

Prevent-Teach-Reinforce for Young Children

The Early Childhood Model of Individualized Positive Behavior Support

by

Glen Dunlap, Ph.D.

University of South Florida
University of Nevada, Reno

Kelly Wilson

Bal Swan Children's Center and
Colorado Department of Education

Phillip Strain, Ph.D.

University of Colorado Denver

and

Janice K. Lee, M.Ed.

University of Nevada, Reno

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About This CD-ROM

This CD-ROM contains electronic versions of forms for *Prevent-Teach-Reinforce for Young Children: The Early Childhood Model for Individualized Positive Behavior Support*. The forms located in the Individual Forms folder are fillable PDF files, which may be filled out and either saved to a computer or printed.

Purchasers of *Prevent-Teach-Reinforce for Young Children* may print the forms from a computer for their own use. Purchasers may also choose to make photocopies of the forms printed from an original CD-ROM. Refer to the End User License Agreement (EULA) for details.

All of the materials on this CD-ROM are provided in PDF format. The fillable PDF files can be filled in on your computer, and information that you enter can be saved and printed from these PDF files. You may print blank forms from the fillable PDF files or from the master document (PTR-YC.pdf). All forms may be printed easily by clicking on the appropriate bookmark, selecting “Print,” and typing the corresponding page number(s). You may save these PDFs to your computer and/or post them on an internal local area network (LAN) for employees to print as needed, in accordance with the terms of the EULA that you accepted when you opened this CD-ROM.



PTR-YC Goal Sheet

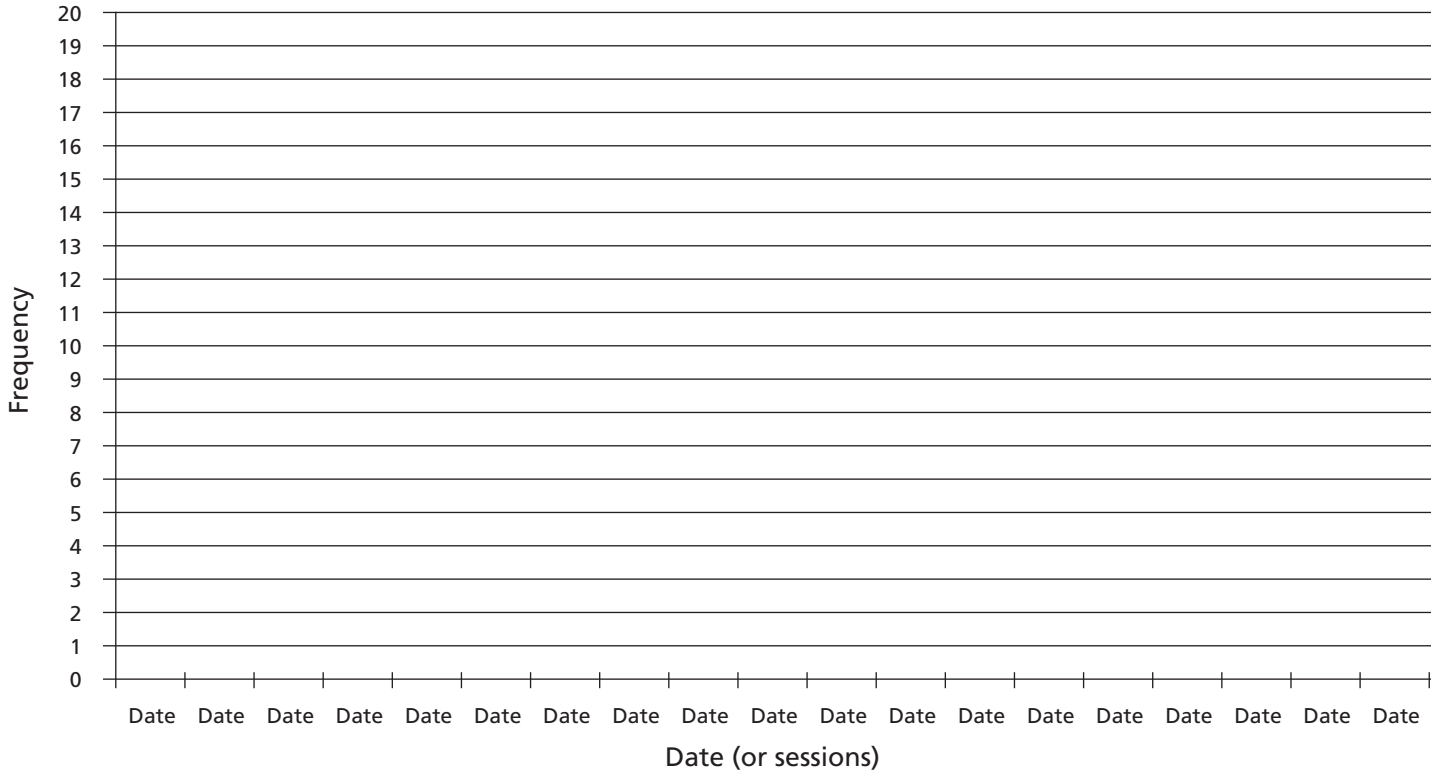
1. Identify the child's challenging behaviors to decrease.
2. Select ONE challenging behavior to target.
3. Operationally define this target behavior—observable (seen or heard) and measurable (counted or timed).
4. Identify the child's desirable behaviors to increase.
5. Select ONE desirable behavior to increase.
6. Operationally define this target behavior—observable (seen or heard) and measurable (counted or timed).

