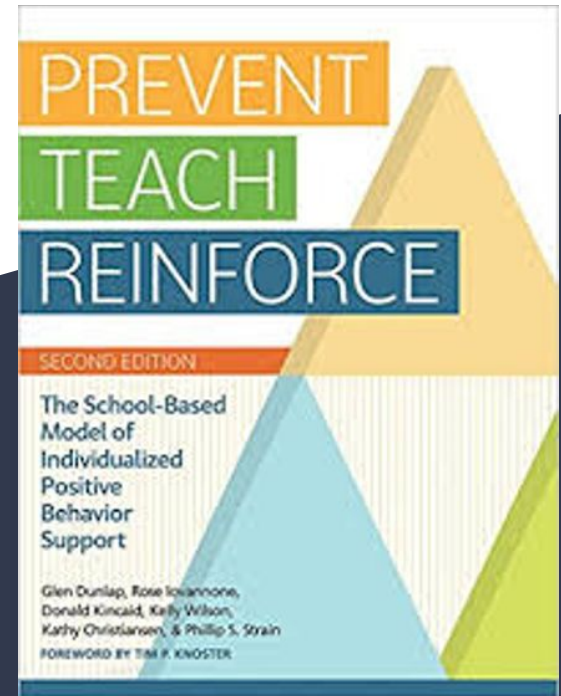
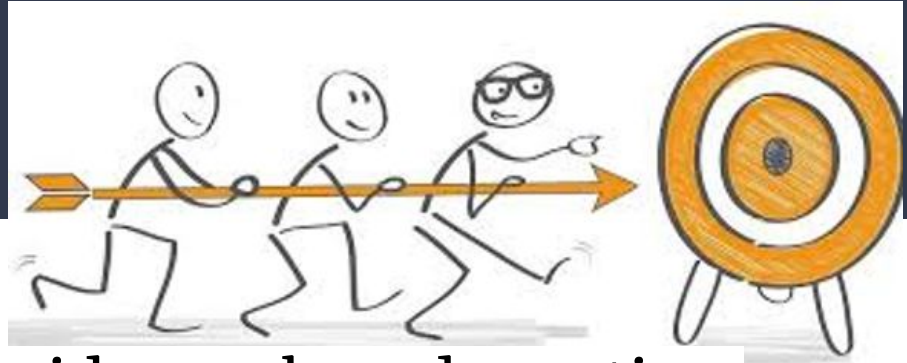


Prevent, Teach, Reinforce

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Objectives



Identify 3 ways to adapt the evidence-based practices contained in the PTR program to their specific needs.

Utilize the data-based decision flow-chart outlined in PTR to ensure data-based decisions in practice.

Use the PTR process to create socially valid plans that are feasible for staff/parents/individuals to implement.

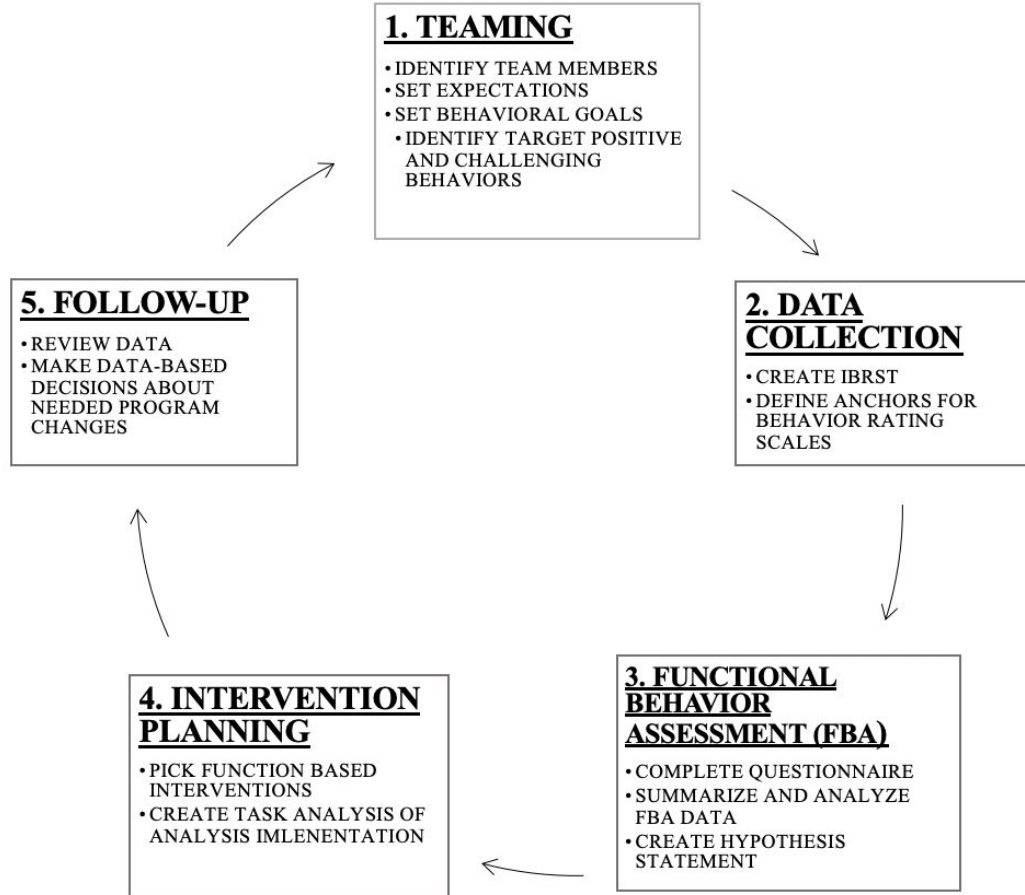
Why?



