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

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.
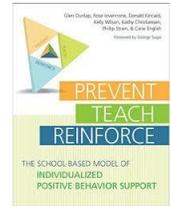
Team-based Collaborative Process

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

Step 1: Goal Setting-Student Version

Student Name: _____

WHAT BEHAVIORS DO YOU WISH YOU WOULDN'T DO SO MUCH IN SCHOOL?	
Target Behavior(s):	Definition:

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:

1. What is your dream? What do you want to be doing 3-5 years from now?

2. 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?

3. 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?

FBA PREVENT Component – Student Version

1a. Are there **times of the school day** when you are **most likely** to do ((problem behavior))? If yes, what are they?

___ Before first class ___ Before lunch ___ During lunch ___ After lunch ___ Arrival Time
___ Morning ___ Homeroom ___ Dismissal Time
___ Afternoon

Other: _____

1b. Are there **times of the school day** when you are **least likely** to do ((problem behavior))? If yes, what are they?

___ Morning ___ Before lunch ___ During lunch ___ After lunch ___ Arrival
___ Afternoon ___ Between classes ___ Dismissal

Other: _____

2a. Are there **specific activities or subjects** when you are **most likely** to do ((problem behavior))? If yes, what are they?

___ Core subjects (specify) ___ Writing tasks ___ Large group Work ___ Hands-on tasks
_____ ___ Small group work ___ At locker ___ On the bus
___ Independent work ___ Computer ___ After school activities (specify) ___ Discussions/Q&A
___ One-on-one ___ Classmate or cooperative work _____ ___ Between classes/transitions (specify)
___ Free time ___ Electives (specify) _____
___ Extra-curricular _____
___ During announcements

Other: _____

2b. Are there **specific activities or subjects** when you are **least likely** to do ((problem behavior))? What are they?

___ Core subjects (specify) ___ Writing tasks ___ Large group Work ___ Hands-on tasks
_____ ___ Small group work ___ At locker ___ On the bus
___ Independent work ___ Computer ___ After school activities (specify) ___ Discussions/Q&A
___ One-on-one ___ Classmate or cooperative work _____ ___ Between classes/transitions (specify)
___ Free time ___ Electives (specify) _____
___ Extra-curricular _____
___ During announcements

Other: _____

3a. Are there **specific classmates or adults** who, when they are around, result in you **more likely** doing ((problem behavior))? If so, who are they?

___ Classmate Specify: _____ ___ Bus driver
___ Teacher(s) Specify: _____ ___ Parent
___ Paraprofessional(s) Specify: _____ ___ Other family member (Specify) _____
___ Other school staff Specify: _____ ___ Other person (specify) _____

3b. Are there **specific classmates or adults** who, when they are around, result in you **not doing** ((problem behavior))? If so, who are they?

___ Classmate Specify: _____ ___ Bus driver
___ Teacher(s) Specify: _____ ___ Parent
___ Paraprofessional(s) Specify: _____ ___ Other family member (Specify)
___ Other school staff Specify: _____ ___ Other person (specify) _____

4. Are there **specific circumstances** that result in you being **more likely** to do the ((problem behavior))?

___ Asked to start work ___ Work too difficult ___ Between classes ___ Alone time
___ Being told work is wrong ___ Work is too long ___ End of preferred activity ___ Unstructured time
___ Being reprimanded or corrected ___ Work is boring ___ Teacher takes away preferred item ___ 'Down' time (no task specified)
___ Told "no" ___ Work is repetitive (same task daily) ___ Start of non-preferred activity ___ Teacher is attending to other students
___ Seated near specific classmate ___ New work
___ Classmates teasing or making comments ___ Between activities
___ Schedule changed

Other: _____

If the ((problem behavior)) happens most often during academic time/work, do you think you are able to do the work being asked of you without help? Yes No (explain) _____

5. Are there **specific circumstances** that result in it being **very unlikely** that you do the ((problem behavior))? Please specify.

6. Are there conditions in the **physical environment** that make it **more likely** for you to do ((problem behavior))? For example, too warm or too cold, too crowded, too much noise, too chaotic, weather conditions....