Child: _____ Date: _____

1. Behavior(s) to decrease	
2. Target behavior	
3. Operational definition	
4. Behavior(s) to increase	
5. Target behavior	
6. Operational definition	



PTR-YC Frequency Graph





PTR-YC Behavior Rating Scale

Child: _____ Rater: _____ Observation period: _____ Month: _____

	Date/time																	
Desirable behavior	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	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
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Challenging behavior	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	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
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Desirable behavior: _____

5 = _____

4 = _____

3 = _____

2 = _____

1 = _____

Challenging behavior: _____

5 = _____

4 = _____

3 = _____

2 = _____

1 = _____



PTR-YC Functional Behavioral Assessment Checklist: Prevent

Challenging behavior: _____ Person responding: _____ Child: _____

1. Are there times of the day when challenging behavior is most likely to occur? If yes, what are they?				
<input type="checkbox"/> Morning <input type="checkbox"/> Afternoon	<input type="checkbox"/> Before meals <input type="checkbox"/> Evening	<input type="checkbox"/> During meals <input type="checkbox"/> Naptime	<input type="checkbox"/> After meals	<input type="checkbox"/> Preparing meals
Other: _____				
2. Are there times of the day when challenging behavior is least likely to occur? If yes, what are they?				
<input type="checkbox"/> Morning <input type="checkbox"/> Afternoon	<input type="checkbox"/> Before meals <input type="checkbox"/> Evening	<input type="checkbox"/> During meals <input type="checkbox"/> Naptime	<input type="checkbox"/> After meals	<input type="checkbox"/> Preparing meals
Other: _____				
3. Are there specific activities when challenging behavior is very likely to occur? If yes, what are they?				
<input type="checkbox"/> Arrival <input type="checkbox"/> Dismissal <input type="checkbox"/> Large-group times <input type="checkbox"/> Small-group times	<input type="checkbox"/> Naptime <input type="checkbox"/> Toileting/diapering <input type="checkbox"/> Special event (specify) _____	<input type="checkbox"/> Peer interactions <input type="checkbox"/> Centers/free play <input type="checkbox"/> Meals	<input type="checkbox"/> Snack <input type="checkbox"/> Transitions (specify) _____	
Other: _____				
4. Are there specific activities when challenging behavior is least likely to occur? What are they?				
<input type="checkbox"/> Arrival <input type="checkbox"/> Dismissal <input type="checkbox"/> Large-group times <input type="checkbox"/> Small-group times	<input type="checkbox"/> Naptime <input type="checkbox"/> Toileting/diapering <input type="checkbox"/> Special event (specify) _____	<input type="checkbox"/> Peer interactions <input type="checkbox"/> Centers/free play <input type="checkbox"/> Meals	<input type="checkbox"/> Snack <input type="checkbox"/> Transitions (specify) _____	
Other: _____				
5. Are there other children or adults whose proximity is associated with a high likelihood of challenging behavior? If so, who are they?				
<input type="checkbox"/> Siblings <input type="checkbox"/> Family member(s) <input type="checkbox"/> Care provider(s) <input type="checkbox"/> Other adults	Specify: _____ Specify: _____ Specify: _____ Specify: _____	<input type="checkbox"/> Teacher <input type="checkbox"/> Parent <input type="checkbox"/> Other children (specify) _____		
Other: _____				
6. Are there other children or adults whose proximity is associated with a low likelihood of challenging behavior? If so, who are they?				
<input type="checkbox"/> Siblings <input type="checkbox"/> Family member(s) <input type="checkbox"/> Care provider(s) <input type="checkbox"/> Other adults	Specify: _____ Specify: _____ Specify: _____ Specify: _____	<input type="checkbox"/> Teacher <input type="checkbox"/> Parent <input type="checkbox"/> Other children (specify) _____		
Other: _____				

