

Overview of Prevent-Teach-Reinforce Options for Early Childhood

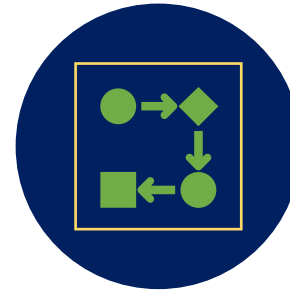


Michele Mapes, MS, IMH-E©
Early Intervention Technical
Assistance

Agenda



Apply key elements of the principles of behavior to making decisions about behavioral support



Discuss a process for identifying children who can benefit from behavior support planning



Identify key elements of Functional Behavior Assessment and positive behavior support planning



Discuss team member roles and tasks in the Prevent Teach Reinforce Process

Foundations of Behavior Principles



Behavior is Communication



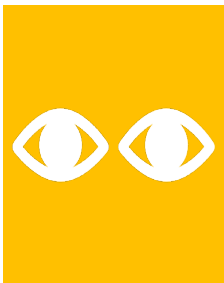
Behavior Occurs in Context



In Order to Change Behavior:



The person making the change must be able to perform the preferred behavior (skill development).



The new behavior must be more effective and/or efficient at getting or avoiding something as the previous behavior was (consequences maintain behavior).



Promotion of Desirable Behaviors And Prevention of Challenging Behaviors



Are Essential Foundational Strategies for
Intervening with Challenging Behaviors

Bits About Behavior Principles



Bits About Behavior Principles: This collection of brief online interactions is intended to support knowledge and application of basic behavioral principles. In each topic, you will find definitions of common behavioral terms and/or processes and opportunities to practice applying these principles.

www.eita-pa.org

- Topic of Interest
- Social Emotional
- Bits About Behavior Principles

So, WHAT is Challenging Behavior?



- Any **repeated** pattern of behavior that **interferes** with the child's ability to **engage** in positive relationships, **participate** with family members in regular routines, **play** with others, and **learn** expected skills.
The behavior(s) must be resolved for the child to develop healthy patterns of social-emotional responding
- Behaviors that are **not responsive** to the use of developmentally **appropriate guidance** procedures

Examples: Excessive and inappropriate crying, prolonged tantrums, physical and verbal aggression such as hitting, yelling, or throwing objects, or a marked failure to respond or interact with others.

Challenging Behavior

Any Action or Behavior Pattern(s) That Cause Interference With...

- Engaging in positive relationships
- Forming friendships
- Playing with others
- Learning expected skills

Most Serious

- **Severe** and **Persistent**
- **Nonresponsive** to the use of developmentally appropriate guidance procedures
- Agreement that the behavior(s) must be resolved

Most Common Challenging Behaviors

A thick, horizontal yellow brushstroke underline that spans most of the width of the slide, positioned directly beneath the title.

- Excessive and inappropriate crying
 - Violent tantrums
 - Hitting, pushing, spitting, yelling, running, throwing objects
 - Repetitive or preservative actions that occur for extended and unreasonable periods of time
 - Excessive lack of cooperation (noncompliance)
 - Social and emotional withdrawal
 - Marked failure to respond or interact with others
-

Early Childhood Options for PTR

Intended as a strategy for...

- Repeated engagement in challenging behavior
- For a period of weeks
- When behaviors are unresponsive to the regular guidance, redirections, and instructional strategies within the home, community, or classroom

Not intended as a strategy for...

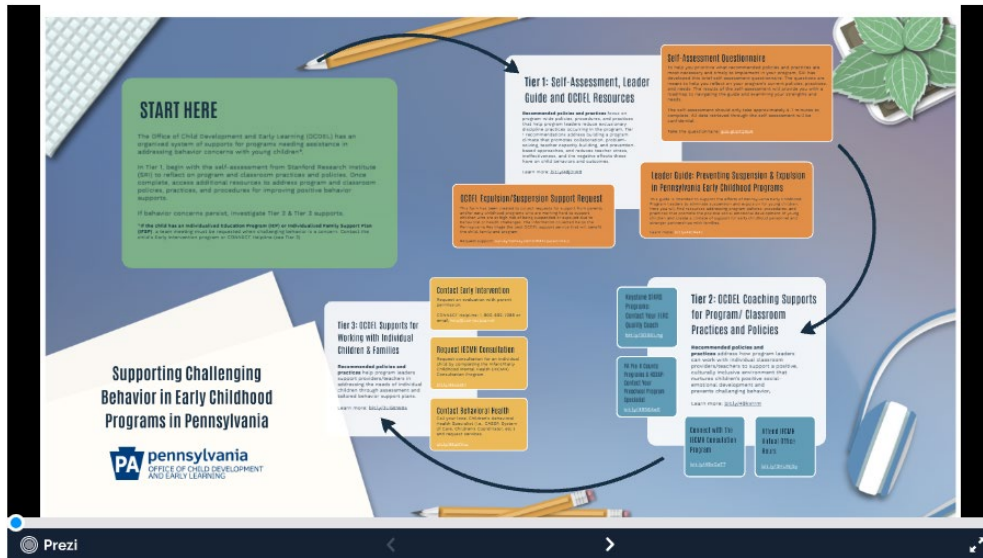
- Every instance of challenging behavior

What's Happening Now?

