PTR Overview
Snapshot

Prevent~Teach~Reinforce (P~T~R) is a standardized, function-based model of PBIS for students with persistent and challenging behavior problems such as screaming, hitting, talking out, chronic daydreaming, lack of responsiveness, and withdrawal. P-T-R is a data driven, manual-guided process designed for school-based teams who are working on developing and implementing behavior support plans for individual students.

"The P-T-R model was created in response to the critical need for a standardized and manualized approach that is effective and feasible in addressing serious behavior problems in typical school circumstances."-Dunlap, 2010

The P-T-R strategy relies heavily on Function-based Assessments (FBA) and behavior support plans by combining the principles and procedures of applied behavior analysis and Positive Behavioral Interventions and Supports (PBIS). The P-T-R approach focuses on manipulating and changing both the learning environment and the way educators teach and provide reinforcement for their students to maximize positive outcomes through three pivotal components.

The **PREVENT** component focuses on antecedent manipulations. During the Prevent component of the FBA data collected will help identify environmental circumstances associated with the occurrence of the target behavior and guide in redesigning both the teaching and learning environments to decrease the development of problem behaviors.	The **TEACH** component focuses on instructional strategies for teaching students as well as directly and clearly providing ample opportunities for students to learn appropriate behaviors replacing problem behaviors. The Teach component of the FBA will provide information helping educators identify the function of the problem behavior and guide the school-based team in selecting appropriate alternative behaviors to teach.	The **REINFORCE** component focuses on the identification of reinforcement contingencies and hinges on effectively shaping appropriate generalizable behavior. The Reinforce component of the FBA provides data helping to identify why the student may continue to engage in the target behavior, help the school-based team eliminate the reinforcing properties of such behavior and deliver reinforcement contingent on appropriate alternative behaviors.

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PTR for Secondary (PTR-SEC)

Kaitlin Sullivan-Sullivan. Evaluating Prevent-Teach-Reinforce (PTR) in a High School Setting
University of South Florida, 2016

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PTR is a research-based model proven to be effective in improving student behavior and academic engagement. The overall PTR-SEC process' key features are the same as PTR with several adaptations to the assessment forms and potential interventions, which align with typically occurring events in high school. PTR-SEC also emphasizes student involvement and includes student versions of the goal setting, FBA, and intervention checklist forms; allowing student voice into their FBA and BIP development. Student involvement in the process promotes: relatedness (purpose and sense of belonging), competence (master) and autonomy (self-regulation).

Step 1: Teams and Goal Setting	Implementing PTR-Secondary is an extensive process and requires effective **collaboration** between the school-based team and the student. All team members need to be involved in the steps and become **committed** to following through and frequent team meetings. Individual student-centered team membership includes a PTR facilitator, identifying teacher and student participant. The facilitator is responsible for guiding the teachers and student through the PTR process. The student is asked priming questions for establishing PTR-Secondary goals. These questions might include: △ What is your dream? What do you want to be doing 3-5 years from now? △ 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 to help? △ What is keeping you from your dream? What are the challenges making it hard? What are some of your fears if you don't get to reach your dream? △ What choices do you get to make most days? What choices do you wish you could make most days?
Step 2: Data Collection	The IBRST is utilized as a measurement tool to monitor progress from the teacher's perspective. It uses a 5-point Likert-type scale developed to guide the teacher in selecting the most appropriate measurement (e.g., frequency, duration, percentage of time) for each operationally defined behavior and to establish the behavior range for each Likert point. For problem behavior, rating scale point 5 represents a very bad day and 1 represents a great day. For appropriate behaviors, the scale is reversed with 5 representing a great day and 1 representing a very bad day. The teacher decides if they want to utilize the IBRST during a targeted period/routine or throughout the entire day. The IBRST is set up for each individual student's target behavior(s). The IBRST can be utilized by the student as a self-regulation tool when indicated during the fading process.
Step 3: Assessment	The PTR-SEC Assessment form is completed by teachers and includes questions relating to three categories: antecedent variables (Prevent), function and replacement variables (Teach), and consequence variables (Reinforce). Students complete the PTR-SEC Assessment Checklist-Student Version, either written or verbally depending on student preference. The facilitator role is to: △ provides guidance on how to complete the assessment and clarification on what information the assessment is asking. △ conduct direct observations to confirm the information provided by both the teachers and the students are accurate.
Step 4: Intervention	When selecting interventions, the teacher and student may not always agree. The facilitator evaluates the rank order for both the teacher and the student and the highest ranked intervention strategy by both respondents matching the hypothesis statement is selected. △ Teachers receive training on implementation, achieving mastery criterion and introducing the intervention to the student. △ The BIP is implemented in the classroom during the targeted class period/routine. The facilitator provides support and coaching to the teachers through modeling implementation of the behavior plan and providing performance feedback on each component of the behavior plan.
Step 5: Evaluation	The teachers continue rating the target and replacement behaviors using the IBRST. After the last data point of intervention is collected, teachers and student complete a social validity form to assess the effectiveness and acceptability of the PTR intervention.