FORM 5 PTR-YC Functional Behavioral Assessment Checklist: Prevent (continued)

7. Are there specific circumstances that are associated with a high likelihood of challenging behavior?			
<input type="checkbox"/> Asked to do something <input type="checkbox"/> Given a direction <input type="checkbox"/> Reprimand or correction <input type="checkbox"/> Being told "no" <input type="checkbox"/> Sitting near specific peer <input type="checkbox"/> Change in schedule <input type="checkbox"/> Getting peer/adult attention	<input type="checkbox"/> Seated for meal <input type="checkbox"/> Playing with others <input type="checkbox"/> Sharing <input type="checkbox"/> Taking turns <input type="checkbox"/> Playing by self <input type="checkbox"/> Novel/new task <input type="checkbox"/> One-to-one time with adult	<input type="checkbox"/> Transition <input type="checkbox"/> End of preferred activity <input type="checkbox"/> Removal of preferred item <input type="checkbox"/> Beginning of non-preferred activity <input type="checkbox"/> Activity becomes too long	<input type="checkbox"/> Structured time <input type="checkbox"/> Unstructured time <input type="checkbox"/> Down time (no task specified) <input type="checkbox"/> Teacher is attending to someone else <input type="checkbox"/> During a non-preferred activity
Other: _____			
8. Are there conditions in the physical environment that are associated with a high likelihood of challenging behavior (e.g., too warm, too cold, too crowded, too much noise, too chaotic, weather conditions)?			
<input type="checkbox"/> Yes (specify) _____ <input type="checkbox"/> No			
9. Are there circumstances that occur on some days and not other days that may make challenging behavior more likely?			
<input type="checkbox"/> Illness <input type="checkbox"/> Allergies <input type="checkbox"/> Physical condition <input type="checkbox"/> Change in diet	<input type="checkbox"/> No medication <input type="checkbox"/> Change in medication <input type="checkbox"/> Hunger <input type="checkbox"/> Parties or social event	<input type="checkbox"/> Change in caregiver <input type="checkbox"/> Fatigue <input type="checkbox"/> Change in routine <input type="checkbox"/> Parent not home	<input type="checkbox"/> Home conflict <input type="checkbox"/> Sleep deprivation <input type="checkbox"/> Stayed with noncustodial parent
Other: _____			
Additional comments not addressed:			



