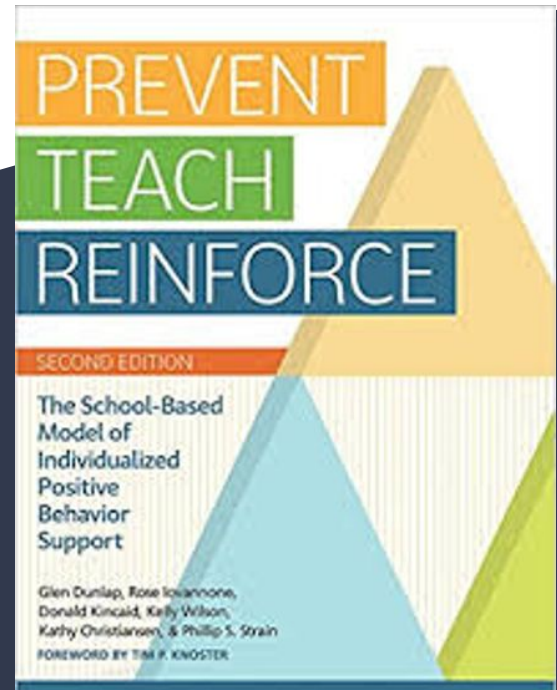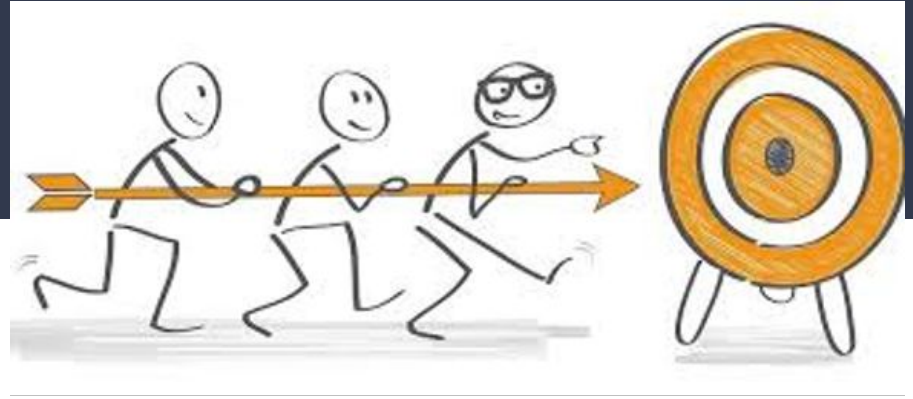# Prevent-Teach-Reinforce (PTR) for Transition-Aged Youth and Adults with IDD

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Objectives

1. Identify evidence-based concepts included in PTR
2. Apply the evidence-based practices into unique settings (HCBS etc.)
3. Design and develop plans that will be person-centered, and feasible to implement in practice.

Background on PTR

- Considered Evidence-Based
  - School
  - Young Children
  - Families
- Addresses challenges in schools:
  - Low funded
  - Low staff (not 1:1)(BCBA?)
  - Staff turnover/burnout
  - Low resources

Literature Review

20 Studies Completed
15 Single Case   5 Group Design

➔ 568 total participants

➔ Decreases in challenging behavior
➔ Increases in functionally equivalent replacement behaviors

➔ High social validity scores

Systematic Review

- Blair et al. (in preparation)
- Systematic review of 19 PTR studies (4 RCTs and 15 SCD) conducted at school or home
- Meta-Analysis of 10 SCD studies conducted in school settings
- Total of 515 children with or without disabilities
- Analysis of 2 RCTs-children receiving PTR significantly improved behaviors, social skills, and academic engagement (effect sizes 0.49, 0.51, and 0.47)
- Effect sizes from 10 SCDs showed medium to large effects for challenging and replacement behaviors
  - Higher for preschoolers and secondary students than for K-5
 - Higher for children with disabilities than without disabilities

Why?

- Because behavior change is much more effective when done with a TEAM approach.

- YOU are the experts on your individuals and environments!!!!

- YOU can help us create plans that will be individualized for your client, and that are MANAGEABLE and FEASIBLE at your programs!

ANYONE can come up with quality plans with the right tools.

5 steps of the PTR Process
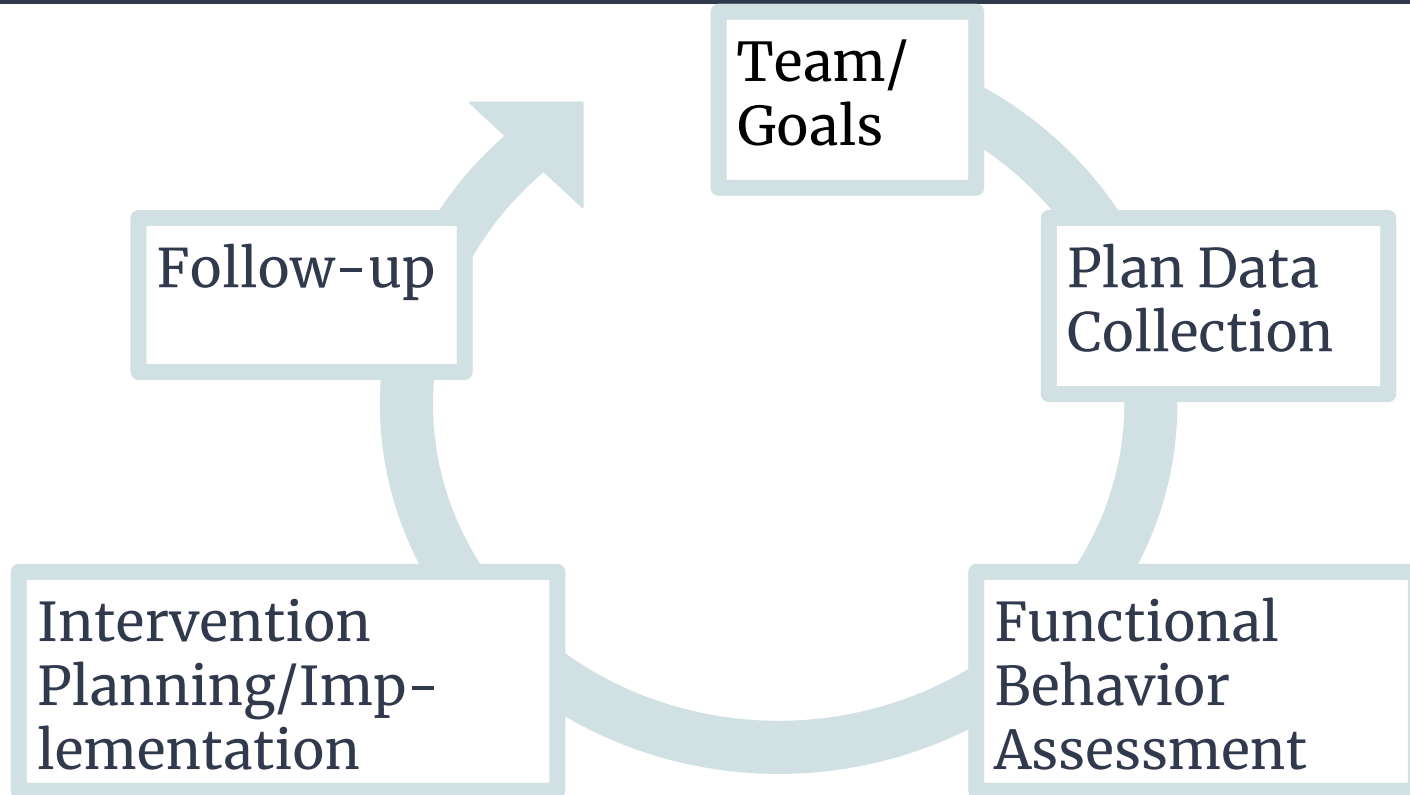
Step 1: Teaming and Goal Setting

- Teams distribute workloads and enhance collaboration
- Teams increase ability to maintain fidelity even when there is staff attrition and turnover

Team Members: administrator, behavior specialist, managers, direct support staff, family, INDIVIDUAL.

WELCOME TO THE TEAM

McIntosh and Goodman, 2016; Horner et al., 2015

Key Members of a Behavior Support Team

1) Members who have direct knowledge of the individual and his/her behaviors (Staff, Parents, Coordinators and Assistants)
2) A member with knowledge about behavior principles and PBS (Behavior Specialist)
3) A member with knowledge of the regulations and policies of the program (Admin/Behavior Specialist)
4) (Optional depending on Individual) The individual may be invited to be a part of the team depending on the circumstances and their capabilities to make informed decisions.

PTR Team Meeting Agenda

Today's Meeting:	**Date**: 3/3/16	**Time**: 2:00	**Location**: Library	**Facilitator**: Joan	**Minute Taker**: Tom
Next Meeting:	**Date**: 4/5/16	**Time**: 2:00	**Location**: TBD	**Facilitator**: Joan	**Minute Taker**: Cho

Today's Agenda Items	Next Meeting Agenda Items	Potential Problems Raised
1. Introduce PTR Model 2. Come to consensus on team member representation 3. Decide on method to come to consensus 4. Come to consensus on behaviors to be decreased and increased 5. Set up IBRST 6. Schedule date for meeting 2 7. Assign tasks	1. Review IBRST 2. Come to consensus on hypothesis 3. Begin to select interventions	

Administrative/General Information and Issues

Action Items	Facilitator	Discussion	Decision/Task (Who, When)
1.		•	
2.		•	
3.		•	

	Our Rating:	Yes	So-So	No
1. Was today's meeting a good use of our time?				
2. In general, did we do a good job of *tracking* whether we're completing the tasks we agreed on at previous meetings?				
3. In general, have we done a good job of actually *completing* the tasks we agreed on at previous meetings?				
4. In general, are the completed tasks having the *desired outcomes*?				
If some of our ratings are "So-So" or "No," what can we do to improve things?				

Case Study

Jenn is a 22-year-old person who is labeled as having moderate intellectual disabilities. She is currently receiving full-time supported living services in an apartment she shares with another resident with disabilities. She spends approximately 8 hours per day split between a variety of potential supported employment sites (e.g., a bagel shop, a florist, a 7-11 store) and a skills training day program. The same agency provides support to Jenn in both home and community settings. She is known to her friends, family, and support staff as a mostly happy and friendly person who likes to engage in basic conversations about her favorite TV shows, go out for burgers or pizza, and go roller skating at least once a week. Her family is very supportive of her and want to be involved in decisions regarding her life. He mom is her legal guardian.

