan _____ Date of next follow-up meeting (no more than 3 weeks) _____		
(c) Conduct a more comprehensive FBA Team/facilitator conducting FBA: _____ Date by when FBA will be completed: _____ Date of meeting to develop hypothesis and plan (no more than 3 weeks) _____		
4. NO, intervention not successful: NO, plan was NOT implemented as intended.		
(a) Retrain the teacher (b) Modify the plan to make more feasible a. Date of meeting to develop modified plan _____ b. Date of next follow-up meeting (no more than 3 weeks) _____		
(c) Select new interventions that are more acceptable and match the hypothesis a. Date of meeting to develop new plan _____ b. Date of next follow-up meeting (no more than 3 weeks) _____		
5. YES, intervention effective and YES, plan implemented as intended.		
(a) Extend the plan by implementing in another problematic routine or with other people (b) Establish new goal/increase criterion (c) Teach a new skill (d) Fade out parts of the plan (e) Other (specify) _____		
<b>Date and time 2<sup>nd</sup> follow-up meeting</b>		
1. Was the intervention successful – did behavior meet criterion levels? If yes, jump to question 5 below	YES	NO

2. NO, intervention not successful: Was the plan implemented as intended? What were the fidelity scores? _____	YES    NO
3. NO, intervention not successful; YES, plan was implemented as intended. Determine next step:	
<p>(a) Give the plan more time Date of next follow-up meeting (no more than 3 weeks) _____</p> <p>(b) Modify the plan Date of meeting to develop modified plan _____ Date to train the teacher in the modified plan _____ Date of next follow-up meeting (no more than 3 weeks) _____</p> <p>(c) Conduct a more comprehensive FBA Team/facilitator conducting FBA: _____ Date by when FBA will be completed: _____ Date of meeting to develop hypothesis and plan (no more than 3 weeks) _____</p>	
4. <del>NO, intervention not successful; NO, plan was NOT implemented as intended.</del> Determine next step.	
<p>(a) Retrain the teacher</p> <p>(b) Modify the plan to make more feasible a. Date of meeting to develop modified plan _____ b. Date of next follow-up meeting (no more than 3 weeks) _____</p> <p>(c) Select new interventions that are more acceptable and match the hypothesis a. Date of meeting to develop new plan _____ Date of next follow-up meeting (no more than 3 weeks) _____</p>	
5. YES, intervention effective and YES, plan implemented as intended. Determine next step.	
<p>(a) Extend the plan by implementing in another problematic routine or with other people</p> <p>(b) Establish new goal/increase criterion</p> <p>(c) Teach a new skill</p> <p>(d) Fade out parts of the plan</p> <p>Other (specify) _____</p>	

# Scenario

- Fidelity outcomes are adequate
- Student outcomes show behavior goals are not moving toward desired directions (e.g., problem behavior is at same or increased level, replacement behavior has not improved)
- Decisions?
  - Address fidelity
  - Maintain intervention
  - Intensify intervention
  - Modify intervention
  - Fade intervention components
  - Shape behavior outcomes to become closer approximations of desired behavior
  - Expand the intervention (additional people, additional settings or routines)

## Baseline

## Intervention

Behavior		Date	10/1	10/2	10/3	10/4	10/5	10/8	10/9	10/10	10/11	10/12	10/15	10/16	10/15	10/16	10/17
Screeching	>20/day		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	16-20		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	11-15		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	6-10		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	0-5/day		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Academic Engagement	>50%		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	40-49%		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	30-39%		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	20-29%		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	<20%		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

### Fidelity Scores:

Self Assessments—10/9 = 100%, 10/12 = 90% , 10/17 = 94%, 10/19= 89%

Fidelity Observations—10/3 = 92%; 10/15 = 93%

# Scenario

- Same student outcomes
- Fidelity outcomes inadequate
- Decisions?
  - Address fidelity
  - Maintain intervention
  - Intensify intervention
  - Modify intervention
  - Fade intervention components
  - Shape behavior outcomes to become closer approximations of desired behavior
  - Expand the intervention (additional people, additional settings or routines)