How Does Your Program Identify Children Who Might Benefit From This Process?

- Social Emotional Screening
- Agency Behavior Guidance Policy
- Review of Incident Reports
- Parent or Teacher Request

Important OCDEL Resources



Preventing Suspension and Expulsion in Pennsylvania Early Childhood Programs

Functional Behavior Assessment

Functional assessment is a process for looking at

A-----B-----C

Antecedent

Behavior

Consequence

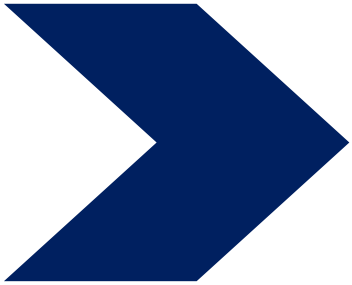
Data to determine what the child is getting or avoiding
by using the challenging behavior

Positive Behavior Support Plan

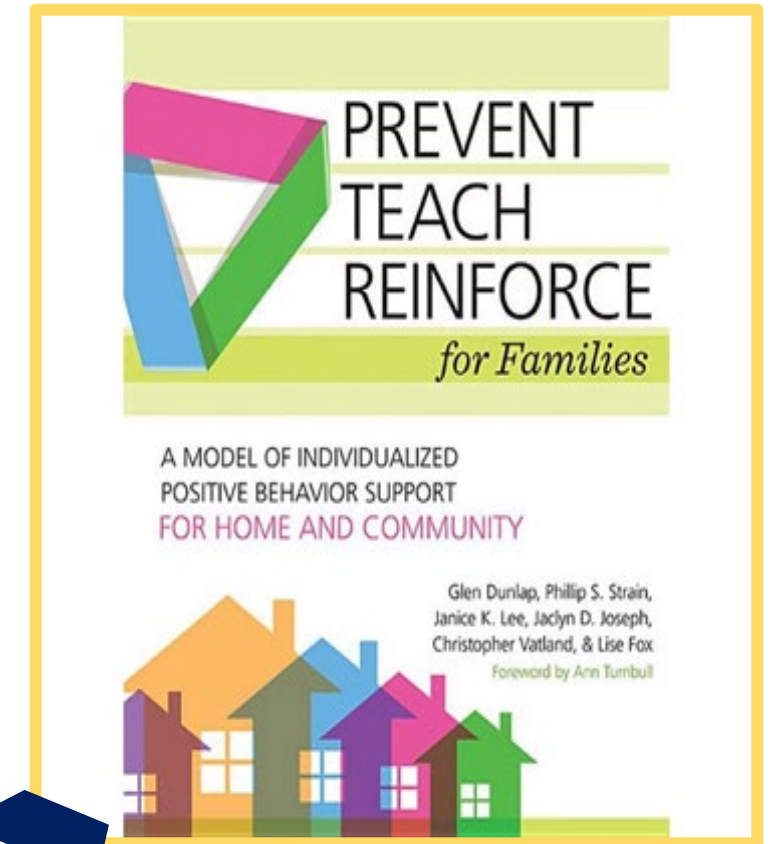
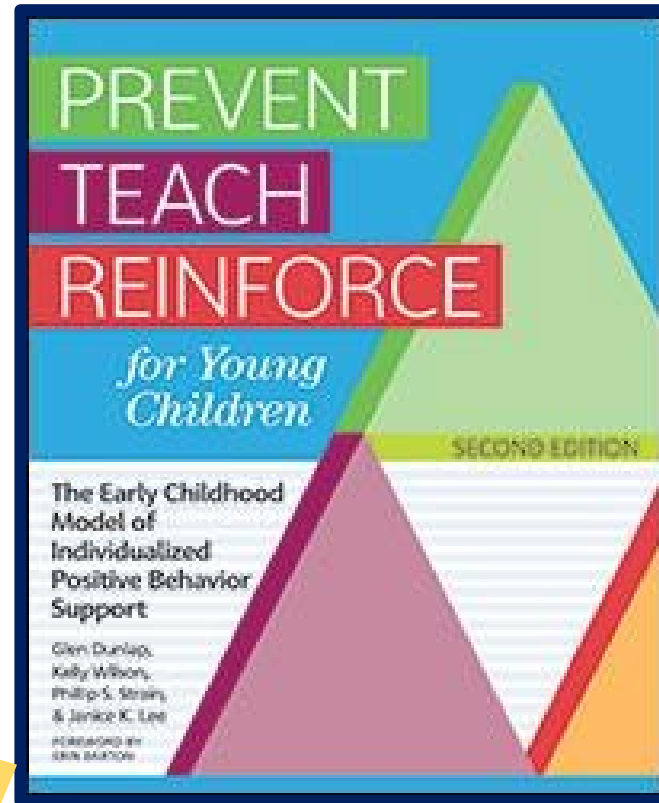
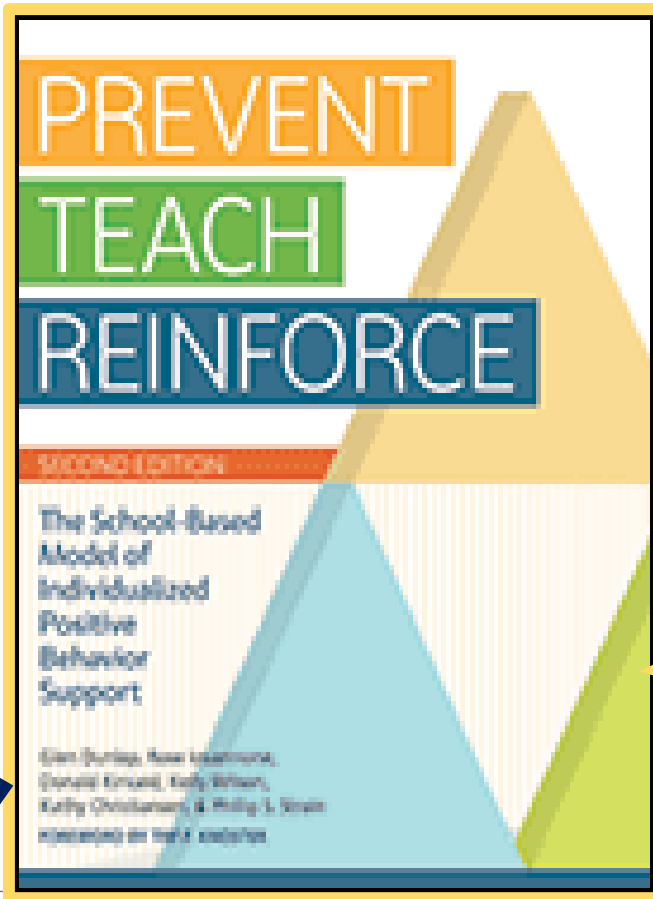
A positive behavior support plan describes:

