Today’s Session

✓ Describe PTR-YC: A model of individualized PBS
✓ Describe implementation of the PTR-YC model
✓ Present a case illustration
✓ Questions
What is PTR-YC?

• A model of individualized Positive Behavior Support designed for implementation in group settings serving young children

• Standardized process designed to enhance fidelity of implementation, but still individualized to respond to individual child’s characteristics, strengths and needs

Who/What is it for?

• Young children with the most severe and persistent challenging behaviors

• Behaviors that have proven resistant to evidence-based universal and secondary procedures

• To be used by classroom teams (including EC professionals) committed to helping children learn adaptive and appropriate social-emotional behaviors
Intensive Intervention

Prevent-Teach-Reinforce for Young Children (PTR-YC)
by G. Dunlap, K. Wilson, P. Strain, & J.K. Lee
2013, Paul H. Brookes Publishing Co.
PTR-YC is part of
the Pyramid Model Family of Products
(from Paul H. Brookes)

A
PYRAMID
MODEL
PRODUCT

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

Some Features of PTR-YC

- Research-based Practices
  - Assessment and Intervention

- Team-driven decision-making

- Manualized, with detailed steps for designing and implementing intervention plans

- All Behavior Intervention Plans (BIPs) include at least 3 components:
  - Prevent (antecedent manipulations)
  - Teach (instruction on social-communication skills)
  - Reinforce (consequences)
What Does PTR-YC Require?

• A serious pattern of challenging behavior that cannot be resolved with general classroom practices or simple interventions

• A team focused on building a child’s competence and resilience, while respecting the functional properties of challenging behavior

• An agreement and commitment to use PTR-YC and to follow the entire process with integrity

Process of PTR-YC

1. Teaming and Goal Setting;
2. Practical Data Collection;
3. Functional Behavioral Assessment (PTR-YC Assessment);
4. Intervention Development and Implementation;
5. Data-based-Decision Making; Follow-up and Next Steps
Step 1: Teaming & Goal Setting

• When individualized intervention is required, it is important to establish a team with relevant members, including families, caregivers

• Team meeting to discuss and identify goals

• Begin process with one target challenging behavior to reduce; and one appropriate behavior to improve (e.g. social emotional skill)

Step 2: Practical Data Collection (for progress monitoring)

• Team identifies data to collect (based on goals identified by team)

• Data collection needs to be efficient, valid, and reliable

• We recommend collecting data with a behavior rating scale (BRS)
Step 3: Functional Behavioral Assessment

• Goal of FBA: Develop an understanding of a child’s challenging behavior pertaining to 
  (i) antecedent and environmental influences, 
  (ii) function of challenging behavior and 
  (iii) effective reinforcers that maintain 
  challenging and desirable behaviors

• Summarize understanding in a hypothesis statement, that will be used to create a 
  behavior intervention plan (BIP)
Methods of FBA in PTR-YC

- Three checklists to be completed by individuals (or the full team) who know the child well.
- Checklists are for (1) antecedent influences (“Prevent”), (2) function of challenging behavior (“Teach”), and (3) consequences (“Reinforce”).
- Data from checklists are summarized on forms that then lead to effective and efficient intervention plans.

<table>
<thead>
<tr>
<th>3. Are there specific activities when challenging behavior is very likely to occur? If yes, what are they?</th>
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</thead>
<tbody>
<tr>
<td>Arrival</td>
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<tr>
<td>_________</td>
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<tr>
<td>Other:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Are there specific activities when challenging behavior is least likely to occur? What are they?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
</tr>
<tr>
<td>_________</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Are there other children or adults whose proximity is associated with a high likelihood of challenging behavior? If so, who are they?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siblings</td>
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<tr>
<td>_________</td>
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<tr>
<td>Care provider(s)</td>
</tr>
<tr>
<td>_________</td>
</tr>
<tr>
<td>Other adults</td>
</tr>
<tr>
<td>_________</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Are there other children or adults whose proximity is associated with a low likelihood of challenging behavior? If so, who are they?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siblings</td>
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<tr>
<td>_________</td>
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<tr>
<td>Care provider(s)</td>
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<tr>
<td>_________</td>
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<tr>
<td>Other adults</td>
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<tr>
<td>_________</td>
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</tbody>
</table>
Step 4: Intervention

• Menu of intervention options with complete descriptions; examples and considerations included

• 3 categories of interventions
  • Prevent
  • Teach
  • Reinforce

• Plans include at least 1 strategy from each category, including how implementation will occur

Step 4: Intervention, cont.