Case Study cont.

Recently Jenn's behavior has become more challenging in certain circumstances. She has begun to engage in frequent verbal (and sometimes physical) altercations with her roommate. While attending skill training sessions at her day program settings, she increasingly refuses to engage in tasks and activities, yells and screams in a loud voice, and tries to throw and/or destroy various items and materials in the setting (e.g., work task materials, etc.). Agency staff and her family members have decided to come together to engage in an assessment and intervention planning process to try to increase the frequency of desired behaviors and decrease the likelihood of challenging behaviors.

Let's create some teams! 10 minutes

1. Get into groups of 4-5 people

2. Discuss your team expectations

3. Assign team Roles

Use the Meeting 1: Teaming Agenda to assist.

Team Expectations

How often?

Who needs to come to each meeting?

Communication Preference?

Other? Participation, preparedness etc...

Team Roles

Facilitator:
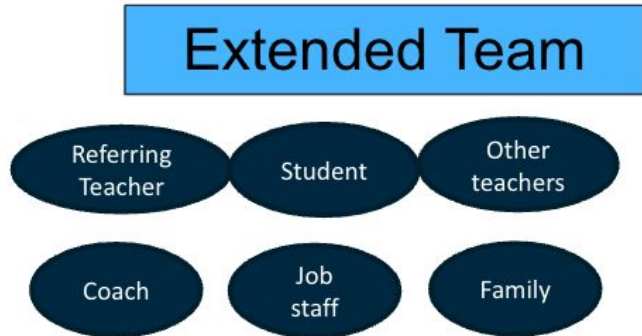
Agenda:

Recorder:

TimeKeeper:

Active Participants:

Keep the same or switch it up?

4 objectives of EVERY team meeting:

1. Review all pertinent data
2. Brainstorm ideas based on data
3. Discuss and make data-based decisions
4. Gain Consensus and implement agreed upon steps

PTR Teaming

Extended Team

- Referring Teacher
- Student
- Other teachers
- Coach
- Job staff
- Family

- Meets less frequently
- Provide input and support to teacher implementing intervention
- Make broader data-based decisions (tiered support needs, expanding/generalizing plan

Core Team

- Referring Teacher
- Student
- Coach
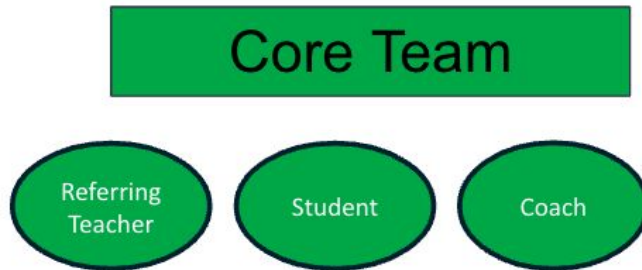
- Meets frequently with coach
- Is the focus of the what, where, how
- Is the recipient of direct active coaching
- Makes immediate data-based decisions about plan

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

Goal Setting—Version 2 Modified: Step 2

Student Name: _____

BEHAVIORS TO **DECREASE**	
Target Behavior:	Operational Definition:
BEHAVIORS TO INCREASE	
Target Behavior:	Operational Definition:

Goal Setting-Step 1

PTR-SEC Student Version

1. What is your dream? What do you want to be doing 3-5 years from now?

2. What could help you reach your dream? What could school, family, or other people do and what could you do? What opportunities are already available that could help?

3. What is keeping you from your dream? What are the challenges that are making it hard? What are some of your fears if you don't get to reach your dream?

4. Choices are very important for everyone. Examples of big choices most people have is the type of work they will do for money, the type of fun activities they do in the evenings and weekends, where and when they go for shopping or fun activities, friends to do things with, etc. Some smaller choices most people have each day is what they wear, the clothes they buy, what they eat for breakfast, lunch, and dinner, etc. What choices do you get to make most days? What choices do you wish you could make most days?

5. Who are the most important people in your life? They can include people from school, people from your family, friends, girlfriends or boyfriends, people who live in the city or other important people who may live further away? Are there any people you wish could be included as important people?

PTR-SEC—Student Version: Goal Setting—Step 1

Student Name: _____

WHAT BEHAVIORS DO YOU WISH YOU WOULDN'T DO SO MUCH IN SCHOOL?	
Target Behavior(s):	Definition:
WHAT BEHAVIORS DO YOU WISH YOU WOULD DO MORE IN SCHOOL?	
Target Behavior(s):	Definition:

What is keeping you from your dream? What are the challenges that are making it hard? What are some of your fears if you don't get to reach your dream?

CLEANING CAGES IS HARD.

I AM NOT SCARED OF ANIMALS.

I CAN BE SCARED OF NEW ENVIRONMENTS. IT CAN BE VERY HARD TO UNDERSTAND WHAT IS GOING ON. I SOMETIMES GET CONFUSED WHEN THINGS ARE NOT IN MY NORMAL ROUTINE. THE PANDEMIC HAS BEEN REALLY HARD FOR ME. THERE HAVE BEEN SO MANY CHANGES THAT MAKE MY HEART POUND. IT MAKES ME FEEL LIKE DON'T KNOW WHAT IS GOING ON.

33 West Center ST.
Orem, UT 84057

Lehi, UT

Goal Setting—Version 2 Modified: Step 2

Student Name: <u>Jackson</u>

BEHAVIORS TO **DECREASE**	
<u>Target Behavior:</u>	<u>Operational Definition:</u>
Difficulty following directions	Engages in behaviors that are not included in job instructions, performs work actions that are errors/inaccurate
Job refusal	**Refuses to engage in job task by saying "no", folds arms across chest, walks away from area or paces the room, and makes comments about task (e.g., This is stupid; I already did this yesterday; Why do I have to do this)**
Off-task	Delay (>2 m) in starting assigned tasks, <u>starts</u> and then stops working on task, leaves the task/area to engage in off-topic interactions with co-workers, job coach
Inappropriate conversations	Engages in conversations that focus on special interests (maps, routes, FBI tactics); dominates conversation; misreads listener's cues
BEHAVIORS TO **INCREASE**	
<u>Target Behavior:</u>	<u>Operational Definition:</u>
Engage in job task	Interacts with job task activities/materials in a way that gets task completed; asks for clarification of task and for help; allows co-workers to engage in their tasks; asks for break if needed prior to scheduled break time
Engage in appropriate conversations	Engages in conversation on mutually agreeable topics; maintains a minimum of 3 reciprocities (back and forth) with communication partner

Step 2: Establishing a FEASIBLE progress montioring data collection system

Establish the IBRST scales and anchors

Test the Anchor feasibility and functionality.

Chafouleas et al, 2009: Direct Behavior Rating Scales, Iovannone et al. 2014
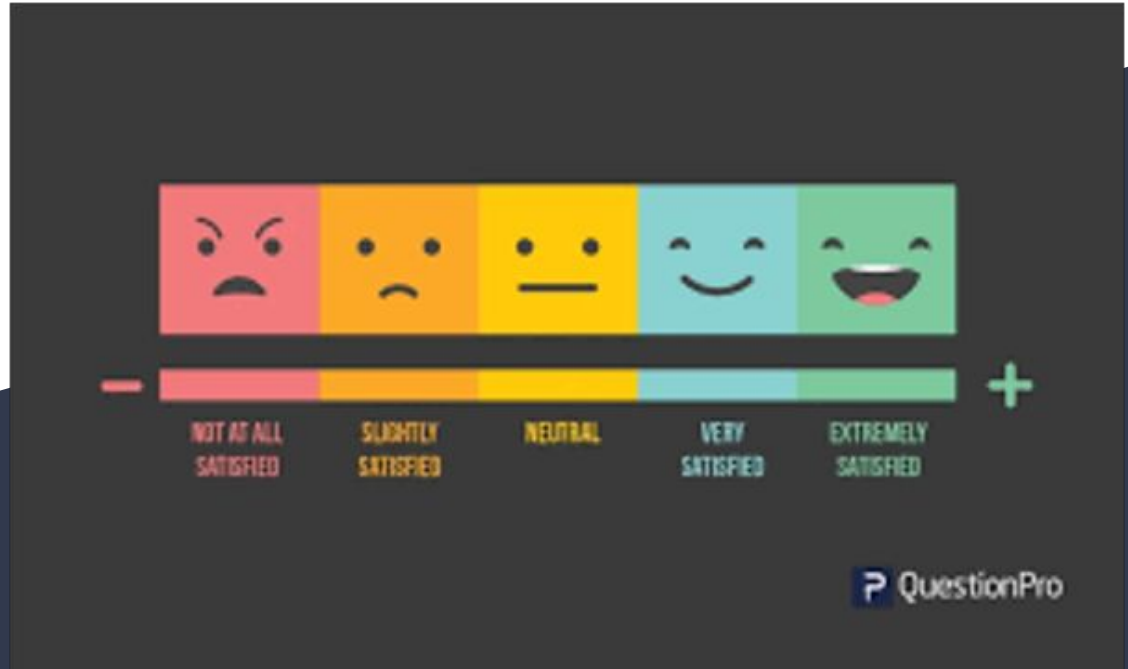
Step 1: Progress Monitoring System

- 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
  - Reliable and Valid
    - Inter-rater agreement Kappa coefficients - .65-.82 (Iovannone et al., 2014)
    - Validity Cohen's Kappa-.70 (Barnes et al., 2020)

IBRST Creation Tool

Student _____   Date _____

Teacher(s) _____   School _____

KEY		
Challenging Behavior:		
Time/Routine:	___ All day	___ Specific Time/Routine:
Definition:		
	5 = Extremely difficult day	
	4 = Typical bad day	
	3 = So-so day	
	2 = Good day	
	1 = Fantastic day	
Replacement/alternate desired behavior:		
Time/Routine:	___ All day	___ Specific Time/Routine:
Definition:		
	5 = Fantastic day	
	4 = Good day	
	3 = So-so day	
	2 = Typical bad day	
	1 = Extremely difficult day	
Replacement/alternate desired behavior:		
Time/Routine:	___ All day	___ Specific Time/Routine:

Case Adaptations and Examples– Jenny

Repetitive "My Way"	Date	10/2	10/5	10/6	10/7	10/8	10/9	10/12	10/13	10/14	10/15	10/16	10/19	10/20	10/21	10/22	10/23			
Intensity	5) Out of control 4) >10m + cry 3) R staff 2) R clients 1) 0 *detail*	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
Frequency	5) 4 or More 4) 3x/day 3) 2x/day 2) 1x/day 1) 0	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
Duration	5) 4.5 – 6 hours 4) 3 - 4.5 hours 3) 1.5 - 3 hours 2) 0 - 1.5 hours 1) 0 hours	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	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

Student: �åg   School: ▪▪▪   Teacher(s): ▪▪▪

Target Behavior		Date																		
Job refusal	>9 prompts		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	7-9 prompts		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	4-6 prompts		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2-3 prompts		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	0-1 prompts		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Engage in job task	>80%		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	60-79%		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	40-59%		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	20-39%		2	2	2	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	1	1	1

KEY:

Problem Behavior: Job refusal. Definition: Refuses to engage in job task by saying "no", folds arms across chest, walks away from area or paces the room, and makes comments about task (e.g., This is stupid; I already did this yesterday; Why do I have to do this)

    Time/Routine: ☐ All day   ☒ Specific Time/Routine: Putting supplies on shelf

Rate your perception of Jackson's job refusal behaviors by the number of prompts you needed to give him when he engaged in job refusals

5 = Terrible day   >9 prompts
4 = Typical bad day   7-9 prompts
3 = So-so day   4-6 prompts
2 = Good day   2-3 prompts
1 = Fantastic day   0-1 prompts

Replacement/Alternate Desired Behavior: Engage in job task. Definition: Interacts with job task activities/materials in a way that gets task completed; asks for clarification of task and for help; allows co-workers to engage in their tasks; asks for break if needed prior to scheduled break time. Time/Routine: ☐ All day   ☒ Specific Time/Routine: Putting supplies on shelf

Rate your perception of the percentage of time Jackson spent engaged in the job task.

5 = Fantastic day   >80%
4 = Good day   60-79%
3 = So-so day   40-59%
2 = Typical bad day   20-39%
1 = Terrible day   <20%

Let's Practice!!

Jenn's behaviors often start with her saying "no", "go away", or "stop it!". They will then typically escalate to her raising her voice, talking faster, and tapping her leg. They may escalate to yelling, swearing at staff and her peers, rocking her body back and forth, and "gallop" running around. As a worst case scenario Jenn will hit others in the environment using both hands with closed fists alternating swings. She will also begin to destroy needed materials for tasks. (Rip and throw paper towels, throw cleaner bottles on the floor or at walls etc.)

10 minutes - (wink wink - timekeepers)

Let's Practice – Video

Reflection Time

What advantages do you see in involving the student in the goal setting process?

What advantages do you see in using the IBRST for daily progress-monitoring?

Step 3: Functional Behavioral Assessment

1- Complete Checklist
2- Complete Summary table
3- Create Functional Hypothesis

Methods of Administering FBA

Administering an FBA is not a one size fits all approach.

- In person
- Virtually
- Combination?

The important part is getting the information!

Step 2: PTR Assessment (FBA) Problem Analysis

- PTR Assessment (FBA)
  - Prevent: Antecedents/triggers of problem behavior
  - Teach: Function(s) of problem behavior, possible replacement behaviors
  - Reinforce: Consequences associated with problem behavior, possible reinforcers
- Assessment checklist completed by each team member
  - Checklist or interview
- Student is interviewed
- Coach summarizes input on Assessment Summary Table and develops draft hypothesis
- Team reaches consensus
- Coach has conducted at least ONE direct observation of student and context prior to this step

SCAN ME

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Let's fill out the PTR Questionnaire

Step 2: PTR Functional Behavior Assessment Summary Table

Student: _____ School: _____ Date: _____

	Behavior	Antecedent (Prevent Data)	Function (Teach) Data	Consequences (Reinforce) Data
Problem behavior	Job Refusal	Activities • Independent tasks • Transitions (from break to non-preferred task; from preferred to non-preferred task) Specific Circumstances • Demand to start non-preferred task o Repetitive, boring, novel/difficult tasks (e.g., stocking shelves) • Correcting work performance • Changes in schedule Student has skills to do tasks requested of him Setting Events Fatigued/Tired (on days Jackson comes to job site fatigues, he engages in higher rates of job refusal)	Avoid/delay non-preferred tasks Avoid/delay non-preferred transitions	• Redirected to task • Reprimanded • Occasionally removed from task and given another one • Warnings (e.g., will not be able to work at setting in future) • Ignore/allow him to refuse job tasks
Appropriate behavior	Absence of Job Refusal	Times • Quitting time • Break Activities • One-on-one • Free time Specific Circumstances • Provided models/examples • Adult is close by to provide positive guidance	• Participate, persist, be engaged • Self-monitoring-goal attainment • Employment productivity • Time management	• Enjoys praise; more attention provided for challenging behaviors than appropriate Reinforcers • Breaks • Going for a walk • Watching videos on phone

Possible Hypotheses			
	When….	**He/she will…..**	**As a result, he/she ……**
Problem Behavior	Jackson is (a) given an independent non-preferred work task assignment, specifically if it is one that he has done previously (repetitive), perceived boring, or if it is novel and perceived difficult, (b) asked to transition from a preferred activity (e.g., break) to a non-preferred task, or (c) is fatigued/sleep deprived	Refuse to do the job/task	(a) Avoids/delays doing the non-preferred task (b) Avoids/delays transitioning from a preferred to a non-preferred task.
Replacement Behavior	Jackson is (a) given an independent non-preferred work task assignment, specifically if it is one that he has done previously (repetitive), perceived boring, or if it is novel and perceived difficult, (b) asked to transition from a preferred activity (e.g., break) to a non-preferred task, or (c) is fatigued/sleep deprived	Appropriately ask for a brief break Engage in the job task	(a) Avoids/delays doing the non-preferred task (b) Avoids/delays transitioning from a preferred to a non-preferred task.

Jenn's Summary Table Example

Behavior	Antecedent (Prevent data)	Function (Teach data)	Consequences (Reinforce data)
Altercations	Afternoons Free time Activities with others Roommate Unstructured time Peer teasing Excess noise Menstrual cycles Sleep Deprivation	**Peer attention?** No **Adult attention?** Yes(2)/No(1) **Obtain objects?** No **Delay transition?** No **Terminate or delay activity?** No **Get away from peers or adults?** Yes(3) **Social Skills?** Peer interaction, conversation skills, making prosocial statements **Problem Solving Skills**? Recognizing the need for help, asking for help, ignoring peers **Communication Skills**? Asking for help, Requesting wants, expressing emotions	**Consequences for behavior:** Verbal reprimand Sent to another room Stated rules Calming/soothing Verbal redirect Peer reaction Delay in activity **Enjoy Praise?** Yes **Does appropriate behavior result in acknowledgment?** Sometimes **Does problem behavior result in acknowledgment?** Always **Things she finds enjoyable:** Social interaction Music Watching TV Burgers/Pizza

Summary Table: Problem Most Likely

PREVENT Data	TEACH data	REINFORCE data
Times of Day:	Attention from peers?	Consequences:
Activities:	Attention from adults?	Does he/she enjoy praise?
People:	Obtain Objects?	Does he/she get acknowledged for appropriate behavior?
Circumstances:	Delay Transition?	Does he/she get acknowledged for challenging behavior?
Physical Environment:	Terminate or delay non-preferred activity?	
	Get away from non-preferred peers or adults?	

Summary Table: Problem Least Likely

Times of Day:	Possible skills to Teach:	Known Reinforcers:
Saturdays	**Peer interactions**	**Social interactions with adults**
Bedtime	**Independent Life Skills**	**Music**
	Sharing attention	**Going outside**
Activities:	Conversation Skills	**Helping staff x**
When alone watching TV	Waiting for reinforcement	**Going for a walk**
	Accepting differences	Watching TV/Videos
	Getting attention appropriately	Bowling
People:	**Asking for help**	Crayons
One on One with staff RAH, Church, Boyfriends		Sweets

You Try: Take 10 minutes to fill out the Summary Table

Times of Day: Activities: People:	Possible skills to Teach:	Known Reinforcers:

Functional Hypothesis Statement
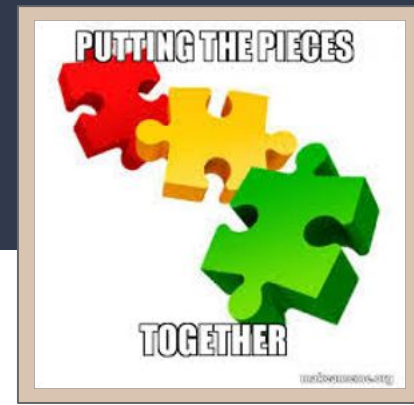
When	Then	As a Result

Do we need a break?

Intervention Planning

1– Pick Interventions LINKED to HYPOTHESIS
2– Plan Interventions
3– Train Interventions
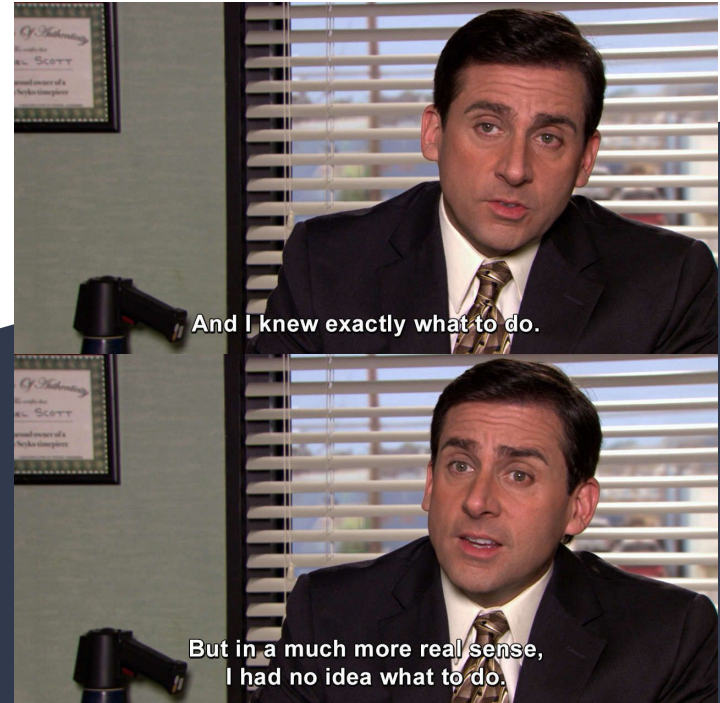
PTR BIP Development

