Prevent-Teach-Reinforce (P-T-R)

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Prevent-Teach-Reinforce (P-T-R) is a standardized, function-based model of PBIS for students with persistent and challenging behavior problems. 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.

Team-based Collaborative Process



Implementing the P-T-R model is an extensive process and requires effective collaboration within the school-based team. All team members involved need to know the steps and become committed to following through with the recommended steps and frequent team meetings.

Step One: Goal Setting and Behavior Rating Scales

The primary focus and purpose of the goal setting step is for the school-based team members to identify the most important target behavior(s) to address. Additionally, team members will agree on the team's "vision" and develop both long term and short-term goals for the team as well as for the student. The goal-setting step of the P-T-R also includes establishing data collection techniques. A Behavior Rating Scale (BRS), a 5-point Likert-type scale, is used as the daily data collection tool for the student's target behavior.

Step Two: Function-based Assessment & Problem Analysis



The P-T-R Assessment serves to identify specific information regarding the student's target behaviors and ultimately will determine the function of the target behavior. It is during this step that the antecedents, setting events, and consequences of the student's challenging behavior are identified. The P-T-R Assessment is in a checklist format consisting of three categories relating to the Prevent component (antecedents and triggers), the Teach component (determining function of the behavior and appropriate alternative

behaviors), and the Reinforce component (consequences). The team develops an appropriate alternative behavior matching the hypothesized function of the target behavior.

Step Three: Intervention Planning and Coaching

After the P-T-R Assessment team completes the FBA for each P-T-R component along with developing a hypothesis statement, the team focuses on developing the student's Behavior Intervention Plan (BIP). A student's behavior intervention plan consists of three components based on the FBA developed from the P-T-R Assessment: (a) a Prevent intervention, (b) a Teach intervention, and (c) a Reinforce intervention. One way for the team to come up with one intervention for each component is to have each team member rank order at least three possible interventions for each component and select the intervention ranking the highest on average. Any coaching or training should be done during this step for team members implementing the interventions. It is crucial each team member knows and understands each of the steps to ensure adequate fidelity and treatment reliability.

Step Four: Evaluation

Evaluation of the P-T-R interventions selected should be frequent and as objective as possible. Daily measures of the target behavior should be taken using the Behavior Rating Scales process. Additionally, team members will need to meet as regularly as possible throughout the school year to ensure everybody is maintaining their responsibilities and keeping current with any intervention changes. If the interventions are providing successful and positive outcomes, then the team must consider the possibility to expand and generalize these outcomes into other settings. Additionally,



teachers will complete a social validity rating scale measuring the extent of the intervention acceptability within the classroom. The BRS outcome data combined with the P-T-R Fidelity of Implementation Checklist and Teach Social Validity Scale scores provide the team with adequate information to assist them in making appropriate data-based decisions regarding the future of the student's behavior intervention plan.







Step 1: Goal Setting / Student Version

1. 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 that could help? 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?

Student Name:

Step 1: Goal Setting-Student Version

what behaviors do Yo School\$	WHAT BEHAVIORS DO YOU WISH YOU WOULDN'T DO SO MUCH IN SCHOOL?
Target Behavior(s):	Definition:
WHAT BEHAVIORS DO YO WHAT BEHAVIORS WOULE YOU MEET YOUR GOALS?	WHAT BEHAVIORS DO YOU WISH YOU WOULD DO MORE IN SCHOOL? WHAT BEHAVIORS WOULD YOU LIKE TO DO MORE THAT WOULD LET YOU MEET YOUR GOALS?
Target Behavior(s):	Definition:

