

Step 1: Teaming and Goal Setting



The team approach is an essential element of the PTR process. Teams are usually comprised of three to seven individuals who know the student well and must include the student's teacher. Desirable Individuals to include on the team: 1) parents, 2) administrators, 3) PTR facilitator and 4) student (if developmentally and cognitively appropriate). The primary levels of knowledge to be represented by the team members include: 1) knowledge of the student, 2) knowledge of behavioral principles underlying the FBA and behavior support plan process, and 3) knowledge of the school and community context.

The PTR facilitator is one of the most important team members and should be knowledgeable about behavioral approaches and experience with FBA, assessment-based interventions and PBIS. The PTR facilitator's role is to actively guide the team through each step of the process and ensure the steps are followed with integrity.



The established team will then develop a clear consensus regarding the short and long term goals for the student. Unity of vision ensures all team members are working in the same direction and share an understanding about the real priorities guiding the intervention plan.

OBJECTIVES:

- △ Educators will be able to form a school-based team.
- △ Team members will identify key elements for developing a collaborative teaming environment.
- △ Team members will outline team roles and responsibilities
- △ The team will define behavioral targets and goals

TEAMING: Creating an Effective PTR Team

Team Membership (page 11-12):

Team Meetings (Page 12-13):

Team Approach (Page 13-14):

Communication: Data-based Decision Making and Consensus (Page 14-15)

Roles and Responsibilities (page 16)

Characteristics of Highly Effective, Collaborative Teams



RESPECTFUL	
RESPONSIBLE	
ENGAGED	

GOAL SETTING: Developing Goals for Intervention

Identify Challenging Behaviors

Define Unique Behaviors to Observe and Measure

Prioritize Challenging Behaviors

Identify and Define Replacement Behaviors

The Role of a PTR Facilitators: Effective Implementation

Effective Implementation (pages 8-9)



1. *A qualified facilitator.* The best outcomes are associated with teams that are guided by a facilitator who is knowledgeable about behavior analysis, PBIS and has the time and commitment devoted to the process. A school-based facilitator helps the team implement each PTR step with quality and precision.
2. *A commitment to successful outcomes for students.* At a district level, there is commitment to develop and strongly endorse an FBA and behavior intervention plan process designed to prevent serious challenging behavior and support students to remain in typical educational settings. This philosophy must be mirrored at the school and administrative level. The PTR process requires changes at the school, classroom and teacher level. The PTR plan is unlikely to be implemented with fidelity without buy-in from building administrators who are willing to commit time and resources to the process.
3. *Capacity of the team members.* Facilitators must be trained in behavior theory and have experience with the core elements of the process, especially FBA and assessment-based interventions. Team members, especially classroom teachers, bring skills in key areas such as activity-based instruction and delivery of effective consequences.
4. *Availability, involvement and support of school administrators.* It is often necessary to have access to special resources, permission to attend meetings and occasional flexibility with respect to school policies to address challenging behavioral needs. Team members need to know their efforts are encouraged and supported.
5. *Family Involvement.* Outcomes are likely to be better if the team can involve family members. Parents and family members may have useful tips and results of previous interventions to contribute. With family involvement there is a likelihood of generalizing the plan at home.

The Role of a PTR Facilitator: Creating an Effective Team

Creating an Effective Team (pages 11-16)



1. *Team Membership.* An individual student PTR team should include individuals representing three levels of knowledge: knowledge of the student and student's behavior, knowledge about behavioral principles and PBIS and knowledge of school/community context and resources. The student's primary classroom teacher must be a member of the team as well as other teachers who have direct experience with the student and their behavior. In addition, the team can include paraprofessionals, related service providers, individuals who interact with the student on a regular basis and the parent (or primary caretaker). The team is facilitated by a trained PTR facilitator, with behavioral understanding, skilled in collaborative processes and expected to take a student-centered team through the multi-step process. Finally, one team member should know school and community resources as well as district policies. All team members should be active participants and the PTR facilitator's role is not to direct but to guide and assist the team's functioning.
2. *Team Meetings.* The PTR model utilizes a collaborative team meeting process. The number of meetings can vary depending on time allocated and complexity of student's behavior. Typically, the first meeting will take one hour to complete goal setting and set up the IBRST. At the end of this meeting, the FBA can be assigned to each team member for homework. The second meeting focuses on reaching consensus on the hypothesis and selecting and determining the intervention. The team will decide to create the plan at this meeting or schedule a third meeting. After the plan is completed, time is scheduled to train the teacher, student, and any other individuals who are part of the plan. Three weeks after the plan is implemented, a follow up meeting is scheduled to review progress monitoring. The cycle continues until student has received mastery of behavioral goals.
3. *Roles and Responsibilities.* The roles to be defined or assigned to ensure meetings proceed with efficiency and as effectively as possible may include the PTR facilitator, developer of the next agenda's items, action plan recorder and a time-keeper. The PTR facilitator is responsible for keeping the team focused on the agenda and ensuring all items are addressed. They set the meetings tone and work to maintain a positive and open atmosphere; keep the discussions collaborative and focused on data and problem solving; and ensure each meeting's outcome is a feasible action plan of next steps.

The Role of a PTR Facilitator: Developing Goals for Intervention

Developing Goals for Intervention (pages 20-21)



1. *Summary.* The team's first major function is to specify short-term goals and targets for PTR intervention with consensus and collaboration. The primary purpose of goal setting is twofold. First to identify and prioritize the challenging behaviors exhibited by the student of greatest concern to the team and secondly to identify appropriate behaviors that could be taught to the student as replacements for the challenging behaviors. Careful definitions of short-term goals set the stage for data collection as well as the PTR assessment, intervention development and implementation.
2. *PTR Facilitator Role.* In this initial step, the facilitator has the opportunity to create an open and collaborative environment for problem solving. By guiding each team member to actively participate in the goal setting.
 - △ The facilitator guides the team to identify and select primary behavior targets. The facilitator does not tell the team the behaviors to be selected for future focus. If the facilitator observes the team having difficulty coming to consensus on prioritized behaviors, then they can ask guiding questions to help the team make a consensual decision.
 - △ The facilitator ensures that each team member provides input so the process is truly collaborative.
 - △ The facilitator will want to ensure the team is proceeding forward and staying focused throughout the process.

PTR Goal Setting: Team Form

Student _____ Date _____

Directions: In the left column, list between one and three behaviors you wish to see less of and more of from the student.

Behaviors to DECREASE	
Target behavior	Definition (clear and observable)
1.	
2.	
3.	
Behaviors to INCREASE	
Target behavior	Definition (clear and observable)
1.	
2.	
3.	

PTR Goal Setting: Facilitator Form

Student _____ Date _____

Directions: In the left column, list between **one** and **three** behaviors you wish to see less of and more of from the student.

Behaviors to DECREASE	
Target behavior	Definition (clear and observable)
1.	
2.	
3.	
Behaviors to INCREASE	
Target behavior	Definition (clear and observable)
1.	
2.	
3.	