- Interventions selected by team using menu
- Coach guides team to match with hypothesis
- Coach and teacher develop task analysis
- Minimum-one prevent, one teach, one reinforce replacement behavior, one response to challenging behavior

Behavior Pathways
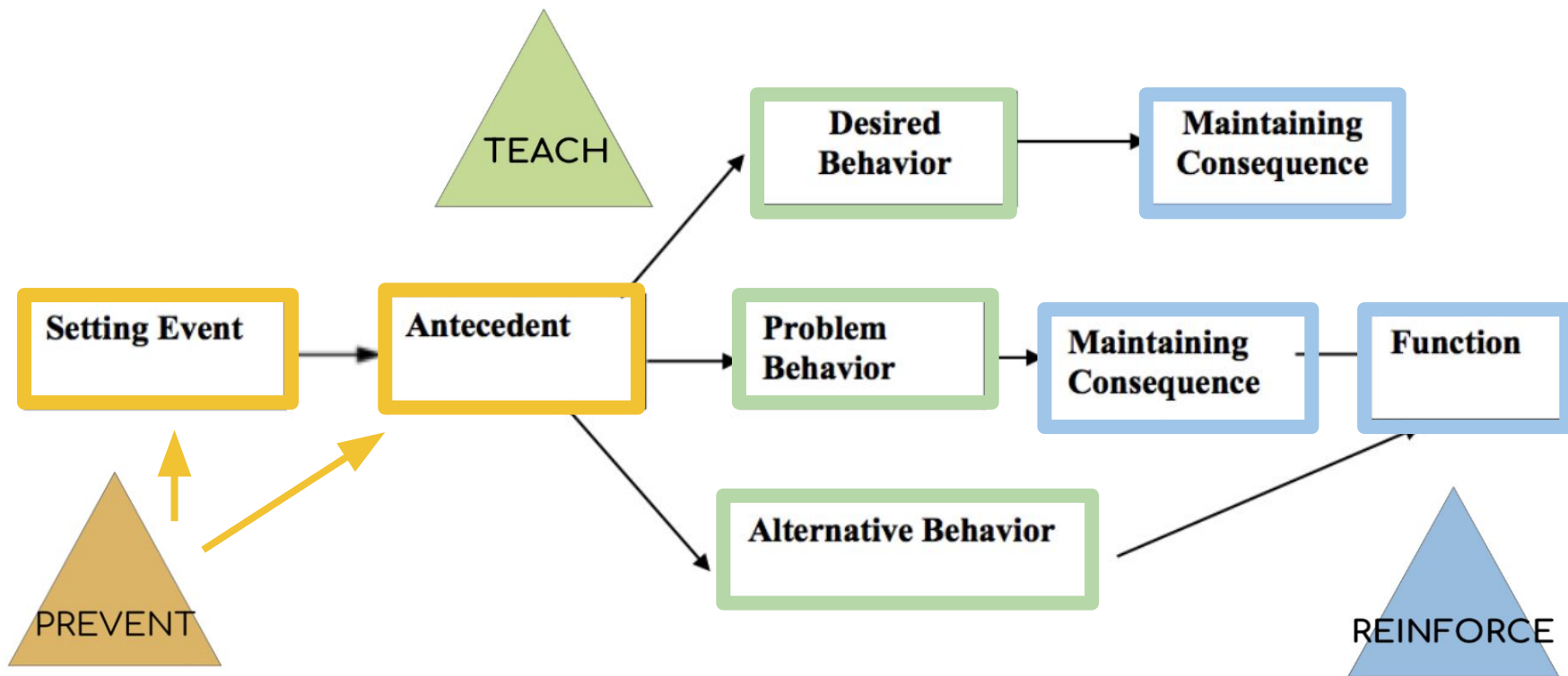
Youth: _____ **Setting:** _____ **Behavior:** _____

Date: _____ **Completed by:** _____

Hypothesis: _____

_____

Prevention Interventions	Teaching Interventions *(skills that will help meet job goals)*	Reinforcement Interventions
❏ Providing Choices	****Replacement Behavior** 　❏ Functional Equivalent 　❏ Alternate skill (desired)	****Reinforce Replacement Behavior** ❏ ** Function ▭ ❏ Additional ▭
❏ Environmental Modifications		
❏ Transition Interventions/Planning	❏ Basic Job Skills	❏ **Discontinue Reinforcement of Problem Behavior
❏ Visual Cues/Tools	❏ Social Problem Solving Strategies	
❏ Job/Assignment Modification/Flexibility	❏ General Coping Strategies	
❏ Opportunities to Respond	❏ Cognitive Behavior Therapy Strategies	
❏ Setting Event Modification	❏ Self-Management	
❏ Increase Non-Contingent Reinforcement	❏ Specific Social Skills Training	
❏ Peer Co-Worker Support/Cooperative Grouping Activities	❏ Self Advocacy Skills	

Does the severity or intensity of the youth's problem behavior pose a threat to self or others? ❏ Yes ❏ No
If yes, is a safety plan needed? ❏ Yes ❏ No

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

Prevent Interventions

Offering Choices

1. Review FBA and determine situations or events that lead to challenging behavior.

2. Decide appropriate and valid choices that can be offered during those times.

3. Identify antecedent events or triggers, and plan proactively to offer choices at those times.

4. Provide choices for the individual during those times. Do you need to offer choices before or after placing a demand?

5. Does the individual need a time delay procedure? (Useful if they have no practice making choices and need time to process).

6. Honor choices made by the individual.

7. Provide a positive comment/reinforcement to the individual for making a choice.

PREVENT

TEACH Interventions

Replacement Behavior for Escape Maintained Challenging Behavior:
Ask for help to do task instead of saying "no" and walking away:
Steps:

TEACH
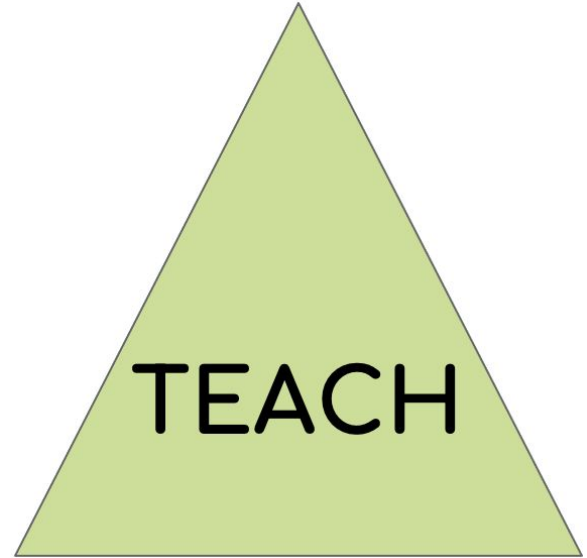
*Appropriately Asking for Attention,Conversation skills, accepting differences, active listening, responding to others

Reinforce Interventions

Reinforce Replacement Behavior

1. Identify Function (FBA hypothesis statement):

2. Describe specifics of how this reinforcer will be given for the replacement behavior:

3. Is the FERB as efficient or more efficient in getting the desired consequence?
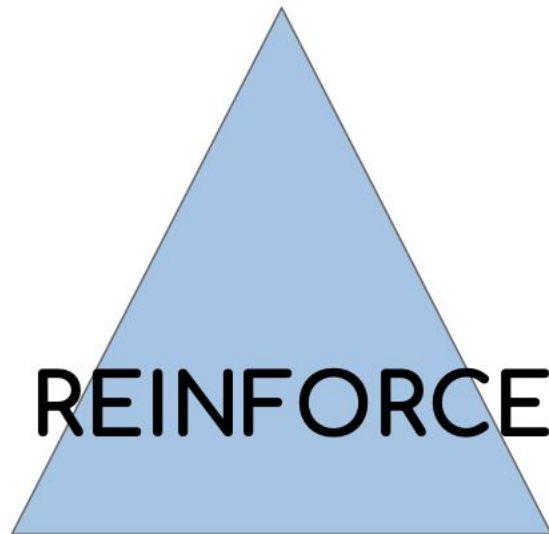
REINFORCE

Reinforce Interventions

Discontinue Reinforcement of Problem Behavior

1. Identity function of challenging behavior:

2. Describe specifics of how staff will discontinue reinforcing the challenging behavior:

3. How will the individual be redirected to using the desired replacement behavior?

REINFORCE
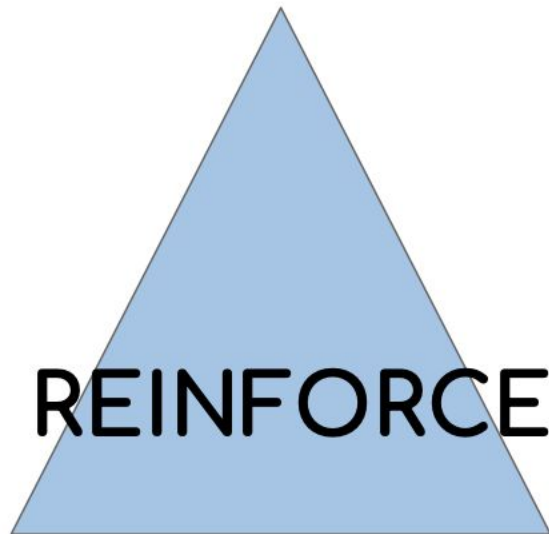
Which One Will More Likely be Consistently Implemented?

- BIP-Prevention Strategies

  - Provide choices of where to sit

OR

- BIP-Prevention Strategies

- Provide Choices: The teacher will provide Don with a choice immediately after 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 for Provide Choices:

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.

Behavior Intervention Plan/Positive Behavior Support Plan

Hypothesis: When Jackson is (a) **given an independent non-preferred work task assignment, specifically if it is one that he has done previously (repetitive), perceived boring, or is novel and perceived difficult,** (b) asked to transition from a preferred activity (e.g., break) to a non-preferred task, or (c) when fatigued/sleep deprived, he will refuse to do the job/task. As a result, he (a) avoids/delays doing the non-preferred task and (b) avoids/delays transitioning from a preferred to a non-preferred task.

