Prevent Teach Reinforce for Young Children (PTR-YC)

Session 1

mimtsstac.org

Acknowledgments

The content for this training day was developed based on the work of:

- Prevent, Teach, Reinforce for Young Children: The Early Childhood Model of Individualized Positive Behavior Support, Second Edition

- National Center for Pyramid Model Innovations (NCPMI)

- Johanna Berry Wasser

Group Expectations - Virtual

Be Responsible

- Return from breaks on time
- Active Participation
  - Use participant features of raise hand, thumbs up, etc.
  - Type short answer or questions in chat box
  - Respond to poll questions, if provided

Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

MiMTSS
Technical Assistance Center

Training Effectiveness

- At the end of the session you will be asked to provide feedback on today's training

- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders

- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)
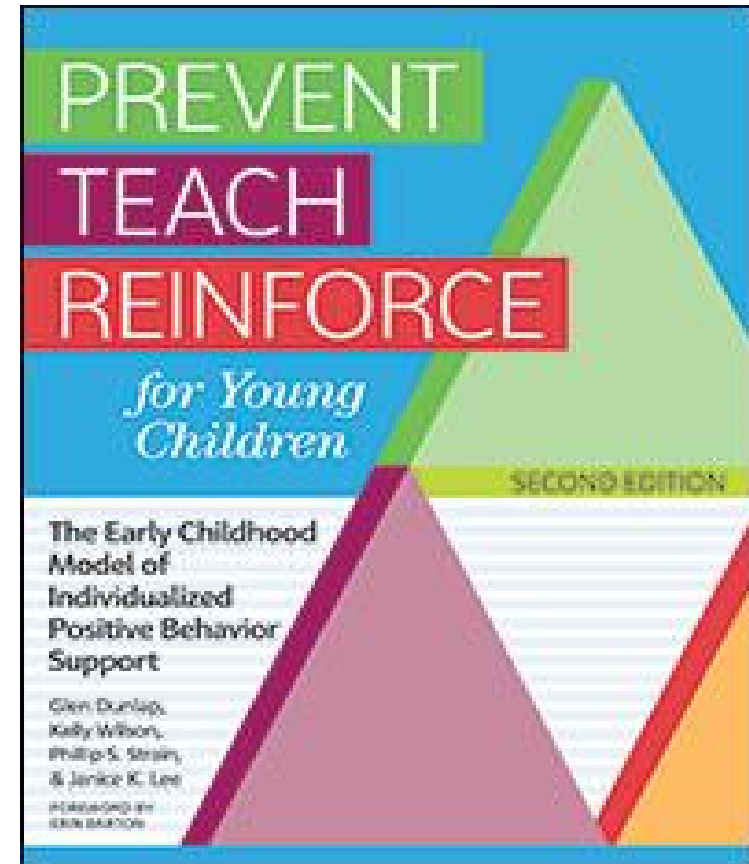
Purpose

This series is designed to support individuals who facilitate and/or participate on teams completing Functional Behavioral Assessments and Behavior Intervention Plans for preschool children.

Participants will learn about the manualized PTR-YC process, which is a research-based strategy designed to reduce the challenging behaviors of young children and support children with engagement in positive relationships, social-emotional competencies, and classroom learning.

MiMTSS
Technical Assistance Center

PTR-YC Manual

[Prevent, Teach, Reinforce for Young Children:](#) The Early Childhood Model of Individualized Positive Behavior Support, Second Edition

(https://products.brookespublishing.com/Prevent-Teach-Reinforce-for-Young-Children-P1328.aspx)

Intended Outcomes

- Describe the PTR-YC process to others

- Practice operationally defining behavior and developing a behavior rating scale