___ Yes (specify) _____
___ No

FBA TEACH Component – Student Version

1. Does ((problem behavior)) get you **attention from classmates?**

___ Yes List the specific classmates: _____
___ No

2. Does ((problem behavior)) get you **attention from adults**?
___ Yes List the specific adults: _____
___ No

3. Does ((problem behavior)) get you **items or preferred activities** (games, electronics, materials, food) from classmates or adults?

___ Yes List the specific objects or preferred activities: _____
___ No

4. Does ((problem behavior)) get you to **avoid or delay a transition** from a preferred activity to a non-preferred activity?

___ Yes List the specific transitions: _____
___ No

5. Does ((problem behavior)) get you to **avoid or delay** a non-preferred (difficult, boring, repetitive) task or activity?

___ Yes List the specific non-preferred tasks or activities _____
___ No

6. Does ((problem behavior)) **get you away from** a non-preferred classmate or adult?

___ Yes List the specific classmates or adults _____
___ No

8. What **behaviors** could you do that would help you meet your academic and future goals? Select **3-5 behaviors** that would allow you to participate in class, make passing grades, and get credits toward graduation.

☐ Study skills ☐ Homework completion ☐ Work productively (complete and turn in assignments)
☐ Socially engage (e.g., working cooperatively with peers, cooperate) ☐ Organizational strategies
☐ Attend class ☐ Participate, persist, and be engaged ☐ Self-regulation (controls temper, obeys rules, copes with stress) ☐ Time management ☐ Arrive to class on time

Others: _____

FBA REINFORCE Component – Student Version

1. What **typically happens** immediately after you do ((problem behavior))?

___ Sent to time-out ___ De-escalation (e.g., LSCI or other) ___ Verbally reprimanded
___ Sent to crisis room ___ Sent to behavior specialist/counselor ___ Verbally redirected
___ Asked to put head down ___ Assistance given ___ Stated rules
___ Sent to office/ODR ___ Allowed to delay activity ___ Physically prompted
___ ISS ___ Changed the activity ___ Classmates react (laugh, make comments)
___ OSS ___ Ended the activity ___ Physically restrained
___ Ignored ___ Calmed/soothed ___ Removed reinforcers
___ Natural consequences (Specify) _____

Other: _____

2. Do you **enjoy praise** from teachers and other school staff? Do you enjoy praise from some teachers more than others?

___ Yes List specific people _____
___ No

3. When you do **appropriate behavior** (e.g., on-task behavior; cooperation; successful performance), how likely is it that a teacher or someone in school praises or gives you a positive comment?

___ Very likely ___ Sometimes ___ Seldom ___ Never

4. When you ((**problem behavior**)), how likely is it that a teacher or someone in school responds to you (e.g., reprimands, corrections)?

___ Very likely ___ Sometimes ___ Seldom ___ Never

5. What school-related items and activities are **most enjoyable** to you?

___ Social interaction with adults ___ Listening to music ___ Doing art
___ Social interaction with classmates ___ Being outside ___ Using the computer
___ Teacher or office assistant ___ Going for a walk ___ Video/electronic games/apps
___ Going to media center ___ Reading ___ Watching TV/DVD/Movie
___ Sensory activity (specify) _____ ___ Extra PE time ___ Objects (Specify) _____
_____ ___ Extra free time
___ Given leadership opportunities ___ Food (Specify) _____

Other(s): _____

Additional comments not addressed above in the **Reinforce Component.**

INTERVENTION CHECKLIST – Student Version

Student: _____ **School:** _____ **Date:** _____ **Behavior:** _____ **Completed by:** _____

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	
❑ 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 (problem behavior) can it hurt you or others (teachers, classmates)? ❑ Yes ❑ No
If yes, do you need a crisis management plan? ❑ Yes ❑ No

INDIVIDUAL BEHAVIOR RATING SCALE

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

KEY:
Problem Behavior _____: Definition _____ Time/Routine: ❑ All day ❑ Specific Time/Routine: _____
5 = Terrible day _____
4 = Typical bad day _____
3 = So-so day _____
2 = Good day _____
1 = Fantastic day _____

Replacement/Alternate Desired Behavior; _____ Definition _____ Time/Routine: ❑ All day ❑ Specific
Time/Routine: _____
5 = Fantastic day _____
4 = Good day _____
3 = So-so day _____
2 = Typical bad day _____
1 = Terrible day _____