PTR-YC Functional Behavioral Assessment Checklist: Teach

Challenging behavior: _____ Person responding: _____ Child: _____

1. Does the challenging behavior seem to be exhibited in order to gain attention from other children?		
___ Yes (specify peers) _____ ___ No		
2. Does the challenging behavior seem to be exhibited in order to gain attention from adults? If so, are there particular adults whose attention is solicited?		
___ Yes (specify adults) _____ ___ No		
3. Does the challenging behavior seem to be exhibited in order to obtain objects (e.g., toys, games, materials, food) from other children or adults?		
___ Yes (specify objects) _____ ___ No		
4. Does the challenging behavior seem to be exhibited in order to delay a transition from a preferred activity to a nonpreferred activity?		
___ Yes (specify transitions) _____ ___ No		
5. Does the challenging behavior seem to be exhibited in order to terminate or delay a nonpreferred (e.g., difficult, boring, repetitive) task or activity?		
___ Yes (specify nonpreferred tasks or activities) _____ ___ No		
6. Does the challenging behavior seem to be exhibited in order to get away from a nonpreferred child or adult?		
___ Yes (specify peers or adults) _____ ___ No		
7. What social skills(s) could the child learn in order to reduce the likelihood of the challenging behavior occurring in the future?		
___ Getting attention appropriately ___ Sharing—giving a toy ___ Sharing—asking for a toy ___ Taking turns ___ Beginning interactions with peers and adults ___ Responding or answering peers and adults	___ Engaging in interactions (staying on topic with peers and adults in a back-and-forth exchange) ___ Giving a play idea ("You be the mommy") ___ Playing appropriately with toys and materials with peers	___ Accepting positive comments and praise ___ Making positive comments ___ Giving praise to peers ___ Waiting for acknowledgment or reinforcement ___ Skills to develop friendships
Other: _____		

FORM 6 PTR-YC Functional Behavioral Assessment Checklist: Teach (continued)

8. What problem-solving skill(s) could the child learn in order to reduce the likelihood of the challenging behavior occurring in the future?		
<input type="checkbox"/> Controlling anger <input type="checkbox"/> Controlling impulsive behavior <input type="checkbox"/> Strategies for calming down <input type="checkbox"/> Asking for help <input type="checkbox"/> Using visuals to support independent play	<input type="checkbox"/> Self-management <input type="checkbox"/> Playing independently <input type="checkbox"/> Playing cooperatively <input type="checkbox"/> Following directions <input type="checkbox"/> Following schedules and routines <input type="checkbox"/> Accepting "no" <input type="checkbox"/> Managing emotions	<input type="checkbox"/> Getting engaged in an activity <input type="checkbox"/> Staying engaged in activities <input type="checkbox"/> Choosing appropriate solutions <input type="checkbox"/> Making choices from appropriate options <input type="checkbox"/> Following through with choices
Other: _____		
9. What communication skill(s) could the child learn in order to reduce the likelihood of the challenging behavior occurring in the future?		
<input type="checkbox"/> Asking for a break <input type="checkbox"/> Asking for help <input type="checkbox"/> Responding to others <input type="checkbox"/> Requesting wants and needs	<input type="checkbox"/> Communicating effectively with words <input type="checkbox"/> Communicating effectively with pictures <input type="checkbox"/> Communicating effectively with sign language	<input type="checkbox"/> Expressing emotions (e.g., frustration, anger, hurt) appropriately <input type="checkbox"/> Saying, "No" or "Stop"
Other: _____		
Additional comments not addressed:		