FBA PREVENT Component – Student Version

1a. Are there times of the school day v	when you are most likely to d	o ((problem behavior))? If ye	es, what are they?	3a. Are there specific classmates or adults who, when they are around you, result in you more likely doing ((problem behavior))? If so, who are they?									
Before first class	Before During	lunch After	Arrival Time	,									
Morning	lunch Home	room lunch	 — Dismissal Time 	Classmate	Specify:		Bus driver						
Afternoon				Teacher(s) Paraprofessional(s)	Specify: Specify:		Parent						
Other:				Other school staff	Specify		Other family member						
						(0)	Other person (specify)						
1b. Are there times of the school day v Morning	when you are <i>least likely</i> to do BeforeDuring		is, what are they? Arrival		or adults who, when they are arour	d, result in you not doing ((c	problem behavior))? If so, who						
Afternoon	lunch	lunch	Dismissal	are they?									
- Alteriour	Between		- Dioliticoal	Classmate	Specify:								
	classes			Paraprofessional(s)	Specify: Specify:		member (Specify)						
Other:			_	Other school staff	Specify:								
2a. Are there specific activities or subj	jects when you are most like	ly to do ((problem behavior))	? If yes, what are they?			Other person	(specify)						
Core subjects (specify)	Writing tasks	Large group	Hands-on tasks	A Are there energific circumstant	es that result in you being more like	ly to do the (inmblem heliau	ine'll?						
Independent work	Small group work	Work At locker	On the bus Discussions/Q&A	Asked to start work	Work too difficult	Between classes	Alone time						
One-on-one	Computer	After school	Between	Being told work is wrong	Work is too long	End of preferred	Unstructured time						
Free time	Classmate or	activities (specify)	classes/transitions	Being reprimanded or correcte	d Work is boring	activity	'Down' time (no						
Extra-curricular	cooperative		(specify)	Told "no"	Work is repetitive	Teacher takes away	task specified)						
 During announcements 	work	Electives		Seated near specific classmatic Classmates teasing or making		preferred item Start of non-	Teacher is attending to other students						
		(specify)		comments	Between activities	preferred activity	to other students						
Other:				Schedule changed	_	p							
VIN			_	Other									
2b. Are there specific activities or subj	jects when you are least likel	ly to do ((problem behavior))	? What are they?	Other:									
Core subjects (specify)	Writing tasks	Large group	Hands-on tasks		most often during academic time/w		-						
	Small group	Work	On the bus	you without help? Yes No (explai	n)								
Independent work	work	At locker	Discussions/Q&A	5 Are there specific circumstance	es that result in it being very unlike!	v that you do the ((problem b	ehaviori)? Please specify						
One-on-one Free time	Computer Classmate or	After school activities (specify)	Between classes/transitions		to manifold in a congreey anime,	and you do no (prodicinio	enancegy: I loave opening.						
Extra-curricular	cooperative	anninge (shorili)	(specify)										
During announcements	work	Electives	(opens))		ical environment that make it more		m behavior))? For example, too						
		(specify)			much noise, too chaotic, weather co	nations							
Other:				Yes (specify)			-						
Oliei				No									
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	omponen	t – Studer	nt Version			ant Ctur	dont Varian						
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Directions: Under each category, check 2-4 interventions you think would work and would be okay with you to try.

Prevention Interventions	Teaching Interventions (behaviors that will help you reach your goals)	Reinforcement Interventions
Given Choices	**Replacement Behavior	**Reinforce Replacement Behavior Escape, avoid, delay Get attention, specific activity/item
Helping with transitions between classes/activities	Study Skills/Test-taking Strategies	**Having the teacher not let me escape or get attention for my problem behavior
Visual reminders/checklists	Social Problem Solving Strategies	
Change tasks/activities to make less difficult, more interesting	General Coping Strategies	
Get More Opportunities to Respond and Get Positive Comments	Cognitive Behavior Therapy	
U Whole Classroom Management Plan	Learning Strategy Instruction	
Interventions that address the days that I come to school angry/unhappy because of things that have happened at home or with friends	Self-Management	-
Have more positive comments from your teacher(s)	Basic Academic Skills	
Classmate Support/Cooperative Grouping Activities	Specific Social Skills Training	
When you do <u>(problem behavior)</u> can it hurt you or or If yes, do you need a crisis management plan?		No

INDIVIDUAL BEHAVIOR RATING SCALE

Target Behavior	Date																			
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
		3	3	3	3	3	3	3 2	3	3	3	3	3	3	3	3	3	3	3	
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
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		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
		3	3	3	3	3	3	3 2	3	3 2	3	3	3	3	3	3	3	3	3	
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	

4 = Typical bad day

3 = So-so day

2 = Good day

1 = Fantastic day ____

Replacement/Alternate Desired Behavior; Definition Time/Routine:

Time/Routine: ____

- 5 = Fantastic day
- 4 = Good day

3 = So-so day

2 = Typical bad day ____

1 = Terrible day