PREVENT Interventions

Intervention Strategy	Description and Steps	Comments
Provide Choices	The teacher will provide choices to Jackson related to his non-preferred tasks. The choice types that can be offered include (a) between tasks (if there are different task options); (b) within tasks (which canned goods to stock); (c) sequence of tasks (order of stocking; which shelves to start with) Steps: 1. Immediately before presenting the task to Jackson, the teacher will go over to Jackson and present one of the choice options. *"Today, you are assigned to restock the cat food on the shelves. Do you want to start with Fancy Feast or Friskies?"* 2. After Jackson makes his choice, the teacher will release him to his choice and make a positive comment. *"That is a great choice to start with Fancy Feast. Thanks for making that choice."*	

TEACH Interventions

Intervention Strategy	Description and Steps	Comments
Replacement behavior: Engage in task-Self-Monitoring	Adults will teach Jackson to self-monitor his engagement in non-preferred tasks that he typically refuses. A daily goal will be set for percentage of engagement and additional break time will be provided as a reinforcer. Engaged behaviors include interacting with task materials in a way that gets the task completed, asking for help or clarification, and allow co-workers to work. A hard copy of a self-monitoring sheet will be created for Jackson to use. The teacher will have a duplicate copy to check for accuracy. The teacher copy can be faded out once Jackson is consistently engaged and truthful. Steps 1. Prior to assigning Jackson his task for the job site, the teacher will discuss with Jackson engaged behaviors (describing, defining, modeling, asking Jackson to role play). 2. The teacher and Jackson will agree on a goal for engagement. Initially, the teacher and Jackson may want to designate a 15 m time frame within the task for self-monitoring engaged behavior and setting the goal. This 15 m can be gradually increased each week. Initial goals should be based on baseline and should be achievable (i.e., if current baseline for engagement is 40%, the first goal should be set between 40-50%). 3. The teacher will use a self-monitoring App that will be set for variable intervals (e.g., between 3-5 min.). Jackson will be taught to mark if he was performing one of the engaged behaviors each time the App makes a sound to prompt him. The teacher will also mark his/her copy of Jackson's self-monitoring sheet. 4. At the end of the time allotted (e.g., initially 15 minutes), the teacher and Jackson will meet to debrief his performance. The teacher will first ask Jackson how many intervals he checked that he was on task. The teacher will count his/her checks as well and they will be compared. If there is more than a one-point difference in either direction, the teacher will point out the intervals in which there was disagreement and	

	those will be deducted from Jackson's self-monitoring total (the rule is The Teacher's Ratings are Always Correct). 5. The percentage will be calculated. The teacher will announce Jackson's reward for goal attainment.	
Ask for a break	Jackson will be given 2 break cards per 30-minute shift. He can use the break cards to take a 2-minute "chill" break. During a chill break, he can stop working and relax at his work area. No demands/redirects will be given. To use a break card, the adult will teach Jackson to pick up one of the break cards, walk over to the adult, hands the break card to the adult, and sets a timer for 2 minutes. The teacher will explain that Jackson might miss an interval for self-monitoring. If Jackson only uses one break card or zero break cards during the shift, he can earn a break bonus (additional minutes of break time) or he can earn an additional break card to be used for the next shift. Steps 1. Each shift, the adult will give Jackson 2 break cards. The adult will review with Jackson how to use them to take a break, the length of the break, and what Jackson can do during the break. 2. When the timer goes off indicating the end of the break, the adult can gesture to Jackson to return to the task by pointing to the self-management sheet.	

REINFORCE Interventions

Intervention Strategy	
Reinforce task engagement	1. If Jackson reached his goal for engagement and he is within one point of the teacher's ratings, he will earn an additional 5 minutes of break time that he can use immediately. 2. If Jackson reached his goal and had an exact match with the teacher, he will earn an additional 7 minutes of break time. 3. If Jackson exceeded his goal and is within one point of the teacher's ratings (which still puts him at exceeding his goal), he will earn an additional 9 minutes of break time. 4. If Jackson exceeded his goal and has an exact match with the teacher, he will earn an additional 10 minutes of break time. 5. The teacher will deliver a positive comment (behavior specific praise to Jackson upon meeting/surpassing his goal. *"You did an excellent job staying on task today while stocking the canned fruits. You met your goal, matched my ratings, and earned 7 extra minutes of break time. You can take your break now!"*
Reinforce asking for a break	1. Each time Jackson hands a break card to the teacher and sets the timer, the teacher will nod indicating it is okay to take the break. 2. When Jackson returns to work promptly (within 10 seconds after the timer goes off), the teacher will deliver a positive comment to Jackson and indicate to start up recording his self-monitoring. 3. If Jackson did not use his break cards during the shift or has break cards unused, the teacher will provide a bonus by saying (while reviewing his self-monitoring recording) *"Great job at taking no breaks/only one break this shift! You have a choice. Do you want to have 2 more minutes added to your break or do you want to have one additional break card for your next shift?"*
Discontinue reinforcing challenging behavior	1. If Jackson engages in refusal behaviors for 2 intervals, the teacher will gesture to the self-monitoring sheet. If Jackson does not return to self-monitoring, the teacher will point to one of Jackson's break cards (if he has any left) and prompt him (via gestures) to use one to take a 2-minute break.

Reflection Time

How might the PTR intervention development process between the coach, teacher, and student promote buy-in from all?

Everyone: Proactive Attention

Get with your group and come up with a non-contingent attention intervention

(Use Form Provided)

Let's compare

Examples of adaptations for feasibility:

Jenny:
 Every 3 minutes – quick check in

Robert:
Extra when there are unexpected, or unpreferred changes to his schedule

Patty:
At the beginning of each shift –check in
+   Every 20 minutes

Take a break. You deserve it!

Coaching/Fidelity

PTR Process for Coaching

- Behavioral skills training (BST)
- Practice-based coaching
    - Teacher implements intervention
    - Collect data on outcomes
    - Teacher Reflection Form
    - Active Coaching – Feedback

Instructions → Modeling → Rehearsal → Feedback

Coaching

- After intervention plan developed, 30 minutes scheduled with coach and teacher
  - Coaching/Fidelity form completed listing adult behaviors performed for each intervention
  - BST used to train teacher to implement plan
  - Form used for fidelity (self-assessment or observation) and debriefing/performance feedback

Let's Train!

Using the PTR process will create a fidelity/training monitoring tool.

Using the fidelity tool allows for a BST model to staff training.

Table 3. *Staff Intervention Training tool*

Intervention Type	Specific Steps	Fidelity/Training (Staff completed accurately?)
	Prevent Interventions	
Non-Contingent Reinforcement (Attention)	1. During downtime (anytime where there is 10 or more minutes of unstructured time where Mikayla and K are in the same room).	1. Y/N

	2. List of Positive Comments or Phrases:
	    Hey Mikayla!
	    What's up buttercup?
	    I wanna rock and roll all night!
	    Sing a song
	    Tell a joke
	    Ask her about what show she is watching.
		2. Y/N

	3. Staff should be in the same room and in close enough proximity to be able to speak normally without yelling.	3. Y/N
	4. Staff should engage with Mikayla every 5 minutes.	4. Y/N
	5. Staff will have a timer that buzzes every 5 minutes as a prompt.	5. Y/N
	6. If Mikayla engages in challenging behavior, staff will provide one prompt for Functionally Equivalent Replacement Behavior (FERB) and follow reinforce instructions.	6. Y/N
Total	Divide the number of steps completed by total number of steps to get a fidelity percentage.	___ / 6 = ____%

PTR Plan Assessment (Fidelity)

Teacher: [____]   Student: [____]   Date: [____]   Self-Assessment ☐   Observation ☐   Observer [____]

Interventions PREVENT	Was the intervention step implemented?	Did it have the desired impact on behavior? (1 = no impact; 2 = some impact; 3 = great impact)
Choices 1. Immediately before presenting the task, offered a choice. 2. Released Jackson to his choice. 3. Delivered positive comment after choice made.	 Y / N / NA Y / N / NA Y / N / NA	1 2 3
TEACH		
Self-monitoring engagement 1. Prior to assigning task, reviewed self-monitoring procedures. 2. Set a goal for the shift 3. Started the self-monitoring app. 4. Recorded on teacher version of sheet each time interval sounded. 5. Debriefed recordings at end of shift and calculated percentage.	 Y / N / NA Y / N / NA Y / N / NA Y / N / NA Y / N / NA	1 2 3
Ask for a break 1. Provided 2 break cards per shift. 2. Reviewed how to use the break cards, break length, and procedures.	 Y / N / NA Y / N / NA	1 2 3

REINFORCE	Was the intervention step implemented?	Did it have the desired impact on behavior? (1 = no impact; 2 = some impact; 3 = great impact)
Reinforce engagement		1 2 3
1. Provided additional break time minutes contingent upon Jackson reaching or surpassing goal and accuracy of recordings.	Y / N / NA	
2. Delivered behavior specific praise.	Y / N / NA	1 2 3
Reinforce asking for a break		
1. Indicated approval gesture after Jackson requested break with card.	Y / N / NA	
2. Delivered additional break minutes if Jackson had break cards remaining at end of shift.	Y / N / NA	
Discontinuing reinforcing challenging behavior		1 2 3
1. Gestured to self-monitoring sheet after 2 intervals of refusal behavior.	Y / N / NA	
2. Pointed to break card if Jackson continues refusal behaviors and prompt him to use one to take a break.	Y / N / NA	
.		
Behavior Plan Assessment: Y/Y + N total		

PTR Implementation Reflection Form

Implementer's Name: Student Name:

Date(s) Plan Implemented:

Over the past week, the parts of the PTR plan that I think I implemented well are:			
Over the past week, the most difficult parts of the PTR plan to implement were:			
Overall, in the past week, the extent that I believe I implemented the PTR plan as intended is *(circle one)***:**			
0	1	2	3
Not at all	Minimally	Mostly	Fully
Overall, in the past week, the extent that I believe the PTR plan had a positive impact on student behavior is *(circle one)***:**			
0	1	2	3
No effect	Minimal effect	Some effect	Significant effect

PTR Progress Monitoring Process

Held within 3 weeks of plan implementation

- Ongoing progress monitoring meetings will be held, initially, every 3 weeks.
- Time between meetings can lengthen as behaviors continue to improve

Data-Based Problem-Solving

- Implementation fidelity
- Youth outcome data (e.g., IBRST)

Step 5: Follow up

Review IBRST Data.
Does the Data Show Improvement?

Yes

No

| Continue as is for _____ more weeks | Plan to Generalize Location, people, etc. | Adjust criteria/goals for behaviors | Teach a new skill/select another challenging behavior | Create a fading plan for existing supports |

Review Implementation Fidelity Scores.
Are interventions being implemented correctly?

