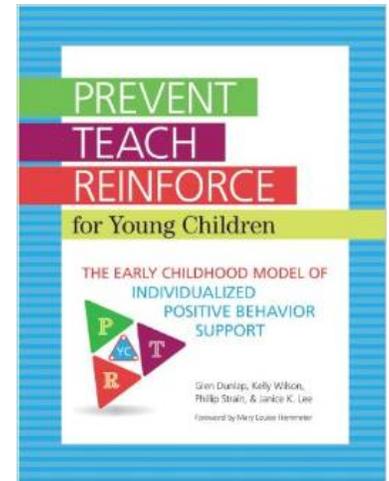


# Book Study for Prevent Teach Reinforce for Young Children

by Dunlap, Wilson, Strain and Lee  
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## Book Description:

This book describes a model for resolving serious challenging behaviors for toddler and preschool-age children, through a team approach using a series of five practical steps to prevent challenging behaviors, teach and reinforce desirable behaviors.

## Target Audience:

- ✓ Early Childhood Staff
- ✓ Teachers
- ✓ Administrators
- ✓ School psychologists, Social workers and Counselors
- ✓ Behavior Interventionists
- ✓ Speech Pathologists
- ✓ Occupational Therapists
- ✓ Classroom Aides and Paraprofessionals

## Chapter One- Introduction to PTR-YC

### Brief Overview:

This chapter introduces the Prevent Teach Reinforce process for working with young children. The chapter gives a rationale for when to use the process as well as laying a foundation for the book's content by sharing the authors' guiding beliefs and principles regarding challenging behavior and the importance of prevention.

### Discussion Questions:

1. Describe what behaviors the authors consider to be *challenging behaviors*.
2. Discuss what challenging behaviors exist in your classroom/program and how they impact the overall effectiveness of your setting and the student(s) that exhibits them.
3. Why is healthy social emotional development vital for child success?
4. Why is prevention of challenging behaviors the most effective method for decreasing them? What strategies do you have in place for prevention of challenging behaviors?
5. How does the environment of your classroom/program affect behavior (both good and bad)? What things can be done to improve your environment?
6. What are the three main principles of challenging behavior?
7. Think back about a child you serve or served that exhibited challenging behaviors. How do/did the three principles apply to the challenging behaviors they exhibited? Do/did behaviors occur to communicate a need? Is/was there a pattern or context in which the behavior is/was more likely to occur? What consequences could have resulted in a better outcome causing the behavior less likely to reoccur? Are/were challenging behaviors incidentally rewarded causing them to reoccur?
8. What are the 5 steps to the PTR-YC process? Why is each step important in supporting students with challenging behaviors?
9. What factors promote the effectiveness of PTR-YC? Reflect on how each factor is currently addressed in your program/classroom? What factors does your program/classroom address well and what factors need some work?

## Chapter Two- Families

### Brief Overview:

This chapter discusses the benefit of parent and family involvement when implementing the PTR-YC process. It provides strategies for including family members in each step of the PTR-YC process with examples of ways to include parents and families at the level they can and feel comfortable participating.

1. What are the advantages to involving parents and family members in the PTR-YC process?
2. What challenges may arise from including parents and family members? What action can be taken to defuse those challenges?
3. How can family members be involved in each of the five steps of PTR-YC?
4. After reading each case study, what are each family's strengths and challenges? In what ways can you support the family involvement based on each individual family's resources and characteristics?

## Chapter Three- Getting Ready: Teaming and Goal Setting

### Brief Overview:

This chapter discusses who should be on a team when implementing the PTR-YC process. It also provides strategies for creating an effective team, and creating effective team meetings through goal setting and defining the challenging and desired behaviors.

1. Who should be a part of the team in working through the PTR-YC process? What are the primary responsibilities of the team members?
2. What are effective ways to communicate with your team? What guidelines will support effective communication? How can team communication be successful among team members and with outside services?
3. To set the tone for goal setting, the PTR-YC process uses a person-centered approach. What does that entail and why is it an effective approach? Think back to a student you served or currently serve, what are his/her strengths? What would you and the team want the child to learn or achieve over a period of years? What short-term goals could you set based on the team's long-term vision for the student?

4. Why is it important to target one challenging behavior at a time? How does a team decide which target behavior to focus on first? In looking back at a student you served or serve who has several challenging behaviors, which challenging behavior would you target and why?
5. Why is it important to have an operational definition of the target behavior? How can you test your definition to make sure it is observable and measurable? What definition would you create for the challenging behavior you decided to target in question four?
6. Why is it important to identify one desirable behavior to teach? What are some examples of possible desirable behaviors you could target for the student you brainstormed about in questions four and five?
7. Based on the information you have regarding the case examples in chapter three, do you agree with each team's decision? Why or Why not? How do the case examples relate to challenging behaviors and team planning you are doing or have done in your program/classroom?

## Chapter Four: Data Collection

### Brief Overview:

This chapter discusses practical data collection techniques that are feasible and can be used with validity by classroom personnel.