- The new behavior the child will learn to replace the challenging behavior
 - The antecedents and consequences that will shape the expected behavior
 - How to prevent the challenging behavior from working for the child
 - Who will be implementing the strategies.
-

What IS This Prevent Teach Reinforce Process That You Speak of?



PTR Options



What is Your Experience?



PTR-F: The Basics

What is PTR-F?

A research-based strategy for helping families resolve children's serious challenging behaviors.


A standardized model of 5 steps that is designed to enhance fidelity of implementation

Who is it for?


Teams of family members and professionals who are committed to helping children learn adaptive and appropriate social-emotional behaviors **in the home and community**

Young children with the most severe challenging behaviors that are interfering with social-emotional development


PTR-YC: The Basics



A model for
resolving serious
challenging
behaviors of
toddlers and
preschool-age
children



Research-based
strategy designed to
reduce challenging
behaviors of young
children **in**
preschool, early
education, and
childcare settings



Intended to help young
children whose behaviors are
serious enough that they
interfere with the ability to
engage in positive
relationships, form
friendships, play, and learn
expected skills

(Dunlap et al., 2015)

Family Centered Guiding Principles

Families are a Crucial Resource

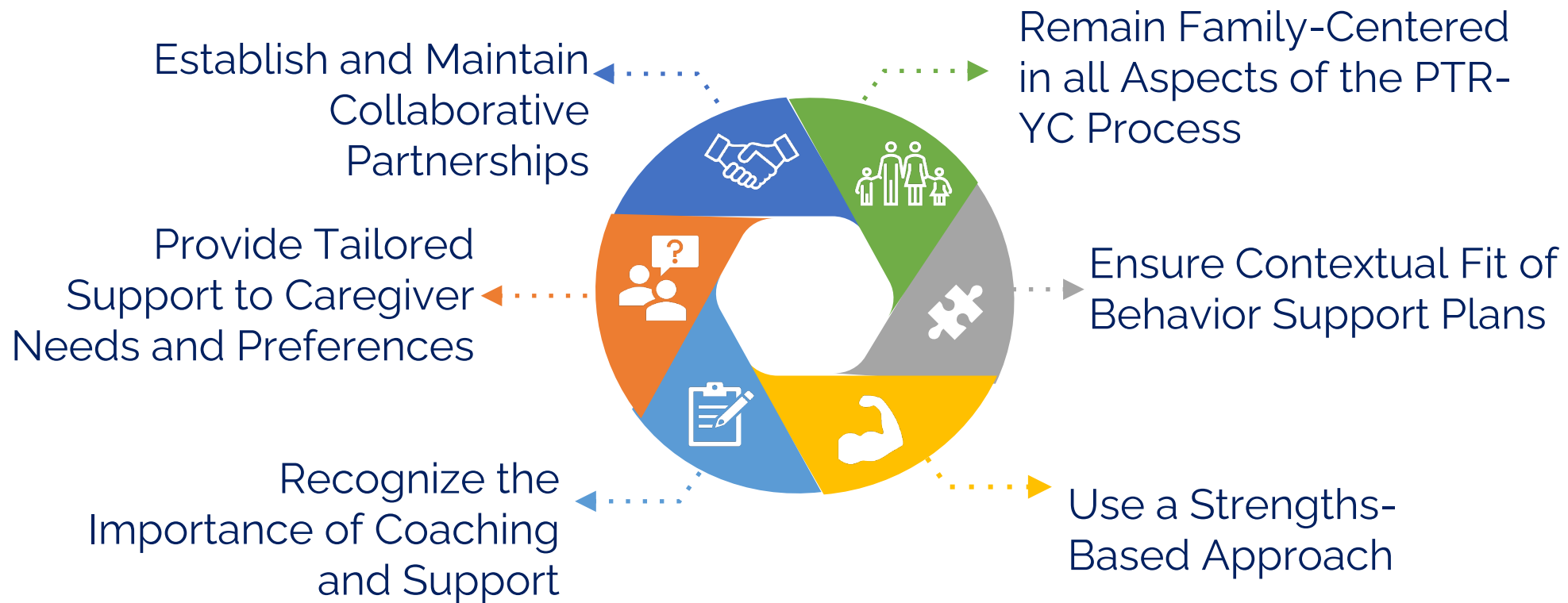
All Who Interact are Affected by
Challenging Behaviors

Valued Team Member

Improves Relationships



Guidelines for Supporting Families and Other Caregivers Through PTR Options



Who May Be Team Members?

Family member(s)

Person(s) most involved with and responsible for the child within community or childcare settings

PTR facilitator

Optional: Behavior specialist, Early Intervention, Program Director or Coach, others

A) Why include each person?

B) What unique perspective does each offer?

C) What challenges might they have to being involved?



“Who is the Expert?” Activity

For each topic, lift your card for the team member who is the expert.