PTR-YC Functional Behavioral Assessment Checklist: Reinforce

Challenging behavior: _____ Person responding: _____ Child: _____

1. What consequence(s) usually follow the child's challenging behavior?			
<input type="checkbox"/> Sent to time-out <input type="checkbox"/> Sent out of the room <input type="checkbox"/> Sent to quiet spot <input type="checkbox"/> Calming/soothing <input type="checkbox"/> Talking about what just happened	<input type="checkbox"/> Gave personal space <input type="checkbox"/> Gave assistance <input type="checkbox"/> Verbal redirect <input type="checkbox"/> Delay in activity <input type="checkbox"/> Activity changed <input type="checkbox"/> Activity terminated <input type="checkbox"/> Removed from activity	<input type="checkbox"/> Verbal reprimand <input type="checkbox"/> Reviewed classroom rules <input type="checkbox"/> Physical prompt <input type="checkbox"/> Peer reaction <input type="checkbox"/> Physical restraint <input type="checkbox"/> Removal of reinforcers (e.g., toys, items, attention) <input type="checkbox"/> Natural consequences (specify) _____	
Other: _____			
2. Does the child enjoy praise from adults and children? Does the child enjoy praise from some people more than others?			
<input type="checkbox"/> Yes (specify people) _____ <input type="checkbox"/> No			
3. What is the likelihood of the child's appropriate behavior (e.g., participating appropriately, cooperating, following directions) resulting in acknowledgment or praise from adults or children?			
<input type="checkbox"/> Very likely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Seldom	<input type="checkbox"/> Never
4. What is the likelihood of the child's challenging behavior resulting in acknowledgment (e.g., reprimands, corrections, restating classroom rules) from adults and children?			
<input type="checkbox"/> Very likely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Seldom	<input type="checkbox"/> Never
5. What items and activities are most enjoyable to the child? What items or activities could serve as special rewards?			
<input type="checkbox"/> Social interaction with adults <input type="checkbox"/> Social interaction with peers <input type="checkbox"/> Playing a game <input type="checkbox"/> Teacher's helper <input type="checkbox"/> Extra time outside <input type="checkbox"/> Extra praise and attention from adults <input type="checkbox"/> Tangibles (e.g., stickers, stamps)	<input type="checkbox"/> High fives <input type="checkbox"/> Praise from peers <input type="checkbox"/> Praise from adults <input type="checkbox"/> Music <input type="checkbox"/> Puzzles <input type="checkbox"/> Special activity <input type="checkbox"/> Special helper	<input type="checkbox"/> Extra time in preferred activity <input type="checkbox"/> Computer time <input type="checkbox"/> Art activities (e.g., drawing pictures, painting) <input type="checkbox"/> Objects/toys (specify) _____ <input type="checkbox"/> Food (specify) _____	
Other(s): _____			
Additional comments not addressed:			



PTR-YC Functional Behavioral Assessment Summary Table

Child: _____ Date: _____

Behavior	Prevent data	Teach data	Reinforce data
Challenging behavior			
Desirable behavior			

Hypothesis: When _____ ,
then _____ ;
as a result, _____ .



PTR-YC Menu of Intervention Strategies

Prevent strategies	Teach strategies	Reinforce strategies
Provide choices Intersperse difficult or nonpreferred tasks with easy or preferred tasks Use visual supports and schedules Embed preferences into activities Enhance predictability with schedules Alter physical arrangement of the classroom Remove triggers for challenging behaviors	Teach communication skills Embed multiple instructional opportunities Peer-related social skills Self-monitoring Tolerate delay of reinforcement Teach independence with visual schedules	Reinforce desirable behavior Reinforce physically incompatible behavior Remove reinforcement for challenging behavior Emergency intervention plan



PTR-YC Behavior Intervention Plan Summary

Child: _____ Class: _____

Classroom practices for all children:

- Show positive attention: 5:1 ratio.
- Teach behavioral expectations for each routine.
- Teach positive peer-related social skill.
- Use predictable schedules.
- Use predictable routines within routines.

Intervention strategies

	Prevent	Teach	Reinforce
Brief description			
Implementation notes			



PTR-YC Fidelity of Strategy Implementation

Child: _____ Interventionist: _____ Observer: _____

Date: _____ Observation period: _____

	Were all steps implemented as intended?		Did the child respond as intended?		Was the strategy implemented as frequently as intended?	
	Yes	No	Yes	No	Yes	No
Prevent strategy Steps: 1. 2. 3. 4. 5.	Yes	No	Yes	No	Yes	No
Teach strategy Steps: 1. 2. 3. 4. 5.	Yes	No	Yes	No	Yes	No
Reinforce strategy Steps: 1. 2. 3. 4. 5.	Yes	No	Yes	No	Yes	No



PTR-YC Team Implementation Guide

Step 1: Teaming and Goal Setting

Child's name: _____ Age: _____ Date of plan: _____

Location/setting (e.g., Head Start, early childhood special education classroom, community preschool): _____

Team members (list all team members, including at least one family member): _____

Operational definition of initial challenging behavior: _____

Operational definition of initial desirable behavior: _____

Step 2: Data Collection

How are the behaviors going to be measured (circle one)? Behavior rating scale Frequency counts

(If using the behavior rating scale, have the anchors been carefully defined and written on the sheet?) Yes No

(If using frequency counts, has the procedure has been specified and written down?) Yes No

When will data be collected (observation period)? _____

Who is going to collect data (identify a primary data collector)? _____

Location of permanent data logs and graphs: _____

Person responsible for maintaining the logs and graphs: _____

Step 3: PTR-YC Assessment

Has current use of classroom practices been assessed? Yes No

What steps have been taken to improve the implementation of classroomwide practices?