PTR-YC is a research-based strategy designed to reduce challenging behaviors in young children in preschool, early elementary education and childcare settings. The model is designed to help young children whose behaviors are serious enough to interfere with the child's ability to engage in positive relationships, form friendships, play with others and learn expected skills.

Step 1: Teaming and Goal Setting	Establishment of a classroom-based team and agreement on how the team will function. First responsibility of the team is to set goals: 1) Operationalize a challenging behavior to decrease 2) Operationalize a desirable behavior to increase (usually a social-communicative behavior to be taught and will help serve as a replacement for the child's challenging behavior)
Step 2: Data Collection	Team establishes a practical system of data collection for measuring levels at which the challenging behavior and the desirable behaviors are occurring. Using a 5-point, individualized behavior rating scale (IBRST) is recommended. Data collection should NOT be complicated and difficult. It should be SIMPLE and VALUABLE to both the team and teacher collecting the data. Data collected should be reasonably accurate, reliable and valid.
Step 3: PTR-YC Assessment (Functional Behavioral Assessment)	PTR uses a checklist format for obtaining and organizing information needed to understand how the challenging behavior is influenced by the environment, which is the key to developing effective and efficient intervention plans. PTR-YC assessment has three categories: 1)PREVENT – questions relating to antecedent variables 2)TEACH – questions relating to function and replacement variables 3)REINFORCE -questions relating to consequence variables There is also a self-assessment for universal classroom practices (high quality classroom practices): △ 5 to 1 ratio △ Predictable visual schedules △ Teaching routines within routines within routines △ Explicit teaching of positive behavioral expectations △ Embedding peer-related activities
Step 4: PTR-YC Behavior Intervention Plan and Coaching	The team follows a prescribed process for selecting interventions from each of the three categories (PREVENT-TEACH-REINFORCE), matching assessment data with intervention strategies. High quality supportive classroom practices are incorporated into the behavior intervention plan. Intervention strategies for PREVENT-TEACH-REINFORCE are organized into a behavior intervention plan and specify how, when and by whom the strategies will be carried out. To support successful implementation of the behavior support plan, a coaching process is established, and a fidelity checklist is developed.
Step 5: Data-based Decision Making	Progress monitoring of data includes outcome and fidelity data. Outcome data is usually the IBRST and the fidelity data is usually the Fidelity Checklist created by the classroom teacher and coach. Data-based decision making depends on comparative data trends from intervention and baseline information. Teams follow a decision-making tree which establishes what to do if progress is good and what to do if progress is unsatisfactory.

PTR-F is a model of positive assessment and intervention designed to help young children with serious challenging behavior to learn adaptive social skills and reduce their challenging behaviors. The objective is to help guide young children towards an improved, healthy trajectory of social-emotional development. It is an effective family approach which is dependent on the team's ability to follow the step-by-step process.
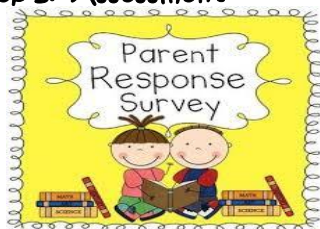
Step 1: Initiating the PTR-F Process	A team may consist of the PTR Master Facilitator and key family members or it may involve people who are invested in the process (i.e. extended family members, close friends, professionals). When a team is formed the following items are addressed: △ review of the process and steps △ discussion about family-centeredness and team collaboration △ agreement of roles throughout the process △ establishment of a unified vision for improved child and family functioning △ measure overall desired and realistic outcomes through establishing long- and short-term goals △ establish strategies for measuring target behaviors
Step 2: Assessment	The purpose of the assessment is to obtain an understanding of the way the environment influences behavior. Assessment involves identifying behaviors in the routines described as troublesome. Parents complete simple questionnaires and responses are summarized. A consensus is reached with regards to the understanding of the relationship between events in the environment and the occurrence of challenging and desirable behaviors.
Step 3: Intervention	Each intervention plan includes at least three strategies: △ PREVENT Strategy △ TEACH Strategy △ REINFORCE Strategy Universal practices for all children are also selected: △ Provide high rates of positive attention △ Establish and maintain predictable schedules △ Include consistent patterns of activities within daily routines △ Define behavioral expectations and difference between desirable and challenging behaviors
Step 4: Coaching	Facilitators support families through a coaching process to assist and encourage families in implementing the behavior support plan. Each coaching session uses forms crucial to implementing the plan with fidelity and consistency. During each coaching session, the facilitator: △ discusses the child's progress △ reviews the behavior support plan △ observes the family implementing intervention strategies in the context of a specific family routine, using coaching strategies to guide the family through the implementation as needed. Attention is paid to the importance of the coaching relationship, the significance of cultural difference and the process of fading support.
Step 5: Monitoring Plan Implementation and Child Progress	PTR-F focuses on practical and family-friendly strategies for monitoring progress and for assessing the effectiveness of the intervention plan. Emphasis is placed on how to use data to improve implementation and how to share data within the family and with relevant professionals and agencies.