

PREVENT
TEACH
REINFORCE

Implementing Positive Behavior Supports
& Antecedent Interventions in the Classroom*

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*Adapted from Prevent, Teach, Reinforce for Young Children: The Early Childhood Model of Individualized Positive Behavior Supports
Glen Dunlap, Kelly Wilson, Phillip Strain, & Janice K. Lee, Forward by Mary Louise Hemmeter

Who Am I?

Professional Experience

Jordan Child Development Center - Behavior Specialist & Instructional Coach 2014 - Present
ABCD Supports – Program Director, Autism Specialist, Advocate 2005 - Present
Alpine School District – Transitional School (18 – 22) & Autism Preschool 2011 – 2013
Autism Journeys - Early Childhood Program Director – 2009 – 2011
DDI VANTAGE Early Intervention – Program Director 2002 – 2009
Community Treatment Alternatives - Program Coordinator 1992 – 2002

Education

Masters in Education - Applied Behavioral Analysis / BCBA – Arizona State University – In Process
Early Childhood Special Education – Utah State University
Early Intervention Credential (Level II) – Utah State Health Department
Social Work / Sociology – Utah State University

Other Experience

25-year Autism Advocate
Autism / Behavior Specialist
(Schools, Private Therapy, Homes, Group Homes, Respite, Transition, Employment)
Special Education Teacher

I am
a Teacher & Behavior Specialist
Because...

***I want INDEPENDENT, Functioning, Happy Adults
REGARDLESS OF SPECIAL NEEDS!***

*Due to my experience working with adults with Special Needs and Autism Spectrum Disorder (ASD), my mission is to educate teachers and parents regarding the importance for young children to acquire Self-Regulation, Self-Management and Foundational Skills necessary for adulthood.
(Children with disabilities grow-up fast and become adults with disabilities!)

*I emphasize the critical importance for ALL young children to learn how to self-regulate, follow rules and learn how to manage their own behavior.

*I empower teachers and parents to gather education, knowledge and confidence Regarding individual Special Needs and Autism Spectrum Disorder of their students and children.

Objectives

- To expand your understanding of problem behavior and why it occurs
With students with Special Needs and Autism Spectrum Disorder.
- To familiarize you with Antecedent Interventions, the concepts of Prevent, Teach, Reinforce, and Positive Behavior Supports.
- To demonstrate how to implement effective Antecedent Interventions and Positive Behavior Supports into the classroom that result in more effective classroom management, increased student engagement and why these strategies will save you time and energy.



WHAT DO YOU

WANT TO LEARN TODAY?

WHAT IS BEHAVIOR?

ALL BEHAVIOR
IS A FORM OF COMMUNICATION!

Principle 1: Challenging Behaviors Are Communicative

Principle 2: Challenging Behaviors are Maintained by
Their Consequences

Principle 3: Challenging Behaviors Occur in Context

PREVENT, TEACH, REINFORCE

*GUIDE FOR POSITIVE BEHAVIOR SUPPORTS
AND ANTECEDENT INTERVENTIONS

*INTERVENTIONS FOR CHALLENGING BEHAVIORS

*FAMILY FOCUSED & INVOLVED

PREVENT

*The first component of the PTR approach!

It refers to intervention strategies involving antecedent variables.

*Efforts are more beneficial and cost efficient if they serve to prevent, rather than repair, social and emotional distress and challenging behaviors.

“The more that a program or classroom incorporates features of high-quality environments and recommended adult-child interactions, the greater the likelihood that serious challenging behaviors will be prevented” (p. 11) Dunlap, Wilson, Strain, Lee

TEACH

*The second component of the PTR approach. It refers to intervention strategies involving the delivery of instruction of desired behavior.

*We must identify the function of the behavior to understand what we need to teach to replace it.

“Teaching a skill (or multiple skills) to the child that will make a challenging behavior unnecessary and less likely to occur is one of the core strategies of an intervention plan” (p. 63)

REINFORCE

*The third component of the PTR approach. It refers to intervention strategies involving changes to delivery of consequences, especially positive reinforcers.

*Some students do not care if they receive positive or negative attention, They just want attention.

ATTENTION is the Pay-Off!

“It is well known that consequences have a great influence over the frequency of behavior. If favorable consequences (reinforcers) follow a behavior, then it is likely that the behavior will be strengthened and continue” (p.64).

