

Prevent- Teach- Reinforce A Model of Positive Behaviour Support

Positive behaviour Support (PBS) is an approach to supporting people who may be at risk of presenting with behaviours that challenge.



The focus is on the individual and their needs being at the centre of any plans and interventions that are put into place.

Interventions are considered successful when they lead to skill development or enhancement of positive social interactions as well as a reduction in behaviours that challenge.

The main aim of PBS is to increase an individual's quality of life and skills and in doing so reduce behaviours that challenge.

The Prevent Teach Reinforce (PTR) Model

The Prevent Teach Reinforce model of PBS has been specifically designed for schools by experienced professionals in the US and is an evidence based approach. It is a standardised and individualised approach to understanding why a behaviour occurs and planning specific interventions.

Five Step Process to PTR

- 1. The Team: A key element to this approach is the forming of a team who will be involved in the assessment and intervention process. This needs to include the people who is responsible for the intervention and invested in the well-being of the student. It must include the teacher and any other teaching or support staff who spend time with the student. It must also include someone who is knowledgeable about behavioural approaches, PBS, functional behaviour assessment and function based interventions. It is also desirable to have a parent or carer.
- **2. Goal Setting:** the team need to develop clear short and long term goals for the student, these may already be identified from an IEP or EHCP. The collection of

data in relation to the goals is set up to make this element practical and quick to complete and links with evaluation after intervention.

- **3. PTR Assessment:** This involves the completion of a structured questionnaire, the results of which are summarised to identify the key functions of the behaviour. This provides the functional understanding of the student's behaviours and how they are influenced by events in the social, instructional, and physical environment.
- **4. PTR Intervention:** Using the assessment to create an individualised intervention plan in the three areas below. The model provides suggested interventions in the three areas.

Prevent - What can be put into place which will prevent this behaviour from needing to occur. This includes for example; changing the nature of requests and demands, ensuring the person has enough personal space by seating them away from specific children, or changing the difficulty of the task.

Teach – What other more appropriate behaviour can the person be taught to use in place of the behaviour of concern which will result in the same result for them. E.g gaining something or stopping something.

Reinforce – what do those in the person's environment need to do to support the use of the appropriate behaviour. This usually includes ensuring the person gains the result from appropriate behaviour rather than the behaviour of concern.

5. Evaluation: The final step of the process is evaluation and links back to the data collection at step two.

We have found this model to be a really efficient way of gaining a functional understanding of behaviour(s) and structuring the right interventions, cutting out trial and error for schools and reducing behaviours that challenge as quickly as possible. For more information or an informal discussion contact us on **0161 882 0637 or email us at info@redstonepsychology.co.uk**