• Identify clear step-by-step instructions for how the intervention plan will be implemented, including who, how, where, when and what materials are needed

• Provide training and/or coaching as needed

• Identify when progress will be reviewed, how decisions will be made, and criteria needed to discuss next steps
Step 5: Using Data for Data-based Decision Making & Next Steps

- Progress monitoring (BRS)
  - Simple, feasible data that truly reflect the most important outcomes

- If progress is satisfactory....
  - GOOD! Keep going.
Step 5: Using Data, cont.

• If progress is unsatisfactory….
  1. Be certain that your data are accurate and are consistent with your impressions
  2. Check fidelity --- be certain that procedures are being implemented as intended
  3. Check strength of reinforcers
  4. Re-check functional assessment – including functions of challenging behavior

Wrapping Up and Moving Forward

• Meet periodically

• Consider adding behaviors to Behavior Intervention Plan

• Share with families; share with colleagues

• Celebrate successes
Empirical Justification (background)

1. PTR-YC is a model of positive behavior support --- and there is a LOT of evidence supporting the efficacy of PBS

2. PTR-YC is derived from PTR (school-based) and there are numerous studies (including an RCT) documenting favorable effects of PTR
Research on PTR-YC

• Randomized controlled trial (Dunlap et al., 2018, *Topics in Early Childhood Special Education*)
  • Statistically significant effects favoring PTR-YC on children’s challenging behavior, social skills, and appropriate engagement
  • Evidence that typical classroom teachers can implement with fidelity

• Single case experimental design (Harvey et al., in press, *Topics in Early Childhood Special Education*)

So, let’s look at an actual case.
Case Example – Meet Ethan

• 3 year old boy who lived with his parents
• Attended school district self-contained classroom for preschoolers and kindergarteners with autism
• 8 children (2 in K), 4 adults (1 teacher, 3 aides)
• Team members: parents, teacher, teacher aides (2) and PTR-YC Facilitator
• Challenging behavior: aggression – hitting, kicking and/or throwing
• Desirable behavior: communicate desires/feelings

A Little More About Ethan

• Had some verbal language, used single word requests with low frequency; good verbal imitation skills, but little independent use of functional language
• Demonstrated aggressive behaviors consistently, multiple occurrences per day
• Attended program 21.5 hours/week
Ethan’s PTR-YC Functional Behavioral Assessment Summary Table

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Prevent data</th>
<th>Teach data</th>
<th>Reinforce data</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Challenging behavior</td>
<td>• Going to a non-preferred activity</td>
<td>• Escape/avoid transition to non-preferred activity</td>
<td>• adult attention</td>
</tr>
<tr>
<td>• Aggression</td>
<td>• Leaving a preferred activity</td>
<td>• Delay non-preferred</td>
<td>• peer attention</td>
</tr>
<tr>
<td>• Desirable behavior</td>
<td>• Visual supports</td>
<td>• Request desires and express feelings</td>
<td>• iPad, candy, social interaction, high fives</td>
</tr>
<tr>
<td>• Functional communication</td>
<td>• Token board</td>
<td>• Use a timer (safety signal)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• First/then schedule</td>
<td></td>
<td></td>
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</tbody>
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Ethan’s FBA Summary: Hypothesis Statement

When Ethan is asked to transition to a non-preferred activity, he demonstrates aggression (hitting, kicking, and/or throwing); as a result, the non-preferred activity is delayed.
### Ethan’s PTR-YC Behavior Intervention Plan Summary

<table>
<thead>
<tr>
<th>Prevent</th>
<th>Teach</th>
<th>Reinforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use token board for transitions</td>
<td>• Teach functional communication skills</td>
<td>• Reinforce Desirable Behavior</td>
</tr>
<tr>
<td>• Start with token board pre-loaded</td>
<td>• Teacher provides Ethan with specific things to ask for and/or say</td>
<td>• Frequent verbal praise, appropriate requests or statements are reinforced as quickly as possible</td>
</tr>
<tr>
<td></td>
<td>• Teacher/adult facilitates practice opportunities (for getting attention, for sharing)</td>
<td>• Ignore ch. behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If ch. behavior occurs, intervene with limited language, re-engage in activity, reinforce as soon as he is re-engaged in the activity</td>
</tr>
</tbody>
</table>
Following up with Ethan

- Team reviewed data every two weeks
- Independently requested common preferred items, “I want iPad”
- Earned tokens for compliance with non-preferred tasks and independently earned 5 within 2 weeks—initially pre-loaded with 3 tokens
- Since overall compliance had improved, able to work on toilet training
- Parents implemented token system at home