1. Why is it important to collect data on challenging behaviors? What types of challenging behaviors are described in the book as being ones that need data collection?
2. What three things must be in place in order for data to be valuable?
3. What two methods are recommended for data collection in the PTR-YC process?
4. What three criteria should be present in order to use frequency as a data collection measure? What four steps should be used to insure reliable frequency counts?
5. Why is the PTR-YC Behavior Rating Scale the data collection method recommended by the authors of the book? What six steps should be taken to insure valid and reliable data using the PTR-YC Behavior Rating Scale?
6. After reading the case examples in chapter four, what are your thoughts about the team's decisions regarding goals and data collection? How do these examples relate to your own experience with challenging behaviors and data collection?
7. Could you use the PTR-YC behavior rating scale to support a student you currently serve? If so, what could your scale look like?

## Chapter Five: PTR-YC Assessment (Functional Behavioral Assessment)

### Brief Overview:

This chapter provides an understanding of the functional behavior assessment and how it works in the PTR-YC model. Readers will learn strategies for assessing behavior under three categories: prevent, teach and reinforce.

1. What information is attained from the FBA process?
2. Why is an individualized FBA important in supporting a student with challenging behaviors?
3. After completing figure 5.1, what thoughts do you have regarding your classroom/program? How do the questions and your answers in 5.1 relate to students with challenging behaviors and your classroom as a whole? What action (if any) needs to be taken to insure high quality classroom practices?
4. After completing figure 5.2, what thoughts do you have regarding the practices being used in your classroom/program? What practices are strong in your classroom/program? What practices need to be worked on?
5. What does prevent refer to? What two categories of antecedent events should you access? Think about these two categories in regard to a student with challenging behaviors that you serve or served, when using these categories are you more likely to come up with reasons for the behavior and a behavior plan? Does the student you are thinking about have common triggers or setting events that make challenging behaviors more likely to occur? Use figure 5.3 to support and process your thoughts.
6. Why is the teach portion of the PTR-YC process the most important? In thinking about a student you serve or served with challenging behaviors, what skills could you teach him or her to support growth and increase the likelihood of appropriate behavior? Use figure 5.4 to support and process your thoughts.
7. What is the law of positive reinforcement? Think about a student you serve or served with challenging behaviors, what reinforces his/her behavior? Why is reinforcement complicated? Use figure 5.5 to support and process your thoughts.
8. After reading the case examples, what conclusions can you make for supporting the students discussed in the three categories: prevent, teach, and reinforce?

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## Chapter Six: PTR-YC Intervention

### Brief Overview:

This chapter discusses intervention for challenging behavior by first sharing best practices for overall classroom success and then stating a specific process for individualized intervention and behavior planning.

1. List the five universal classroom-wide practices that can lead to improved behavior for all children. Why do these practices have a positive effect? Reflect on the current practices of your classroom/program, how do they compare to the five suggested practices? What practices do you do well as a staff? And what practices need some work?
2. Why it is important to teach behavioral expectations? How many behavioral expectations should you have per routine? Think about routines in your school day and their expectations. Are the expectations specifically taught and practiced? Do they change as students' skills and abilities increase throughout the year? Do you and your staff implement the 5 to 1 ratio of positive interaction as you teach routines and expectations? Are there routines and expectations that need to be discussed with your staff and restructured or retaught to your students?
3. Why is it important to directly teach peer related social skills? How is your classroom/program doing with this process? Do you have systems in place to support children in learning social skills?
4. After reading the questions on page 108 regarding creating opportunities for peer interaction, how is your classroom/program doing? How can you support student social skills in this way? What planned opportunities for socialization can you create to support and shape social growth?
5. What three components need to be addressed in an individualized intervention plan? In planning prevention strategies, what two notions should the team keep in mind? Why is the teach component the heart of the intervention? What skills should be taught? What is the primary objective of implementing reinforcement strategies?
6. Describe the process of developing a behavior intervention plan. How can the summary form (figure 6.1) support implementation? Think about your intervention team and classroom staff; what types of preparation, training and support do you need?
7. Why is it important to monitor the fidelity of an intervention plan? How can figure 6.2 be used to facilitate the process of monitoring an intervention plan?
8. After reading the case examples, reflect on the behavior plans the teams came up with. How do the examples apply to your work with children with challenging needs?

## Chapter Seven: Using Data and Next Steps

**Brief Overview:** This chapter describes the use and importance of data collection. It states how to use data to drive the next steps in the intervention process.

1. As a review, what seven steps need to occur before implementation of an individualized intervention plan?
2. Describe the importance of data collection and what different data trends may mean.
3. What should be done if data is showing positive results (decrease in challenging behavior and increase in desired behavior)?
4. What should be done if data is showing negative results or no impact on challenging behavior?

NOTE: Now that you have read Prevent Teach Reinforce for Young Children, use the intervention appendices (pages 159- 194) as a resource to guide you and your team in creating effective behavior intervention plans.