Who completed the three PTR-YC Functional Behavioral Assessment Checklists?

Were completed checklists reviewed by the team and summarized on the PTR-YC Functional Behavioral Assessment Summary Table? Yes No

Hypothesis statement(s): _____

Step 4: PTR-YC Intervention

Have classroom practices been assessed, and have steps been taken to improve implementation of classroomwide practices?	Yes	No
Did team members review the descriptions of intervention strategies (found in the appendix at the end of the book)?	Yes	No
Did team members decide on intervention strategies to implement, and did they complete the PTR-YC Behavior Intervention Plan Summary?	Yes	No
Did the team complete the additional pages (including the task analyses) of the child's behavior intervention plan?	Yes	No
Did the team determine what training and ongoing support would be provided for the classroom personnel responsible for implementing the behavior intervention plan?	Yes	No

Step 5: Using Data and Next Steps

How often are the data reviewed once intervention strategies have been implemented? _____

Who reviews the data? _____

What decisions are made based on the data? _____

About the Authors

Glen Dunlap, Ph.D., is a research professor at the University of South Florida in Tampa and the University of Nevada, Reno, where he works on research, training, and demonstration projects in the areas of positive behavior support, child protection, early intervention, developmental disabilities, and family support. He has been involved with individuals with disabilities for more than 40 years and has served as a teacher, administrator, researcher, and university faculty member. He has directed numerous research and training projects and has been awarded dozens of federal and state grants to pursue this work. He has authored more than 220 articles and book chapters, co-edited 4 books, and served on 15 editorial boards. Dr. Dunlap was a founding editor of the *Journal of Positive Behavior Interventions* and is the current editor of *Topics in Early Childhood Special Education*.

Kelly Wilson, B.S., works on two projects that utilize the principles of implementation science to directly support systems change and implementation of evidence-based practices to a level of fidelity that affects common practice and child outcomes. In addition to supporting systems change, she also provides training and focused support to staff, teachers, and families in the Pyramid Model and challenging behaviors using the Prevent-Teach-Reinforce (PTR) process. Previously, Ms. Wilson worked for the University of Colorado Denver for 13 years as a research assistant. She spent 5 years working on PTR research by supporting staff, teachers, and families with children with severe and persistent challenging behavior. She also worked as a consultant for Learning Experiences: An Alternative Program for Preschoolers and Parents (LEAP) Outreach Project, providing consultation in early childhood to preschools and elementary schools serving children with autism and challenging behaviors. Ms. Wilson has been involved in almost every aspect of early intervention and general and special education, with a special emphasis on children with challenging behaviors. She is the mother of four extraordinary children who all have fragile X syndrome and has experience with challenging behavior at a personal as well as a professional level. She has extensive experience as a trainer, coach, and mentor, and she specializes in challenging behavior and inclusive education.

Phillip Strain, Ph.D., is Professor of Educational Psychology and Director of the Positive Early Learning Experiences Center in the School of Education and Human Development at the University of Colorado Denver. Dr. Strain is the author of more than 300 professional papers that have focused on young children with autism, prevention of challenging behavior, and inclusion practices. In his 4 decades in the field, he has been a teacher, early intervention program administrator, and university professor. Dr. Strain's research on challenging behavior and autism has received more than 50 million dollars in grant support, and this work has garnered multiple career achievement awards.

Janice K. Lee, M.Ed., is a member of the research faculty at the University of Nevada, Reno, where she is the research coordinator for the randomized control trial of PTR-YC in Northern Nevada. In her role with Positive Behavior Support–Nevada, she is the coordinator for the statewide initiative to bring programwide Pyramid Model implementation and information to all early care and education settings throughout the state. Her experience and interests include early childhood, challenging behavior, positive behavior support, social and emotional development, autism, and working with families. She has a master's degree in early childhood special education. Since 1995, she has worked with children, families, practitioners, and professionals at the local, state, and national level as a consultant, coach, trainer, and technical assistance provider.

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