## Baseline

## Intervention

Behavior		Date	10/1	10/2	10/3	10/4	10/5	10/8	10/9	10/10	10/11	10/12	10/15	10/16	10/15	10/16	10/17
Screeching	>20/day		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	16-20		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	11-15		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	6-10		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	0-5/day		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Academic Engagement	>50%		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	40-49%		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	30-39%		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	20-29%		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	<20%		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

### Fidelity Scores:

Self Assessments—10/9 = 79%, 10/12 = 82% , 10/17 = 74%, 10/19= 69%

Fidelity Observations—10/11 = 72%; 10/15 = 53%

# Scenario

- Fidelity outcomes are adequate
- Student outcomes show problem and appropriate behavior are worsening compared to baseline
- Decisions?
  - Address fidelity
  - Maintain intervention
  - Intensify intervention
  - Modify intervention
  - Fade intervention components
  - Shape behavior outcomes to become closer approximations of desired behavior
  - Expand the intervention (additional people, additional settings or routines)

		<i>Baseline Data</i>					<i>Intervention/Outcome Data</i>										
<b>Behavior</b>		<b>Date</b>	10/1	10/2	10/3	10/4	10/5	10/8	10/9	10/10	10/11	10/12	10/15	10/16	10/15	10/16	10/17
<b>Screeching</b>	>20/day		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	16-20		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	11-15		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	6-10		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	0-5/day		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<b>Academic Engagement</b>	>50%		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	40-49%		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	30-39%		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	20-29%		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	<20%		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

**Fidelity Scores:**

Self Assessments—10/9 = 100%, 10/12 = 90% , 10/17 = 94%, 10/19= 89%

Fidelity Observations—10/3 = 92%; 10/15 = 93%

# Scenario

- Same student outcomes
- Fidelity outcomes inadequate
- Decisions?
  - Address fidelity
  - Maintain intervention
  - Intensify intervention
  - Modify intervention
  - Fade intervention components
  - Shape behavior outcomes to become closer approximations of desired behavior
  - Expand the intervention (additional people, additional settings or routines)

		<i>Baseline Data</i>					<i>Intervention/Outcome Data</i>										
<b>Behavior</b>		<b>Date</b>	10/1	10/2	10/3	10/4	10/5	10/8	10/9	10/10	10/11	10/12	10/15	10/16	10/15	10/16	10/17
<b>Screeching</b>	>20/day		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	16-20		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	11-15		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	6-10		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	0-5/day		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<b>Academic Engagement</b>	>50%		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	40-49%		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	30-39%		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	20-29%		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	<20%		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