- Because behavior change is much more effective when done with a TEAM approach.
- YOU are the experts on your client 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 to the PTR Process



Step 1: Teaming and Goal Setting

1. Form an Effective, Efficient team
2. Identify key Elements for developing a Collaborative Team Environment
3. Outline Team Roles and Responsibilities
4. Define Behavioral Targets and Goals



Examples of adaptations for feasibility:

Jenny:

Day Program

Met once a week via zoom (because of the pandemic)
Managers, behavior specialist, staff

Robert:

Collaboration between day program and residential.

Zoom every other week

Residential and Day program staff, managers, administrator

Patty:

Residential program- it was extremely difficult to get a “team” together.

Decided to have one big meeting and get as much done as possible in one day. In person.

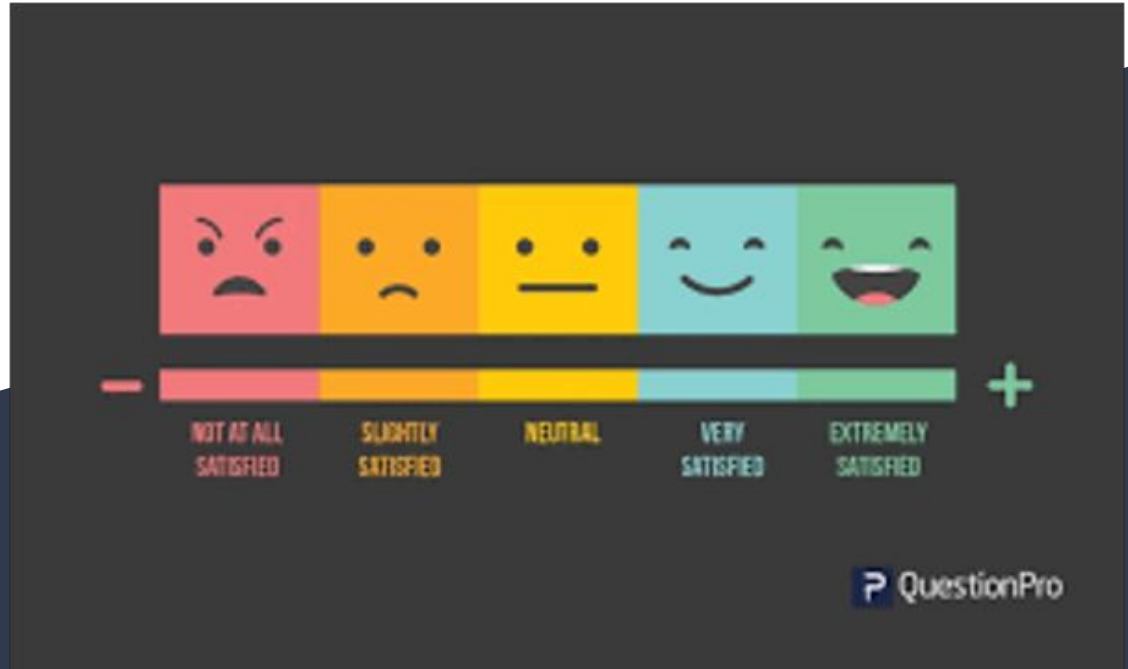
All other meetings were just me and the manager