CHILD

Family

Early
Childhood
Professional

PTR
Facilitator

“Who is the Expert?” Activity

CHILD'S CULTURE

Family

Early
Childhood
Professional

PTR Facilitator

“Who is the Expert?” Activity

HOME ENVIRONMENT

Family

Early
Childhood
Professional

PTR Facilitator

“Who is the Expert?” Activity

CLASSROOM ENVIRONMENT

Family

Early Childhood
Professional

PTR Facilitator

“Who is the Expert?” Activity

PTR Process

Family

Early
Childhood
Professional

PTR
Facilitator

“Who is the Expert?” Activity

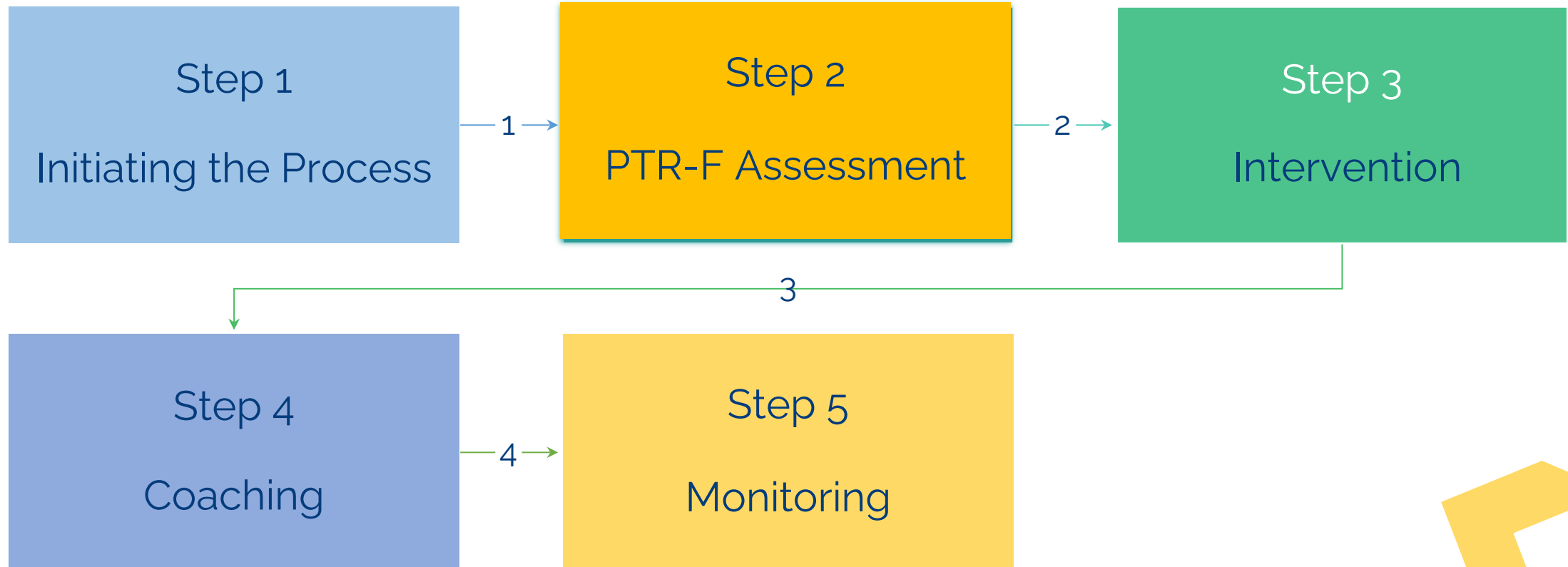
FAMILY STRENGTHS

Family

Early
Childhood
Professional

PTR
Facilitator

PTR-F: The Process



PTR-YC: The Process



Step 1: Teaming and Goal Setting



- Identify a Child for Whom PTR Might be Appropriate
- Identify Who is on the Team
- Establish Clear Goals