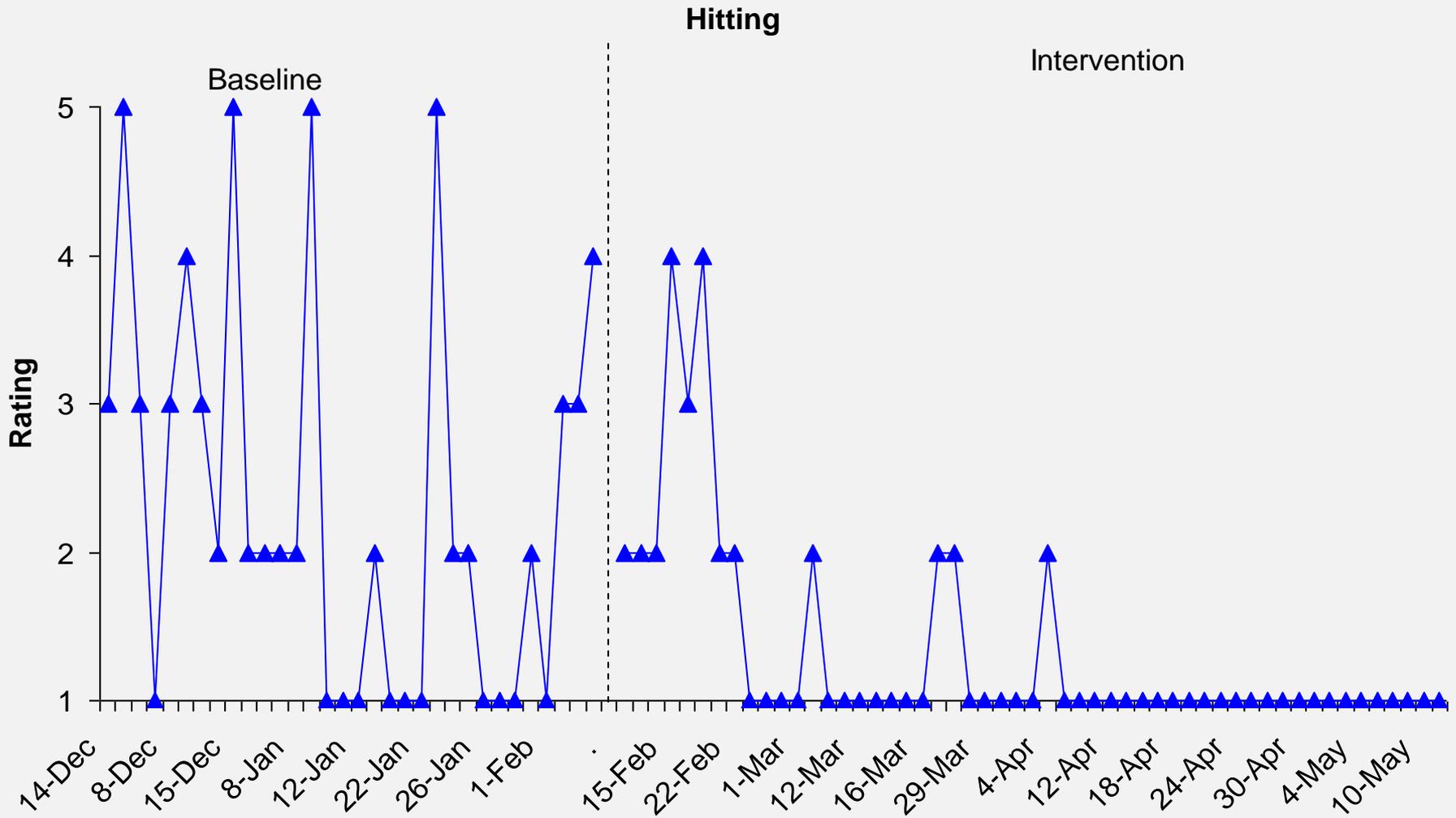
**Fidelity Scores:**

Self Assessments—10/9 = 79%, 10/12 = 82% , 10/17 = 74%, 10/19= 69%

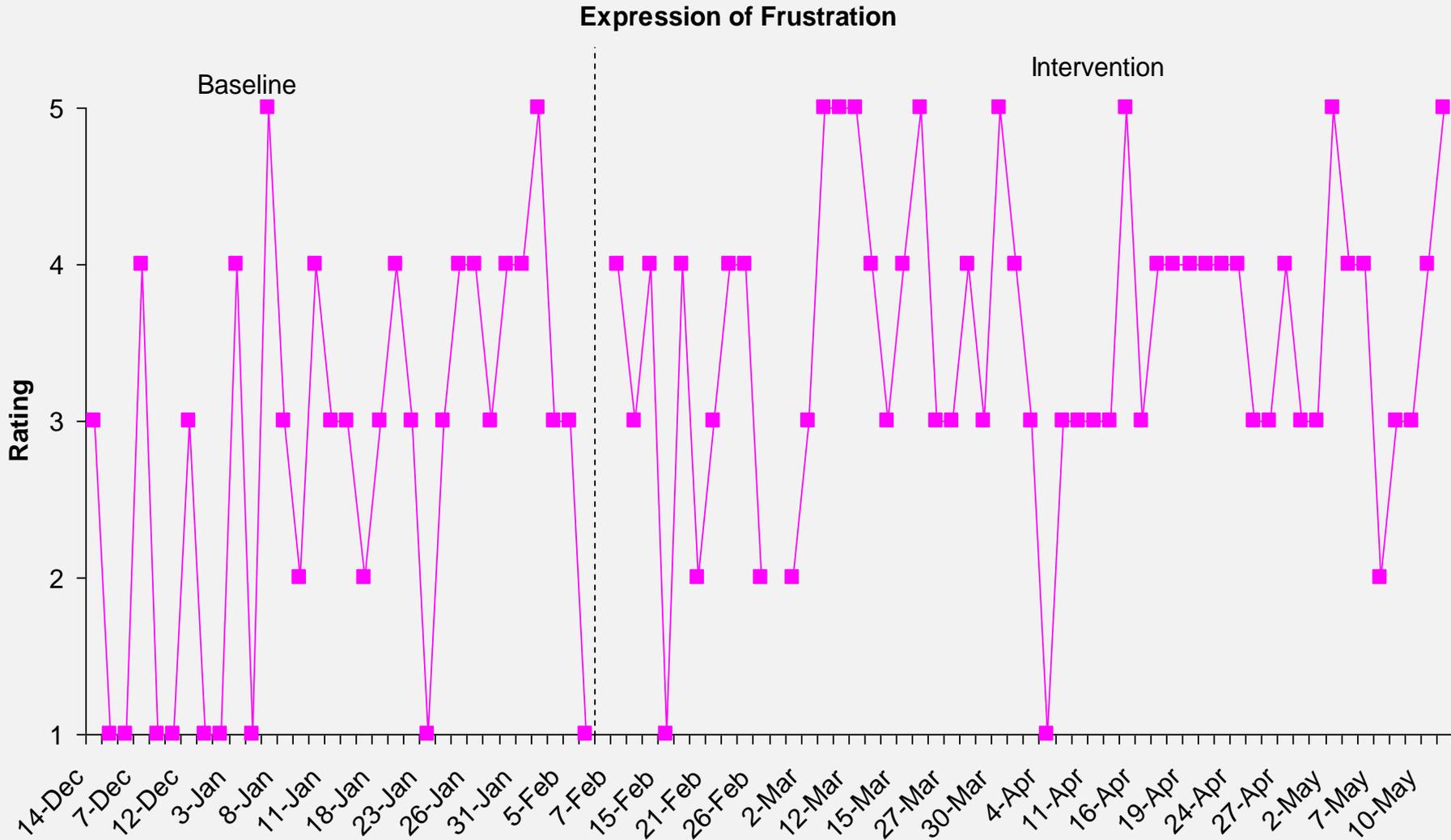
Fidelity Observations—10/11 = 72%; 10/15 = 53%