***Note:** Individuals were asked about their wants and needs, and were given input on interventions

Step 2: Establishing a FEASIBLE data collection system

Establish the IBRST scales and anchors

Test the Anchor feasibility and functionality.



Case Adaptations and Examples

Jenny:

“My way” behavior

Jenny will repetitively ask to get her way. This looks like her saying: "Say its not my fault Amy, Say its not my fault", "Say _____ is not coming back", "Say I did not do it on purpose" This usually starts out with one specific phrase and then escalates into her scripting what she wants others to say.

Robert:

“Perseverative Behavior”

Robert will repeat the same question multiple times in an intense, desperate tone. He can obsess over who an item belongs to, where they are going on activity, where something went etc. If this escalates it can lead to pacing and more intense behavior such as dumping liquids and SIB(hitting himself).

Patty:

“Overexcited Behavior”

Patty will yell, slam doors, kick things, and do air punches with her fists. She will get extremely loud, repeat things over and over again, and start pacing. This can occur when she is upset about things and when she is happy about something.

IBRST Creation Tool

APPENDIX 3 (continued)

(page 2 of 2)

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

[illegible]

Step 3: Functional Behavioral Assessment

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



Methods of Administering FBA

Jenny:

Paper Checklist was given to all staff the week before, they emailed it back so I had a summary table ready to discuss with everyone.

Robert:

Checklist was emailed to all staff with a return by date.

Did this twice to get all responses back, and then discussed results with everyone via the summary table.

Patty:

Checklist was given out during an “early lunch”/break. We got back together after the break and discussed it.

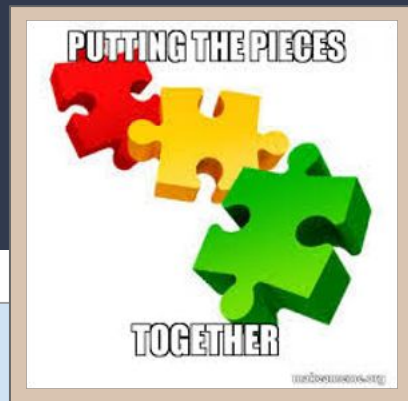
Summary Table: Problem Most Likely

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

Summary Table: Problem Least Likely

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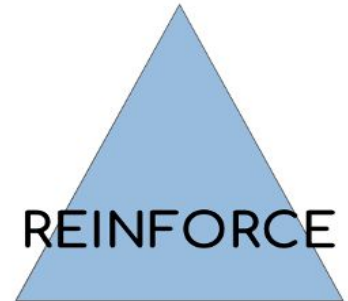
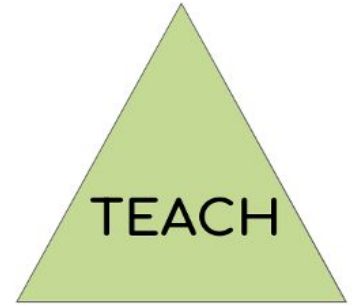
Functional Hypothesis Statements