Antecedent Variables

“Events, actions, items, and circumstances that are present in the environment and have an influence on the occurrence of a child’s behavior. They can serve as triggers for challenging behavior or for desirable behavior, or they can act to make a behavior more likely to occur. Almost anything can potentially serve as a antecedent variable” (p.14)

Common Antecedents: adult requests, saying No, etc.

PROCESS

Step 1: TEAMING & GOAL SETTING

Identify the child's challenging behavior to decrease

Select one challenging target behavior and operationally define it

Identify the child's desirable behavior to increase

Select one desirable target behavior and operationally define it

Step 2: COLLECT DATA

Step 3: ASSESSMENT

(Conduct a Functional Behavior Assessment)

*Functional Behavior Assessment – a process that involves collecting information (data) to develop an understanding of how a challenging behavior is influenced, or controlled, by events in the environment. There are many methods.

Step 4: INTERVENTION

Step 5: USE DATA & IDENTIFY NEXT STEPS

INTERVENTIONS – CLASSROOMWIDE PRACTICES

- **FIVE-TO-ONE RATIO OF POSITIVE ATTENTION**
WHEN DO YOU INTERACT WITH YOUR STUDENTS?
- **USE PREDICTABLE SCHEDULES**
DO YOUR STUDENTS KNOW WHAT IS COMING NEXT?
HOW ARE YOU MEETING THE NEEDS OF ALL LEARNERS?
- **ESTABLISH ROUTINES WITHIN ROUTINES**
WHAT IS THIS?
- **DIRECTLY TEACH BEHAVIORAL EXPECTATIONS**
DO YOU HAVE RULES & EXPECTATIONS?
HOW DO YOU KNOW ALL THE LEARNERS IN YOUR CLASS KNOW THEM?
- **DIRECTLY TEACH PEER-RELATED SOCIAL SKILLS**
DO YOU ASSIST STUDENTS WITH INTERACTIONS WITH OTHERS?

INTERVENTIONS – INDIVIDUALIZED FOR THE STUDENT

- PREVENT INTERVENTIONS –
 - PROVIDE CHOICES
 - INTERPERSE 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
 - USE BEHAVIOR MOMENTUM
 - REMOVE TRIGGERS FOR CHALLENGING BEHAVIORS

***IT WILL TAKE LESS TIME AND FRUSTRATION THAN YOU ARE SPENDING NOW!!!**

INTERVENTIONS – INDIVIDUALIZED FOR THE STUDENT

- **TEACH INTERVENTIONS –**
 - TEACH COMMUNICATION SKILLS
(FUNCTIONAL COMMUNICATION TRAINING)
 - EMBED MULTIPLE INSTRUCTIONAL OPPORTUNITIES
 - PEER - RELATED SOCIAL SKILLS
 - SELF - MONITORING
 - TOLERATE DELAY OF REINFORCEMENT (WAIT!)
 - TEACH INDEPENDENCE WITH VISUAL SCHEDULES

***IT WILL TAKE LESS TIME AND FRUSTRATION THAN YOU ARE SPENDING NOW!!!**

INTERVENTIONS – INDIVIDUALIZED FOR THE STUDENT

- REINFORCE INTERVENTIONS –
 - REINFORCE DESIRED BEHAVIOR
 - PROVIDE PRIMARY REINFORCEMENT & REWARDS
(PREFERENCE ASSESSMENT)
 - PROVIDE POSITIVE ATTENTION & ENCOURAGEMENT
 - REINFORCE PHYSICALLY INCOMPATIBLE BEHAVIORS
 - REMOVE REINFORCEMENT FOR CHALLENGING BEHAVIOR

***IT WILL TAKE LESS TIME AND FRUSTRATION THAN YOU ARE SPENDING NOW!!!**

Let's Practice...

APPLY

PREVENT

TEACH

REINFORCE

In the Classroom....

Solving the Mystery!

“Find All the Clues Velma...”

*Gather All the information
you may need before assuming
You know the cause of the challenging behavior.

Remember...

*ALL behavior is a form of communication.

*Ask yourself,

“What is your student communicating to you?”

“How can you prevent it?”

“What can you teach the student to replace it?”

“How can you reinforce the desired behavior?”



What Do You See?

Grit Trumps Talent and IQ:

Angela Duckworth and her team devise strategies to help students learn how to work hard and adapt in the face of temptation, distraction, and defeat.



WRAP – UP!

QUESTIONS???