No

Yes

| Identify and address Gaps | Conduct a more comprehensive FBA | Consider adding Expertise to the team |

Determine reason for low fidelity:
- Plan Drift
- Plan too complex/not feasible
- Intervention not acceptable

*After making any changes schedule another meeting in 3-4 weeks to review data and make decisions again. *

Plan Drift:
Retrain staff on the plan

Too Complex:
Modify to make it feasible

Not Acceptable:
Select new intervention for development

Sample Data From Other Students

Diante's IBRST Ratings
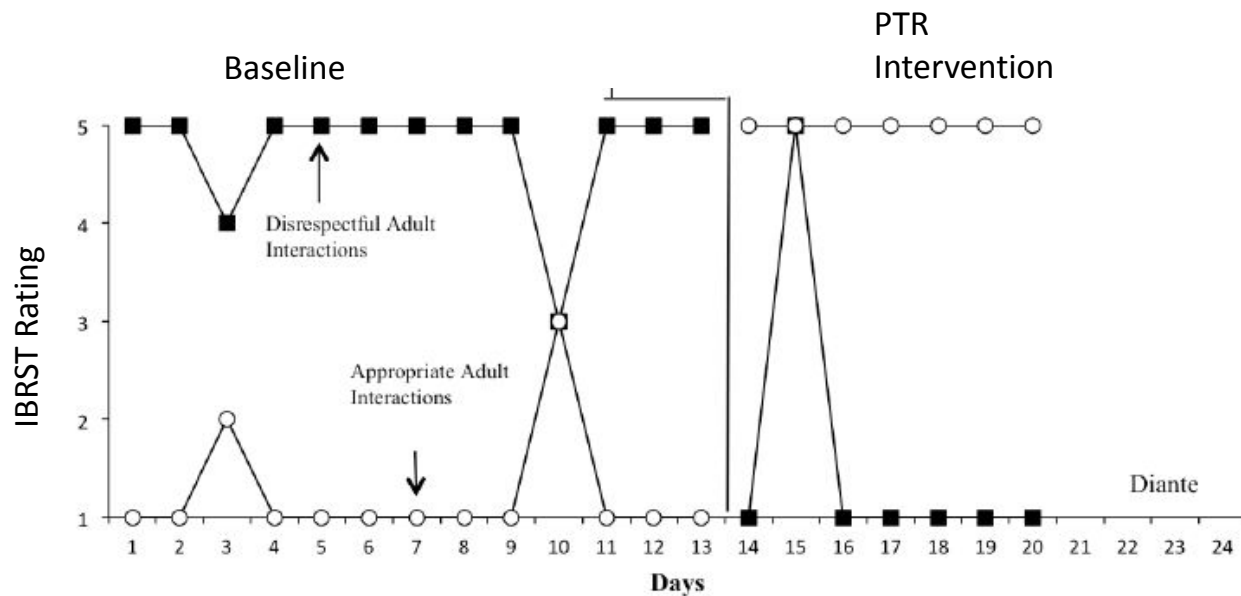
Step 5: Mike Evaluation