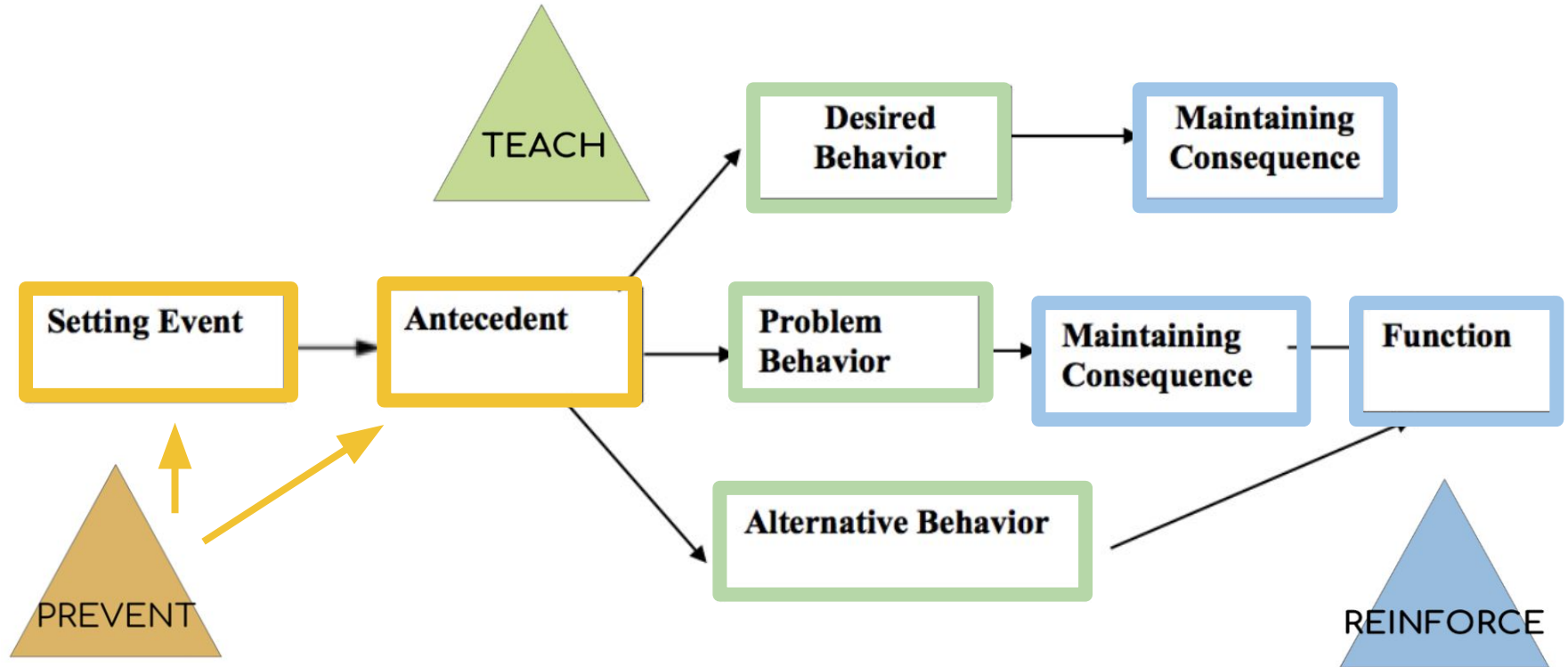
When	Then	As a Result
Staff ask Jenny to do a task, or when transitioning from a preferred to non-preferred activity	She engages in her repetitive my way behavior	She gets attention from staff (specifically Jade and Andy)
There are changes in Robert's routine	He engages in perseverative behavior	He gets a reaction from staff (can be positive or negative).
There are transitions or changes to Patty's routine	She engages in overexcited behavior.	As a result, she will either escape to her room, or get attention from staff.

Intervention Planning

- 1- Pick Interventions
- 2- Plan Interventions
- 3- Train Interventions



Behavior Pathways



Prevent Interventions

Providing Choices

Transition Supports

Environmental Supports (Enhance independence, engagement, predictability)

Task Modifications
Content or Presentation

Stay Close/Noncontingent Attention (positive interactions)

Program Management
(whole program behavior supports)

Peer Supports
(Modeling, collaboration, or support)