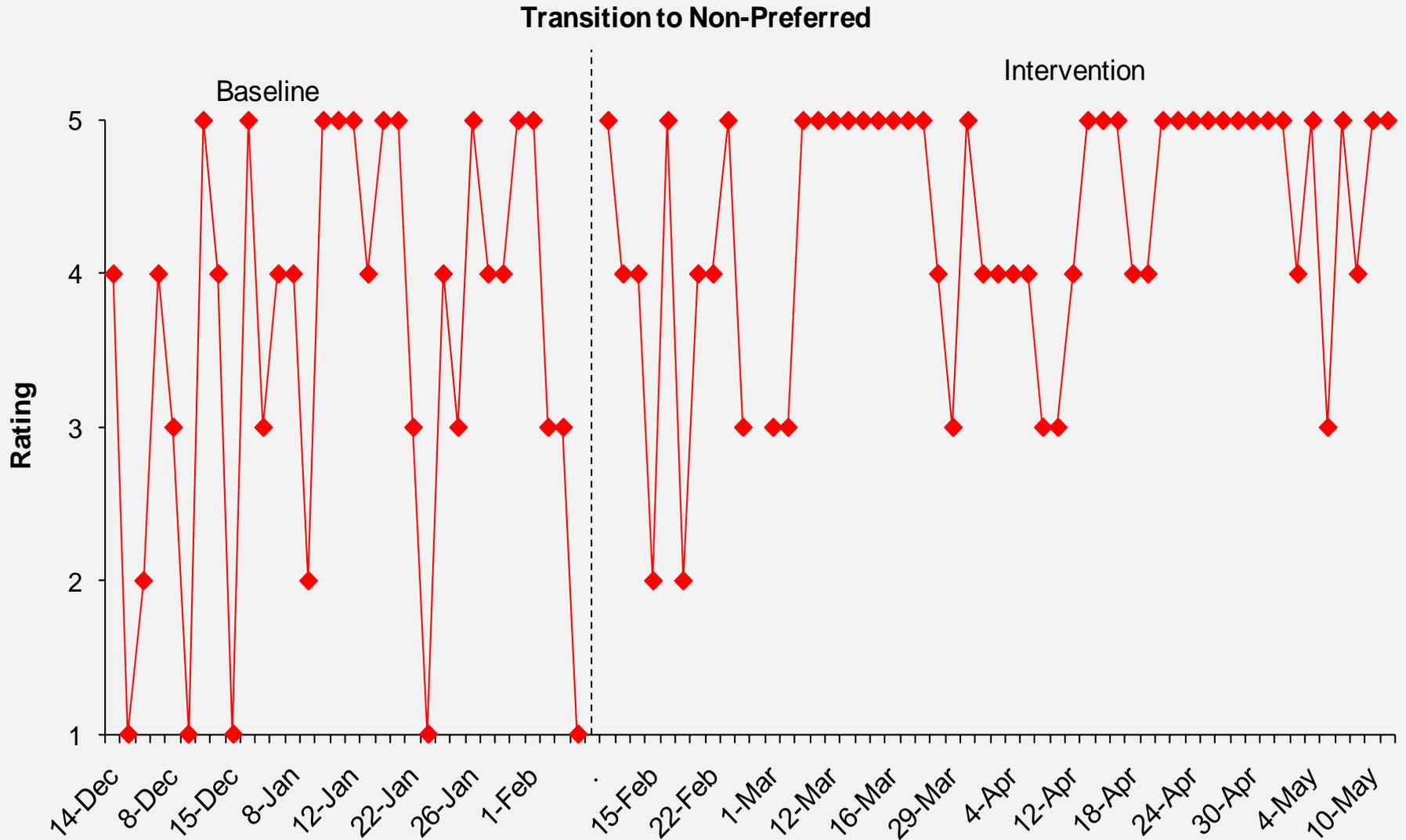
# Step 5: Evaluation



# Step 5: Evaluation



# Step 5: Evaluation



# Step 5: Evaluation

## Mike Outcome Data

Measure	Baseline	Post-test	Change
SSRS-PB	123	112	-11
SSRS-SS	87	102	+15
AET	.34	.57	+23

# Social Validity

- Social validity—Acceptance and effectiveness of intervention
- Highly correlated with intervention implementation and maintenance
- Provides data on functionality of intervention'
- Can be a pre-post measure

# Teacher-Consultant Alliance

- Provides data on relationship between facilitator (e.g., school-based behavior consultant) and implementer of interventions (e.g., teacher)
- Can be used as pre-post test measure
- Provides core behaviors valued in consultant/teacher relationship
- High correlation with teacher willingness to implement interventions

