



## **Prevent – Teach – Reinforce (PTR)**

Prevent – Teach – Reinforce (PTR) is a research-based collaborative strategy for conducting a Functional Behavior Analysis (FBA) that leads to the development of effective Behavior Intervention Plans (BIP). The purpose of an FBA is to define the problem behavior in descriptive language that ensures all members of the FBA team can recognize when the problem behavior is occurring. Having a team provide descriptions of the multiple presentations that accompany or constitute the problem behavior helps insure the comprehensiveness of the behavioral description. Stating that a student is defiant or disruptive does not ensure all team members will recognize when the student is engaging in either of these behaviors. A comprehensive behavioral definition should include the actions or verbalizations that characterize or accompany the problem behavior.

Next the team analyzes the context in which the behavior occurs and when it is absent. Using a team approach makes the context analysis easier because the behavior may occur differently in different settings and with different adults or peers. Understanding the context in which behavior occurs helps the team understand the reason for the behavior. Many students exhibit problem behaviors because those behaviors have developed into a very effective communication system. Being able to identify the communicative intent and context in which the problem behavior will occur helps the team identify the skills the student needs to learn to reduce the occurrence of the problem behavior.

These two elements form the basis for developing effective BIPs to reduce the occurrence of problem behavior. Having a team develop the BIP is critical to its effectiveness. All of the personnel involved in implementing the plan must be part of the team that develops the plan; this participation increases the buy-in needed to support implementation fidelity and the collection of progress monitoring data. When appropriate the student needs to be involved in the plan development as well.

This fall, Dr. Rose Iovannone, a developer of this strategy, provided training to a group of professionals that will make up the NDDPI master coach cadre. The NDDPI master coach cadre will be available to coach unit facilitators and school building teams on implementing the PTR process. Dr. Iovannone has been working with North Dakota for the past five years as a facilitator for the FBA and BIP guidelines and forms.

The State Systemic Improvement Plan (SSIP) Leadership team has adopted the PTR process to support districts and schools in developing their school improvement goal related to students with



social/emotional, social communication and mental health needs. The PTR process is an evidence-based and promising practice to be used with students exhibiting challenging behaviors. School administrations and faculties may wish to consider participating in the upcoming training in June 2016. The cost of the training will be supported by North Dakota Department of Public Instruction (NDDPI) Special Education. The June PTR training will specifically be designated for unit facilitators and building teams that plan to incorporate the PTR process.

For more information on PTR or the June 2016 training, contact Valerie Bakken @ [vbakken@nd.gov](mailto:vbakken@nd.gov).