Setting Event(MO) neutralization



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

Independent Living
Skills

Problem Solving
Skills

General Coping
Strategies

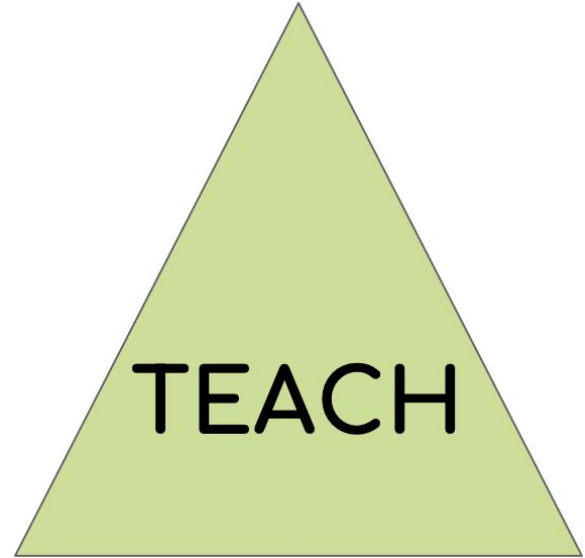
Social Skills

Active Engagement

Self-
Management/Self-
Monitoring

Vocational Skills

Tolerating No



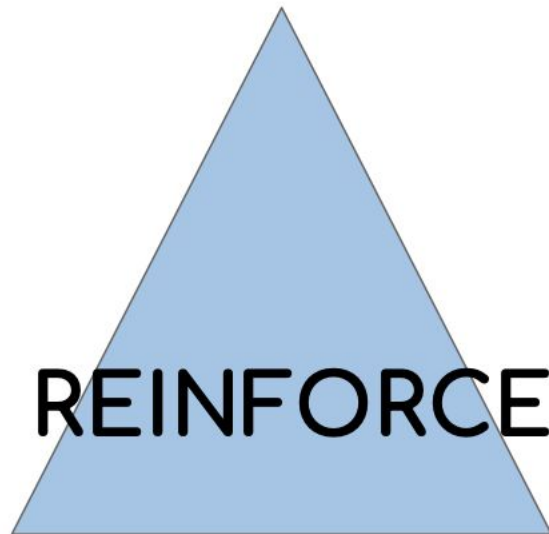
*Appropriately Asking for Attention, Conversation skills, accepting differences, active listening, responding to others

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?

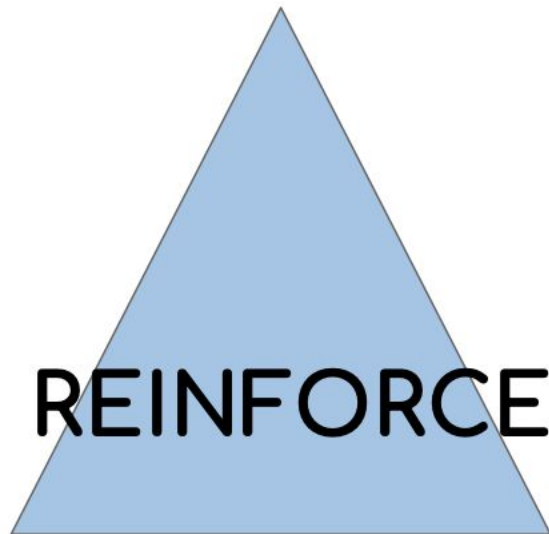


Reinforce Interventions



Discontinue
Reinforcement of
Problem Behavior

1. Identify 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?



Case Adaptations and Examples

Jenny:

Comments or nonverbal attention will be given every 3 minutes

Ex: Hi, wave, ask simple questions, make a 'joke', air 5, smile

Robert:

Staff will proactively engage in activities with Robert *at least* once a day, and more as necessary when there are changes coming up in his routine

Ex: Workbooks, puzzles, chess/checkers, art projects etc.