Step 5: Evaluation

Step 5: Evaluation

Step 5: Evaluation

Transition to Non-Preferred

Baseline
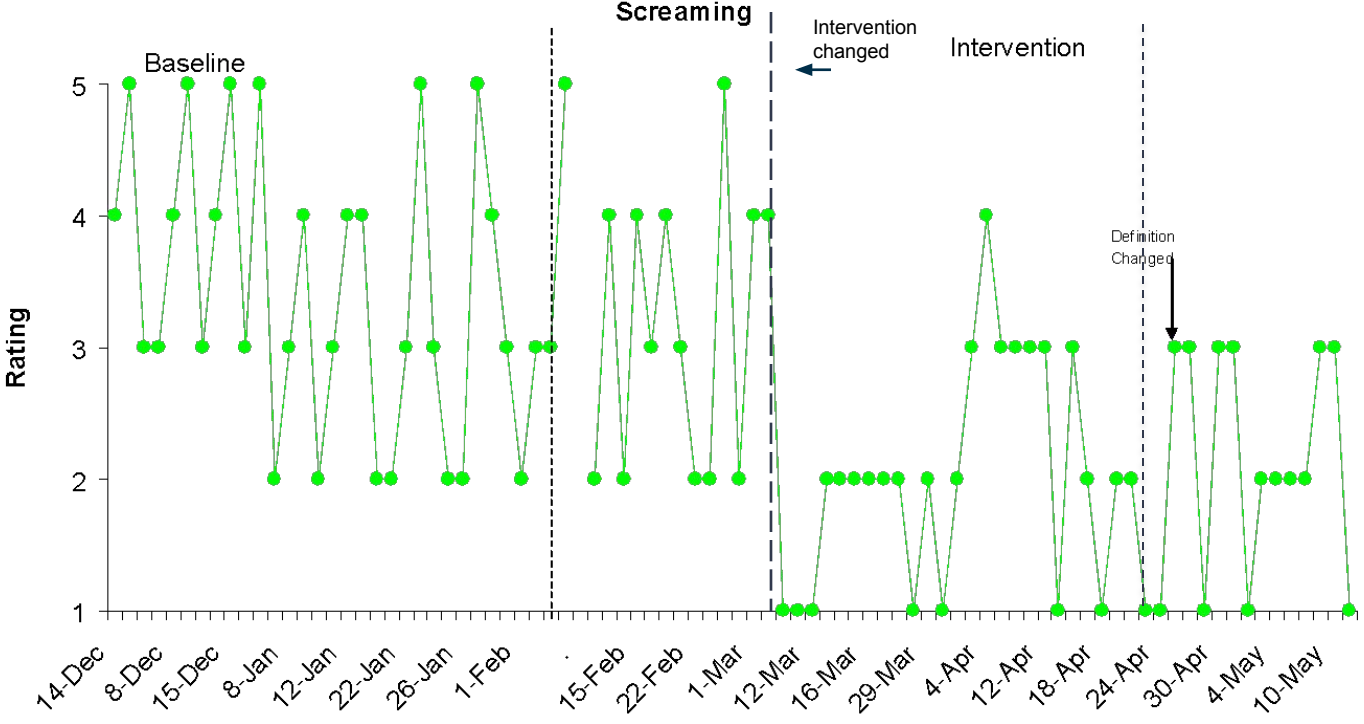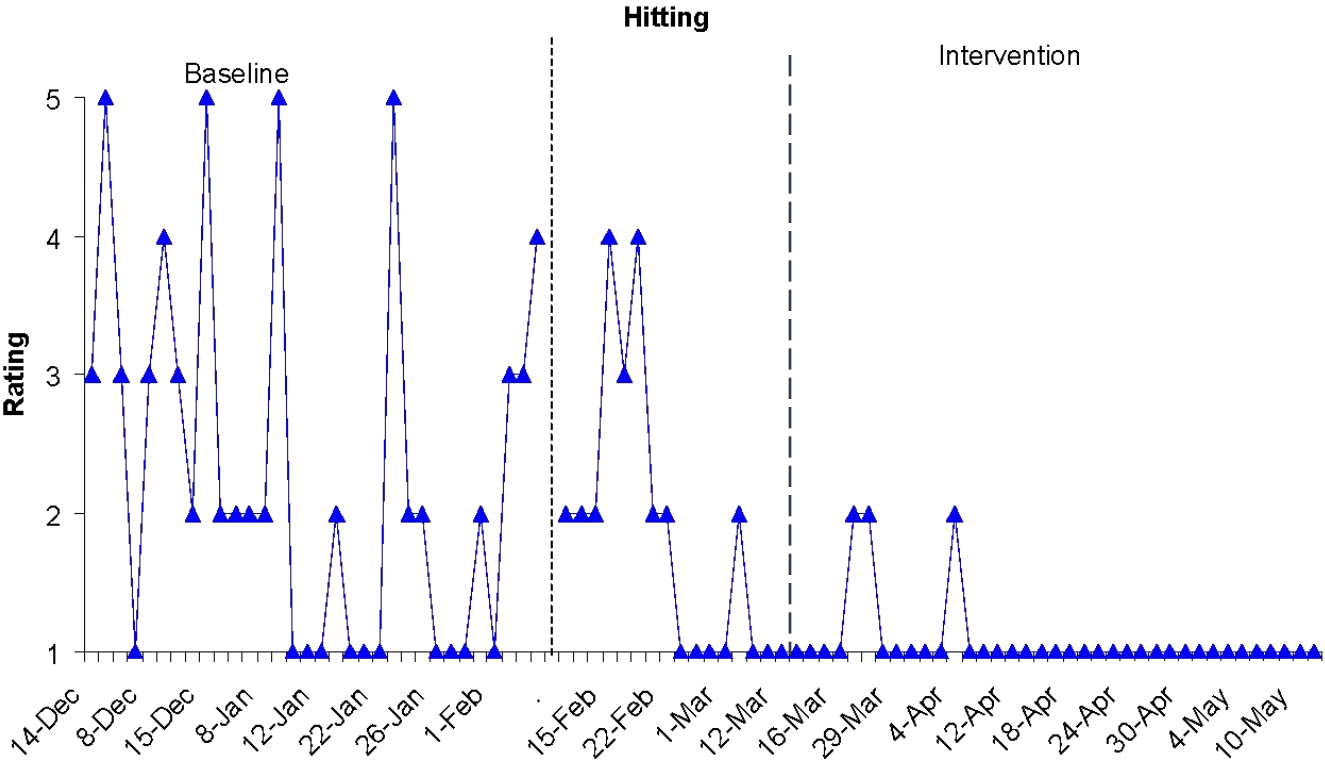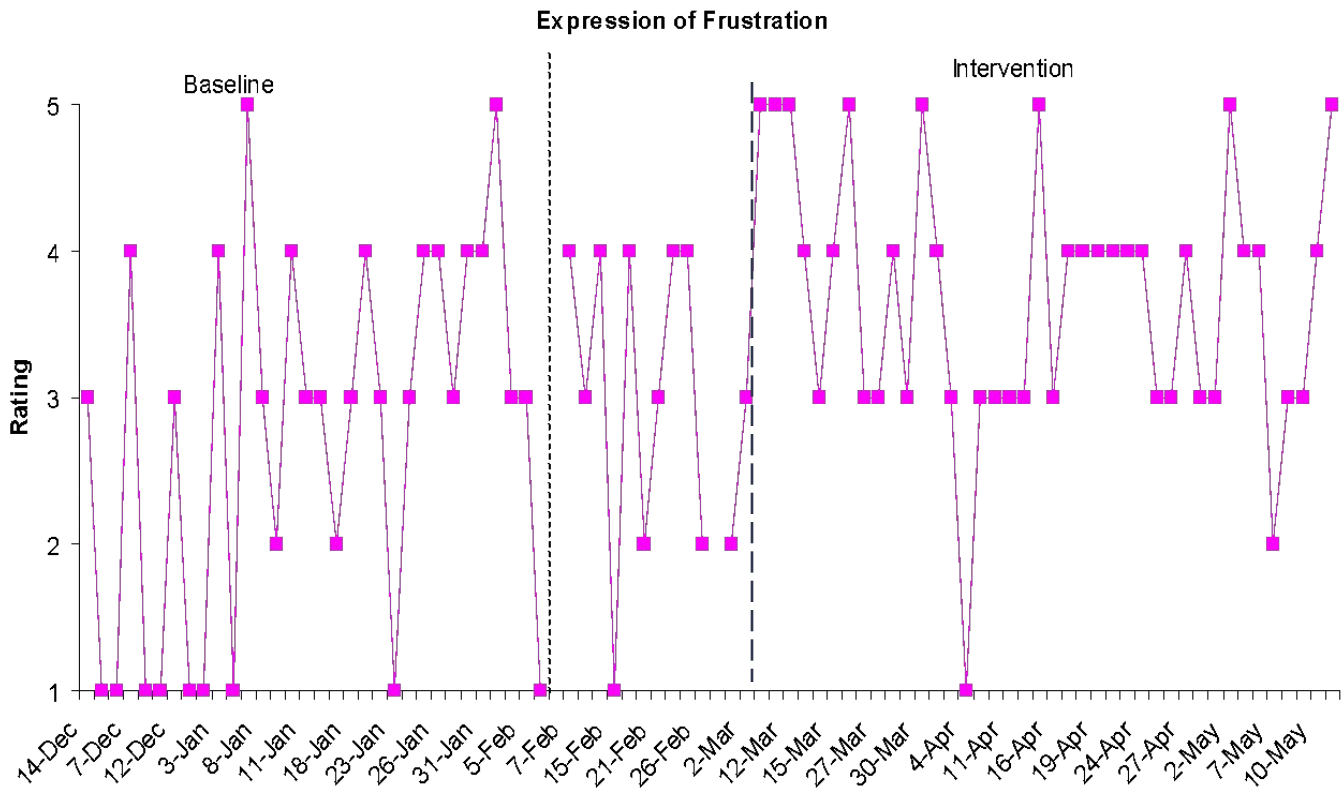
Intervention
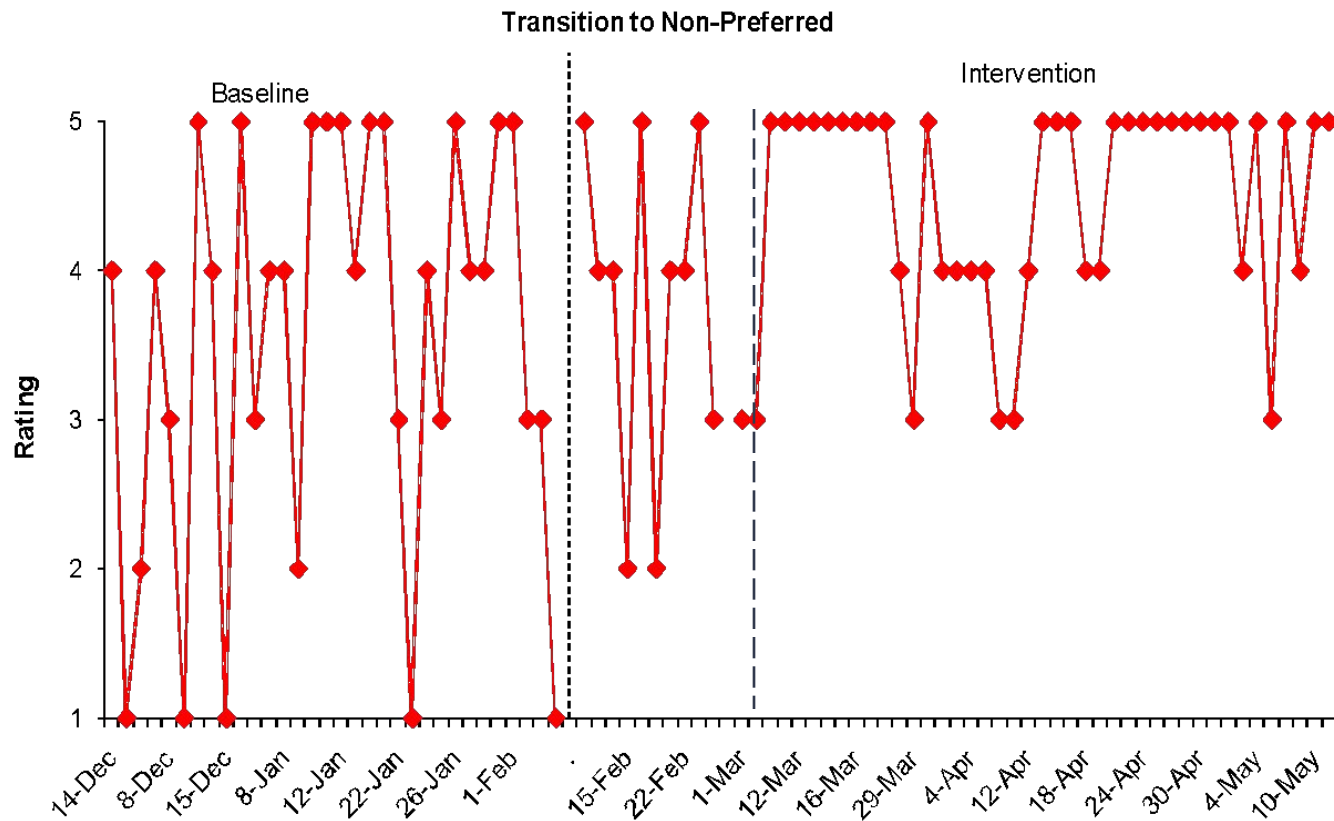
Jeff Data
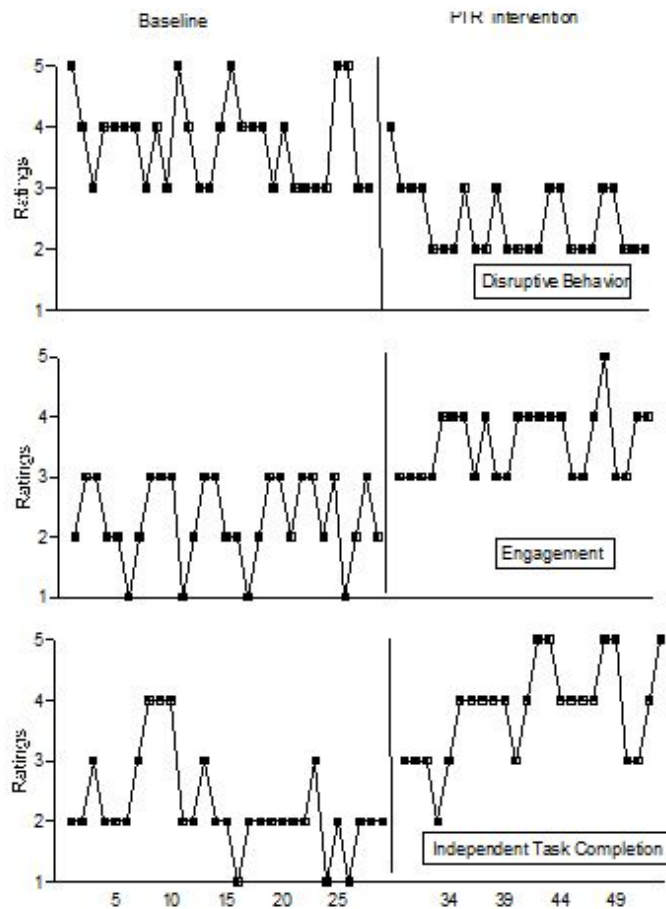
What would you do? – Discuss with team

Following the implementation of Jenn's behavior support plan, data indicated improvements in her outburst behavior at work, so no changes were made. Reductions in altercations were occurring more slowly, in that the frequency was not diminishing but the intensity was decreasing (e.g., only verbal vs. physical altercations).

Other Data

- Coach/Teacher Alliance (Double Check)
- Social Validity-Teacher (Usage Rating Profile Intervention Revised)

Date _____

Double Check Coaching: Participant Feedback Form

My School Is: _____

We are interested in getting your feedback on the Double Check coaching process. Please answer the following questions by indicating one response to each question in regard to your experience working with the Double Check coach.

	Never	Seldom	Sometimes	Often	Always
1. The coach and I agreed on what the most important goals for intervention were.	☐	☐	☐	☐	☐
2. The coach was knowledgeable.	☐	☐	☐	☐	☐
3. The coach communicated effectively.	☐	☐	☐	☐	☐
4. The coach and I trust one another.	☐	☐	☐	☐	☐
5. The coach was approachable.	☐	☐	☐	☐	☐
6. The coach and I worked together collaboratively.	☐	☐	☐	☐	☐
7. Overall, the coach showed a sincere desire to understand and improve my classroom.	☐	☐	☐	☐	☐
8. The time spent working with the coach was effective and productive.	☐	☐	☐	☐	☐
9. The coaching process was stressful or uncomfortable.	☐	☐	☐	☐	☐
10. The coach was accessible.	☐	☐	☐	☐	☐
11. My students benefitted from my work with the coach.	☐	☐	☐	☐	☐
12. The coach delivered support, recommendations, and technical assistance in a clear and concise manner.	☐	☐	☐	☐	☐
13. The coach made suggestions that were appropriate for my classroom culture.	☐	☐	☐	☐	☐
14. The coach provided support that matched the needs of me and my classroom.	☐	☐	☐	☐	☐
15. The coach incorporated my views into the services provided.	☐	☐	☐	☐	☐
16. The coach helped build my capacity to implement evidence-based strategies.	☐	☐	☐	☐	☐
17. The coach had a positive impact on my classroom.	☐	☐	☐	☐	☐
18. I received an appropriate amount of feedback from the coach.	☐	☐	☐	☐	☐
19. The coaching increased my knowledge of strategies to promote student engagement.	☐	☐	☐	☐	☐
20. The coach provided me with practical and useful feedback and strategies.	☐	☐	☐	☐	☐
21. The coach increased my knowledge of classroom management strategies.	☐	☐	☐	☐	☐