Teaming and Goal Setting Responsibilities

Role of the Team Members Who are NOT Leading the Process:

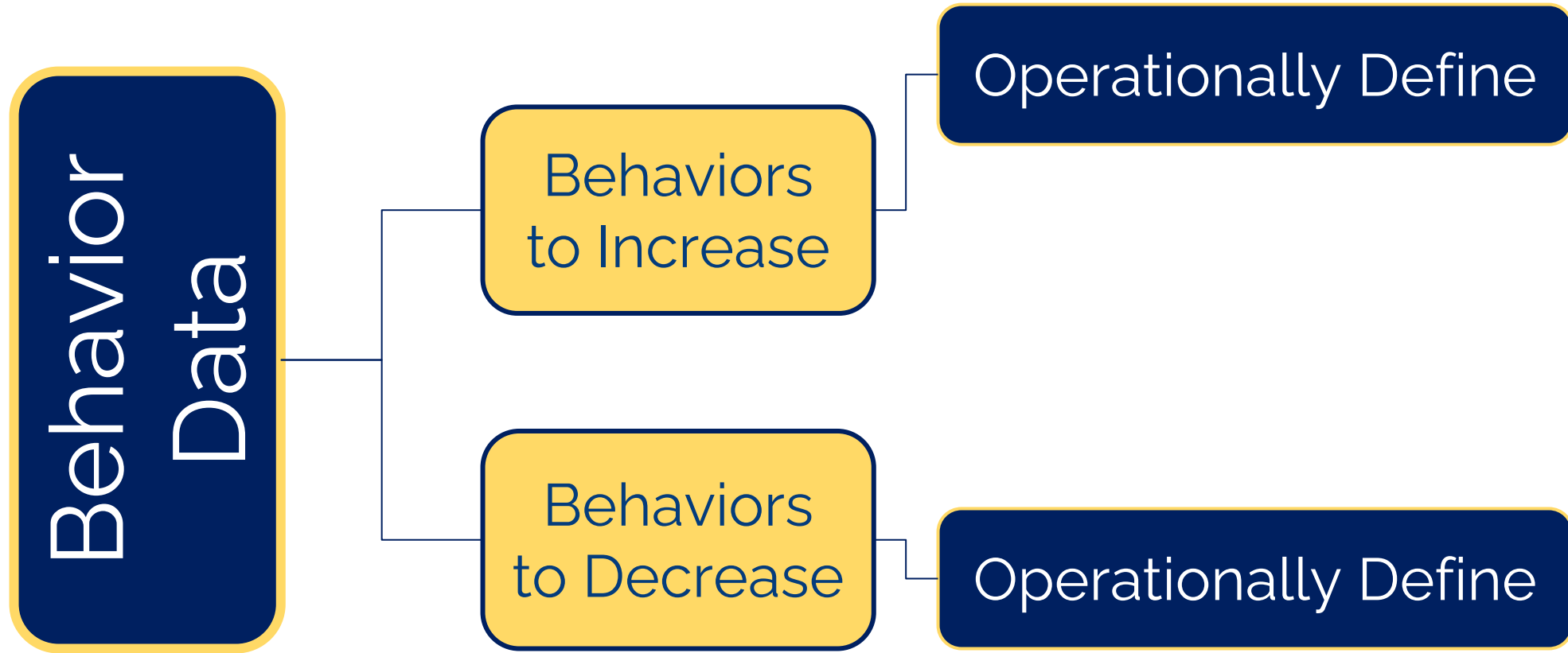
Share what
you know and
listen
carefully to
what others
contribute

Talk about
behaviors in
terms of
what you
can see and
hear (not
feel)

Commit to
attending
meetings and
completing
tasks between
meetings

Help assure
that others
know about
other plans or
interventions
you may be
using with this
child

Step 2: Data Collection



Data Collection



Data Collection Responsibilities

Role of the Team Members Who are NOT Leading the Process



Commit to the importance of data collecting in the PTR-YC process

Be open to seeing patterns in new ways

Complete checklists or data rating scales as needed



Step 3. PTR-YC Assessment (FBA)

Prevent

What are the
antecedents?