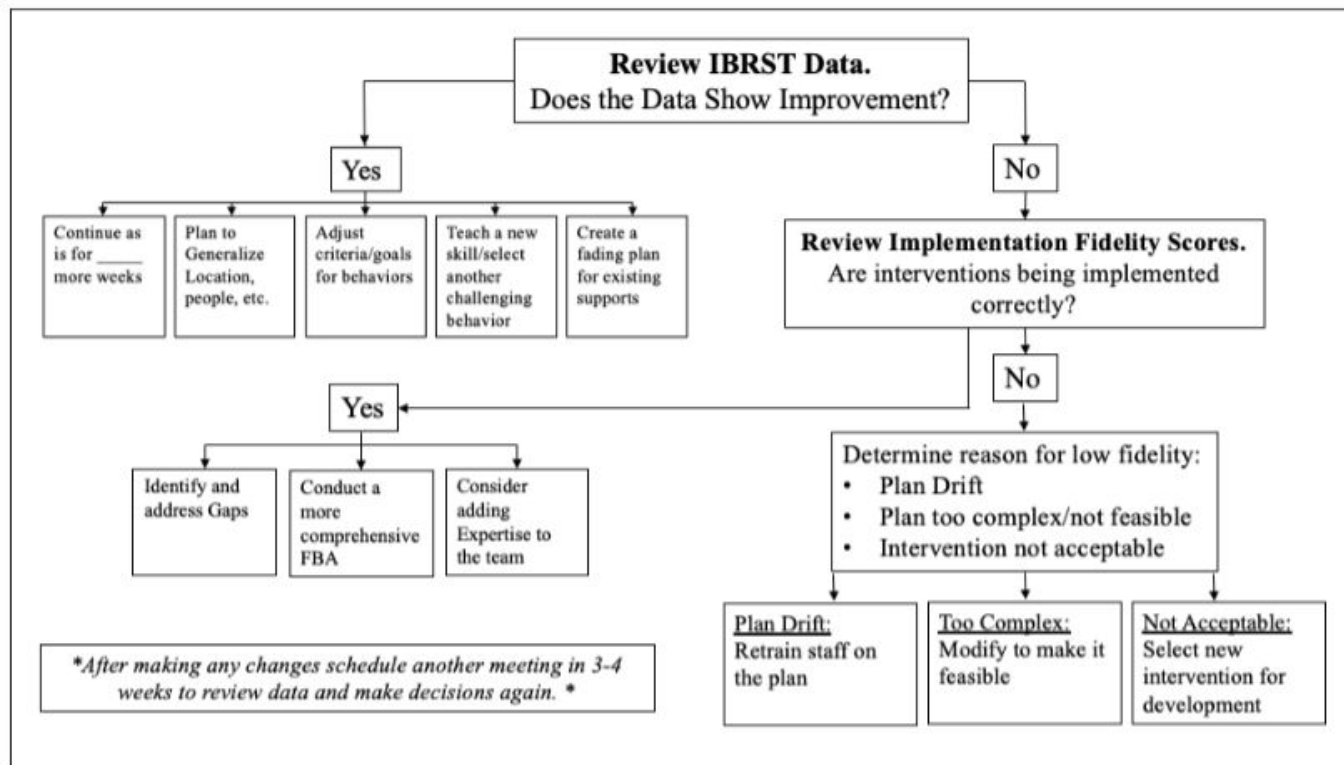
Patty:

Comments or nonverbal attention strategies will be given at the beginning of the shift and every 20 minutes:

******At the beginning of your shift take a moment to check in with Patty 1 on 1 and see how she is feeling.

General compliments "I like your..."
Dance parties
Show her a picture
Ask her if she wants to do something (play a game, go for a walk etc.)

Step 5: Follow up



Social Validity

Question	Score /5
The PTR process involves all team members in the process.	4.5
The PTR process helps staff understand why individuals behave the way that they do, and why the interventions chosen should be effective.	4.875
The PTR process allows for sufficient flexibility for me in my role and setting.	4.75
Team meetings are run efficiently and effectively and are respectful of team members' time.	4.625
Team meetings are effective at addressing the behavior challenges of the individual being addressed.	4.25
Data collection procedures are clear and give an accurate portrayal of the behavior.	4.75
Overall, the PTR process has been a positive approach to supporting problem behavior.	4.5

Social Validity of PTR in Adult Settings

INVOLVEMENT

TEACHING/TRAIN

All staff the know the individual and spend time with them are involved in the process.

The staff involvement, how you worked to engage everyone, the process teaches as is goes without telling everyone they are learning and how the staff acceptance and by in made the process of value to everyone.

great at respecting everyone's time

Giving staff the opportunity to be involved and receive ongoing training from the behavior specialist.

Not that far into it, but like the inclusion of the staff.

I like the thought of it, however, I have not been beyond the introduction.

I enjoy the process it is unique, person centered, enables ideas/input from the team, I think you are awesome Anne, and I appreciate the schedule sticking to a time makes me feel that my time is valued.

Allows for lots of staff input and different points of view

TIME

PERSON-CENTERED

Questions?

Dunlap, G., Iovannone, R., Kincaid, D., Wilson, K., Christiansen, K., Strain, P. S., & Knoster, T. (2019). Prevent-Teach-Reinforce. Brookes Publishing.

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