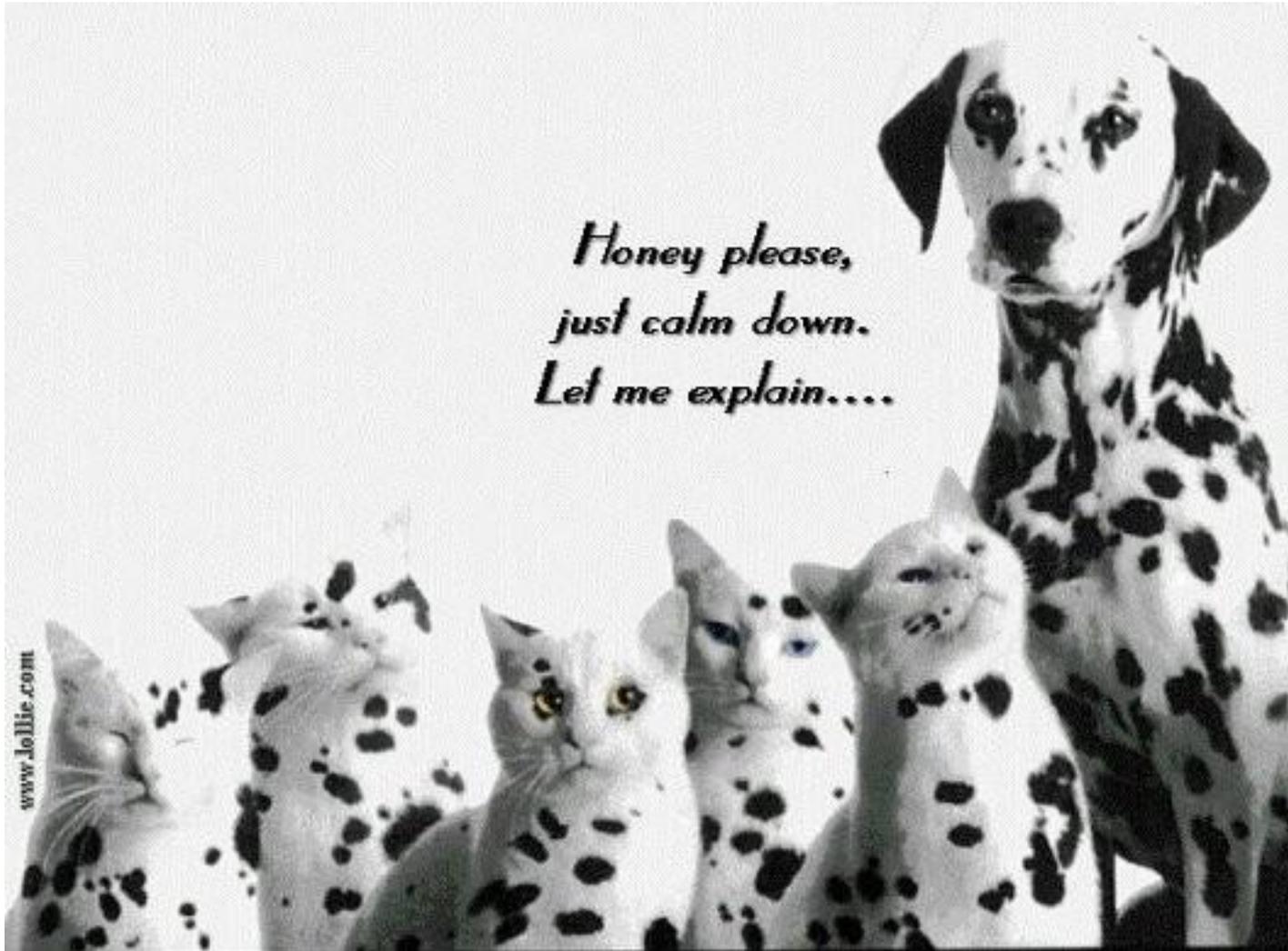
# Review PTR Process

- Five-step team-based process
- Teacher/team driven
- Prescriptive/manualized process
- Support provided to teacher/team to implement interventions
- Every intervention plan includes 3 components
  - Prevent
  - Teach
  - Reinforce
- Plans are task analyzed

# PTR Publications

- PTR Manual
  - Dunlap, G., Iovannone, R., Kincaid, D., Wilson, K., Christiansen, K., Strain, P., & English, C., 2010. Prevent-Teach-Reinforce: The School-Based Model of Individualized Positive Behavior Support. Baltimore: Paul H. Brookes.
- Journal Articles
  - Iovannone, R., Greenbaum, P., Wei, W., Kincaid, D., Dunlap, G., & Strain, P. (2009). Randomized controlled trial of a tertiary behavior intervention for students with problem behaviors: Preliminary outcomes. *Journal of Emotional and Behavioral Disorders*, 17, 213-225.
  - Dunlap, G., Iovannone, R., Wilson, K., Strain, P., & Kincaid, D. (2010). Prevent-Teach-Reinforce: A standardized model of school-based behavioral intervention. *Journal of Positive Behavior Interventions*, 12, 9-22
  - Strain, P. S., Wilson, K., & Dunlap, G. (2011). Prevent-Teach-Reinforce: Addressing problem behaviors of students with autism in general education classroom. *Behavior Disorders*, 36, 160-171.
  - Iovannone, R., Greenbaum, P., Wei, W., Kincaid, D., & Dunlap, G. (in press). Reliability of the Individualized Behavior Rating Scale-Strategy for Teachers (IBRS-ST): A Progress Monitoring Tool. *Assessment for Effective Intervention*.
  - Sears, K. M., Blair, K. S. C., Iovannone, R. & Crosland, K., (in press). Using the Prevent-Teach-Reinforce model with families of young children with ASD. *Journal of Autism and Developmental Disabilities*.

# Questions?



# Next Steps

- Selected “Coaches”