Teach

What skills does the
child need to learn?



Reinforce

What are the
consequences?





PTR-YC Assessment (FBA) Responsibilities


Role of the Team Members Who are NOT Leading the Process



Identify and describe antecedents and environmental influences

Focus on the child's perspective as you consider what might be reinforcers for challenging and desirable behaviors

Hypothesize possible function(s) of behavior




Step 4. Plan Development & Intervention

- Select Intervention Strategies
- Develop the Behavior Intervention Plan
- Prepare to Implement the Plan



Plan Development & Intervention

Role of the Team Members Who are NOT Leading the Process



Be open to making some changes to your behavior to support the child's behavior.

Be honest if something is suggested that you don't know how to carry out.

Support the Importance of implementing classroom wide practices



Step 5. Using Data and Next Steps



- Monitoring the Behavior Intervention Plan
- Using Data to Make Informed Decisions

Using Data and Next Steps

Implementation and Progress Monitoring



Role of the Team Members Who are NOT Leading the Process

Collect data as indicated by the plan

Share data with team members as designed

Analyze data with the level of assistance required

Use data rather than emotion to decide if the plan is working

Be open and seek support if needed



Which PTR process is right for you?

PTR-F

- Concerning behavior is an issue for the family
- Child participates in family and community activities and may or may not attend a classroom
- Child is at least 2 years old

PTR-YC

- Concerning behavior is an issue in an early childhood classroom
- Family may or may not also have concerns about behavior at home
- Child is at least 2 years old

What Skills Does the PTR Facilitator Need?

Facilitator is essential for successful outcomes

- Knowledgeable in the appropriate PTR process
- Able to guide teams through the steps
- Ensure fidelity to the process is maintained
- Understand and be able to apply behavioral principles

Access to PTR-F Training

Contract With a Professional Who Is Trained To Lead The Process

Infant and Early Childhood Mental Health Consultant
(PA Key)

Early Intervention – Infant/Toddler Lead



Someone From Your Program Can Participate In Training To Lead The Process



Online Course is Available At papdregistry.org for PQAS Credit or
at eita-pa.org for Act 48 Credit

ePyramid Prevent Teach
Reinforce for Families

Course is Eight (8)
Contact Hours

365 Day Access

Access to PTR-YC Training

Contract With a Professional Who Is Trained To Lead The Process

Infant and Early Childhood Mental Health Consultant
(PA Key)

Early Intervention – Infant/Toddler Lead



Someone From Your Program Can Participate In Training To Lead The Process



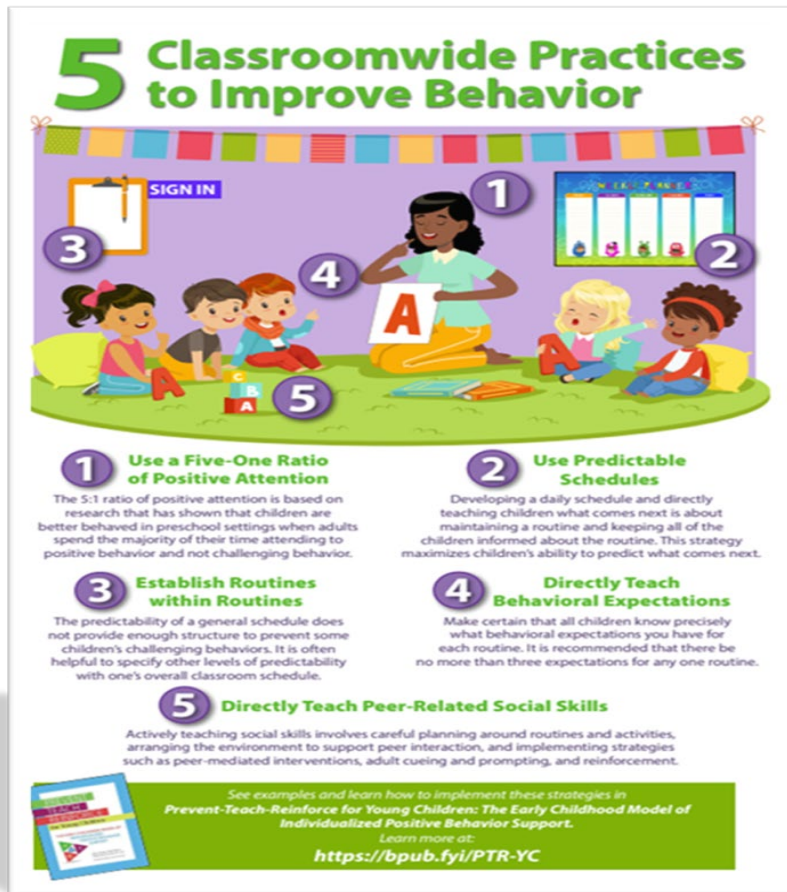
Online Course is Available at pyramidmodel.org for \$49.00