Usage Rating Profile-Intervention Revised (URP-IR)

		Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1.	This intervention is an effective choice for addressing a variety of problems.	1	2	3	4	5	6
2.	I would need additional resources to carry out this intervention.	1	2	3	4	5	6
3.	I would be able to allocate my time to implement this intervention.	1	2	3	4	5	6
4.	I understand how to use this intervention.	1	2	3	4	5	6
5.	A positive home-school relationship is needed to implement this intervention.	1	2	3	4	5	6
6.	I am knowledgeable about the intervention procedures.	1	2	3	4	5	6
7.	The intervention is a fair way to handle the child's behavior problem.	1	2	3	4	5	6
8.	The total time required to implement the intervention procedures would be manageable.	1	2	3	4	5	6
9.	I would not be interested in implementing this intervention.	1	2	3	4	5	6
10.	My administrator would be supportive of my use of this intervention.	1	2	3	4	5	6
11.	I would have positive attitudes about implementing this intervention.	1	2	3	4	5	6
12.	This intervention is a good way to handle the child's behavior problem.	1	2	3	4	5	6
13.	Preparation of materials needed for this intervention would be minimal.	1	2	3	4	5	6
14.	Use of this intervention would be consistent with the mission of my school.	1	2	3	4	5	6
15.	Parental collaboration is required in order to use this intervention.	1	2	3	4	5	6

URP- I SCORING GUIDE

Factor I: ACCEPTABILITY
Items - 1, 7, 9*, 11, 12, 18, 21, 22, 23

Factor II: UNDERSTANDING
Items – 4, 6, 25

Factor III: HOME SCHOOL COLLABORATION
Items – 5, 15, 28

Factor IV: FEASIBILITY
Items – 3, 8, 13, 17, 19*, 27

Factor V: SYSTEM CLIMATE
Items – 10, 14, 16, 20, 26

Factor VI: SYSTEM SUPPORT
Items – 2, 24, 29

* REVERSE CODE THESE ITEMS WHEN SCORING

Note: Use care when interpreting individual factors and in combination. For example, a LOW score for system support reflects greater ability to independently implement the intervention. Thus, if aggregating across all factors to find an overall mean indicative of more favorable responses, consider reverse coding all items in this factor.

Social Validity- Student Version

Please score each item by circling the number that best indicates how you feel about the PTR-TAY intervention(s).

1. How much did you like the plan?

1	2	3	4	5
Not at all		Neutral		Very much

2. How well did the plan work for you?

1	2	3	4	5
Not at all		Neutral		Very well

3. What did you like best?

   1   2   3   4   5

4. What would you change about the plan or PTR-TAY?

   1   2   3   4   5

5. Do you think this will help you get a job or a better job?

   1   2   3   4   5

Summary of Social Validity Results Across PTR Studies

Treatment Acceptability Rating Form - Revised (TARF-R)
- Likert Rating Scale
- 15 items
- Rated 1-5
- Comment section

Ex: Given this student's behavior problems, how acceptable do you find the PTR behavior plan?
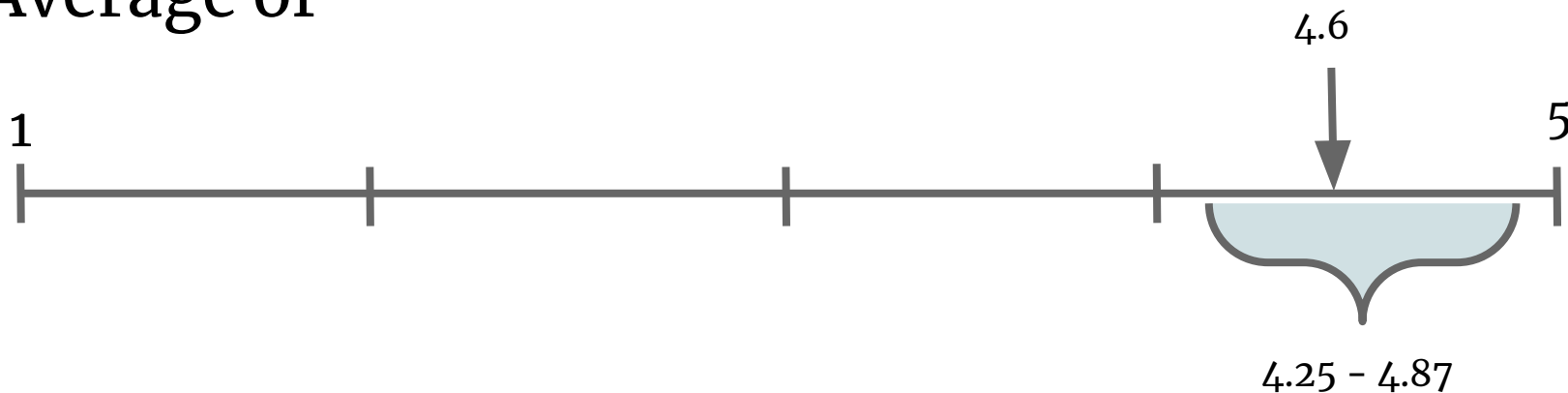
1 = not at all acceptable and 5 = very acceptable

Reimers and Wacker, 1992

Social Validity PTR

- 13 Studies reported Social Validity (TARF-R) ratings

- Range: 3.6 - 5
- Average of 4.43
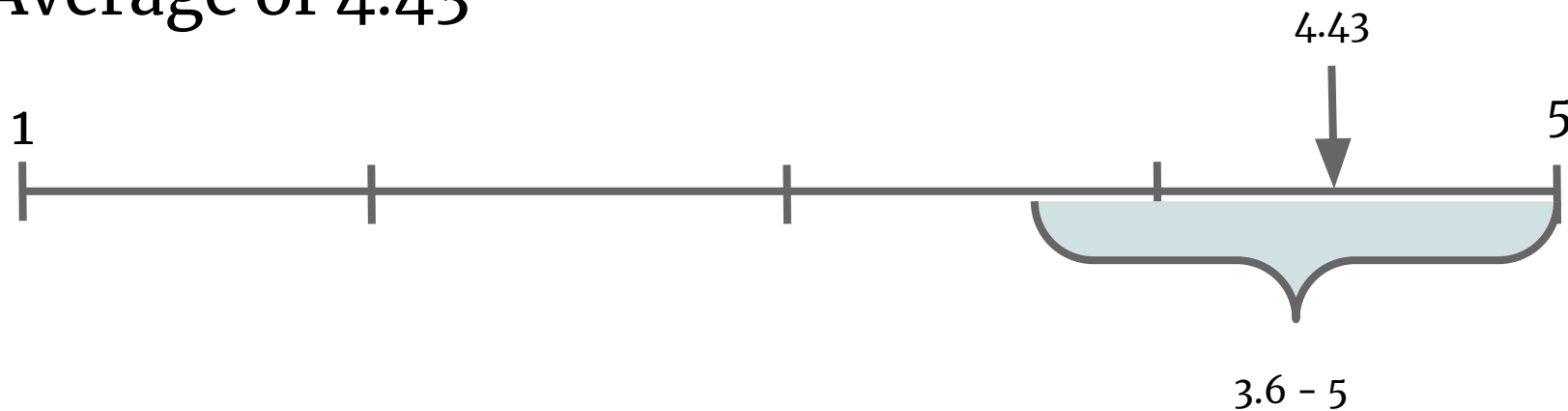
Social Validity Adults

Social Validity in Practice with Adults

- Range: 4.25-4.87
- Average of

4.6

1

5

4.25 - 4.87

Summary

- PTR-TAY is a manualized FBA/BIP process
- The PTR model has been evaluated with two RCTs and several single-subject designs
- The PTR model has high social validity (adults and students)
- The process is feasible for implementation in authentic settings
- The collaborative structure enhances willingness to implement interventions
- It is comprehensive, coachable, collaborative, contextually fitting, and customizable (the 5 Cs)
- It has potential of removing the "behavior" barrier for TAY and adults who should be accessing community opportunities

Questions?

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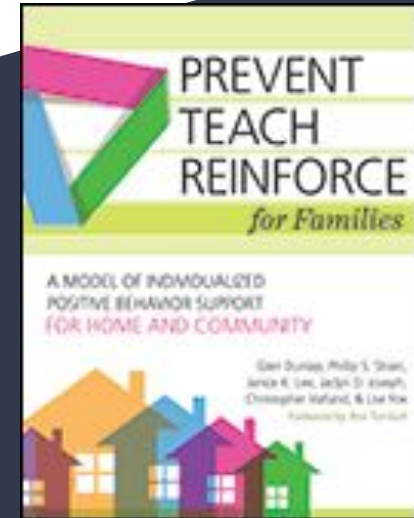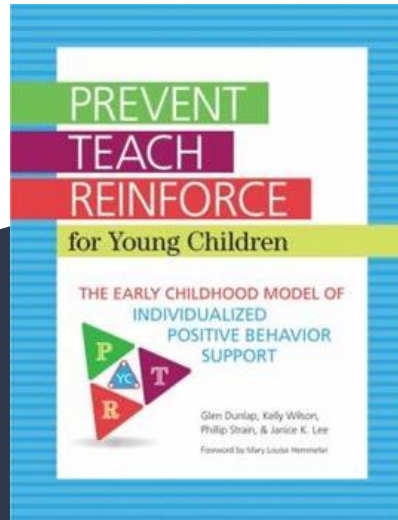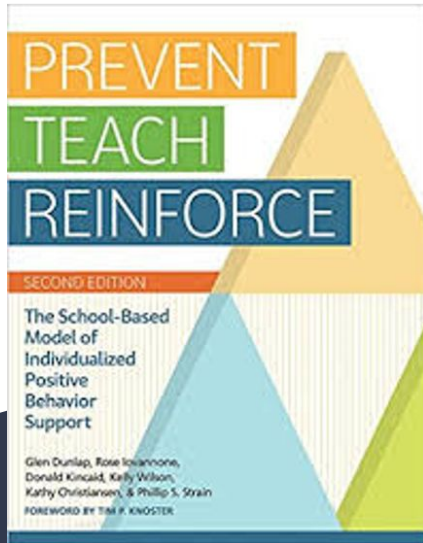
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