ePyramid Prevent-Teach-
Reinforce for Young Children

Course is Eight (8)
Contact Hours

365 Day Access

Social Emotional Big 5 Online Course



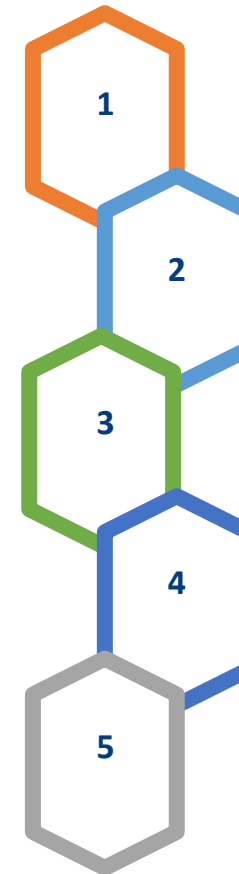
Use of 5 to 1 Ratio of
Positive Attention

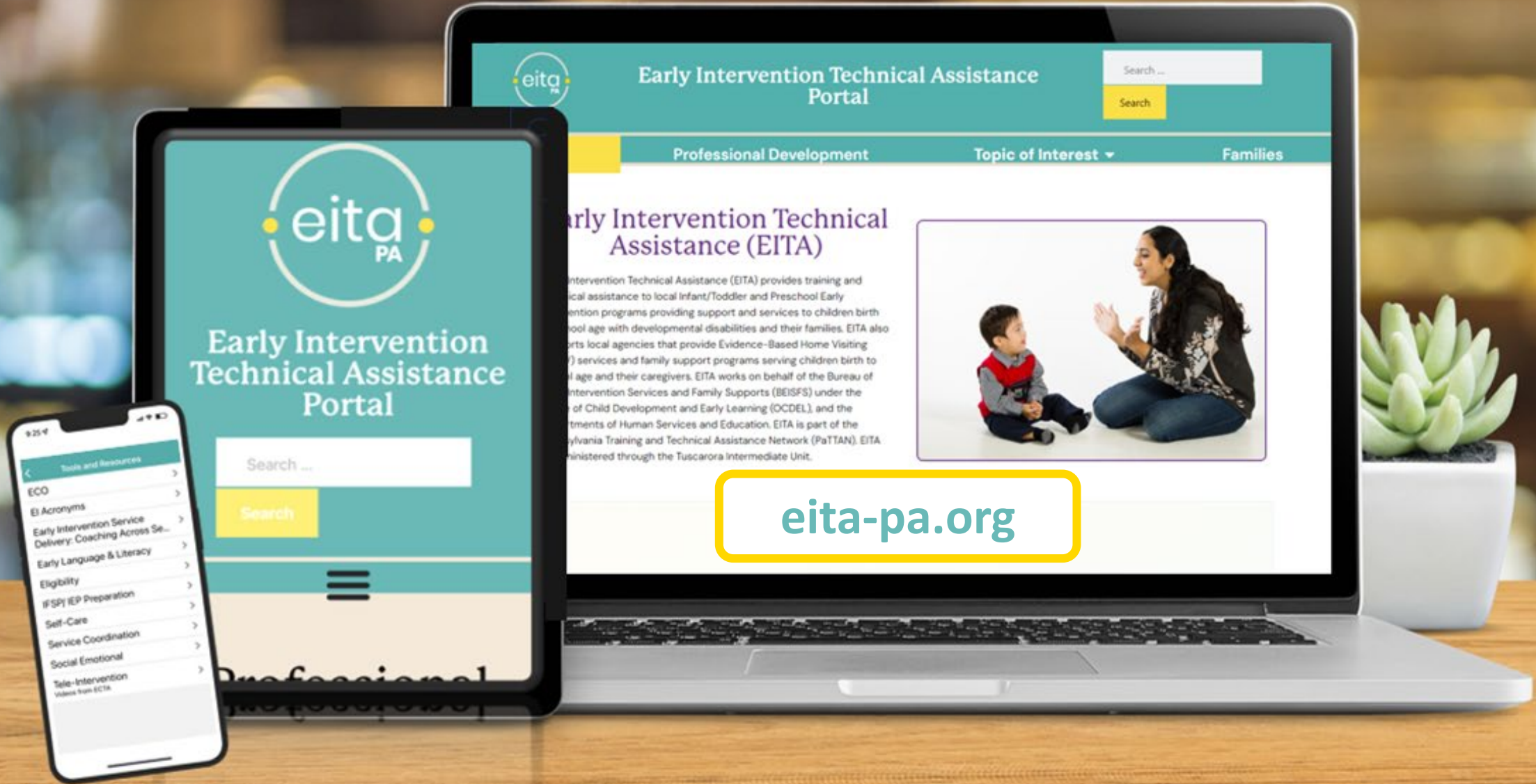
Establish Routines
within Routines

Directly Teach Peer
Related Social Skills

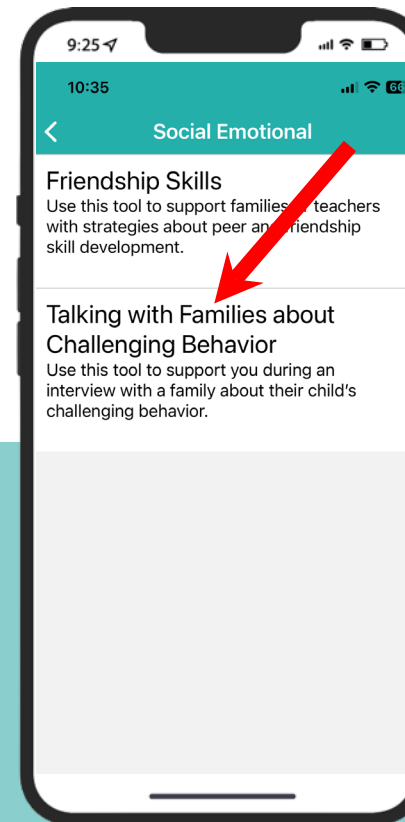
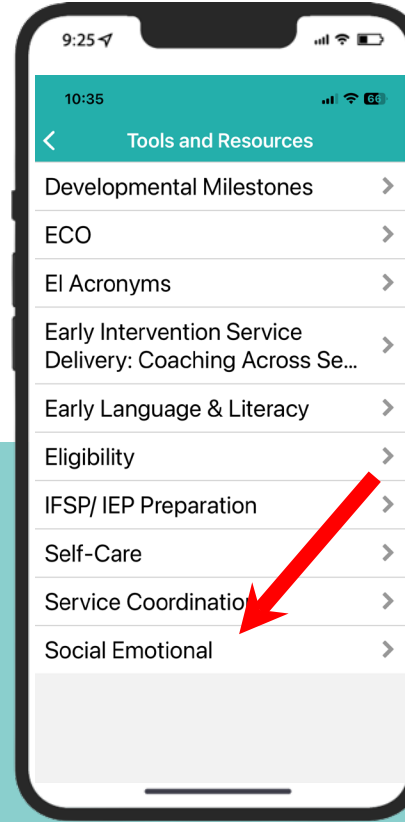
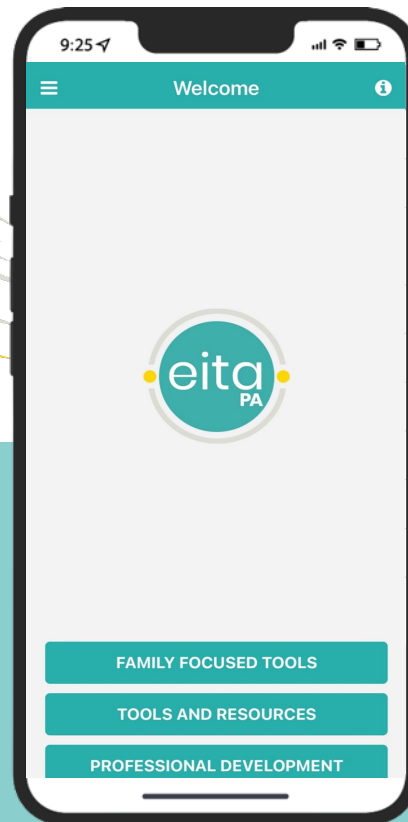
Use of Predictable
Schedules

Directly Teach Behavioral
Expectations





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Citations

Dunlap, G., Wilson, K., Strain, P., & Lee, J.K. (2022). Prevent teach reinforce for young children: The early childhood model of individualized positive behavior support (second). Brookes Publishing.

Dunlap, G., Strain, P., & Lee, J.K., Joseph, J., Vatland, C., & Fox, L. (2017). Prevent teach reinforce for families: A model of individualized positive behavior support for home and community. Brookes Publishing.

Contact Information



Michele Mapes, MS, IMH-E©
Early Intervention Technical Assistance
mmapes@pattan.net