- Explain the purpose of the PTR-YC checklists

Agenda

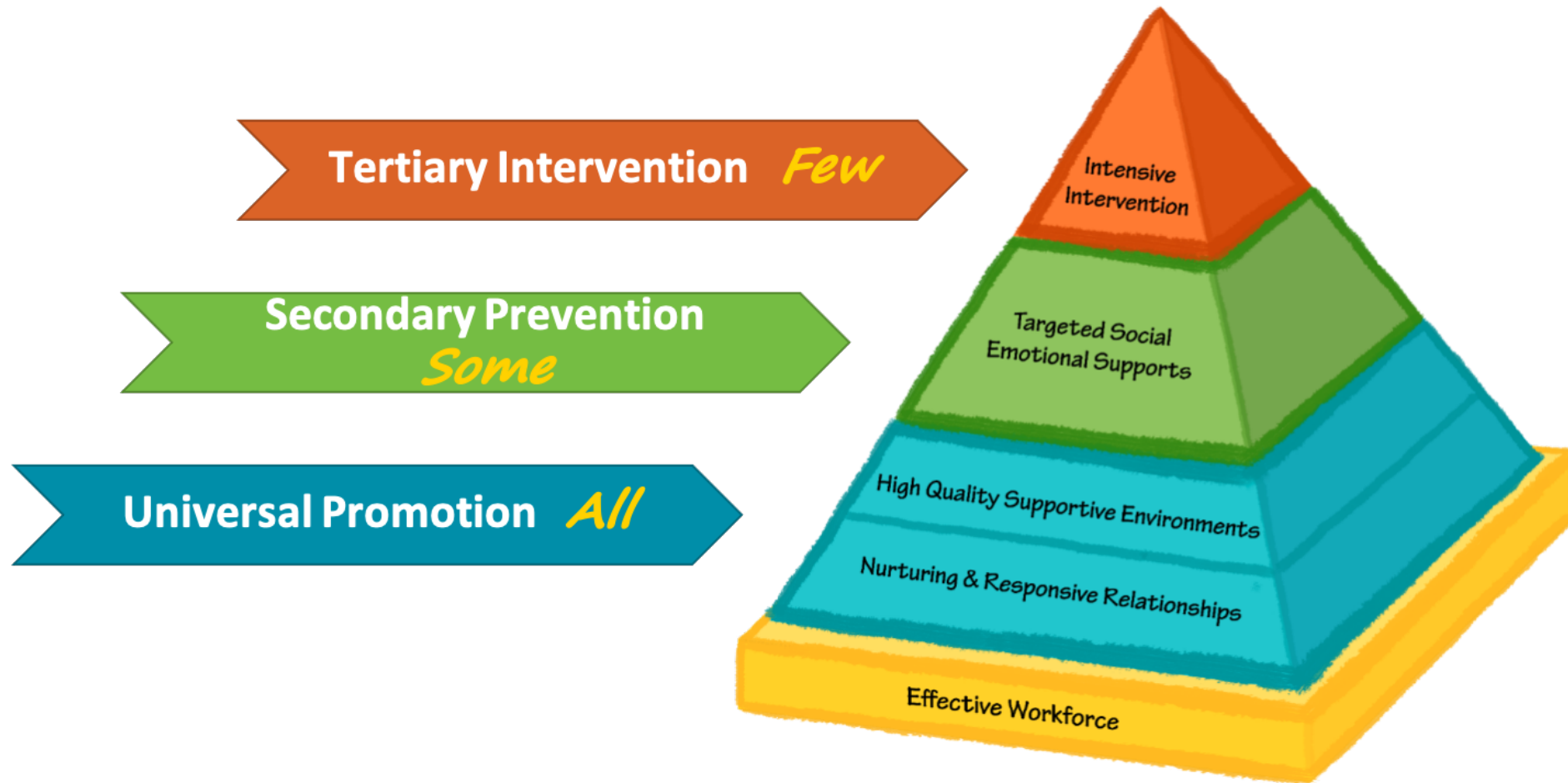1.0 Foundations of PTR-YC

2.0 Goal Setting

3.0 Data Collection

4.0 Functional Behavioral Assessment

5.0 Wrap-Up and Next Steps

1.0 Foundations of PTR-YC

Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children

Tertiary Intervention *Few*

Secondary Prevention *Some*

Universal Promotion *All*

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing & Responsive Relationships

Effective Workforce

MiMTSS
Technical Assistance Center

Defining Challenging Behavior

- Any repeated pattern of behavior that **interferes** with **learning** or **engagement** in prosocial interactions with peers and adults

- Behaviors that are **not responsive** to the use of developmentally appropriate guidance procedures

- Prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior (e.g., screaming, stereotypy), property destruction, self-injury, non-compliance, and withdrawal

Activity 1.1

- Think about the most common behaviors you are called in to wave your magic wand for!

- Record these behaviors in the chat

MiMTSS
Technical Assistance Center

Understanding Behavior

To understand behaviors, we must first recognize that:

1. Behaviors are communicative

2. Behaviors are maintained by their consequences (what happens after the behavior); the behavior is working for the child

3. Behaviors occur in context

These principles apply to all human behavior, including challenging behavior

Considerations Before Starting PTR-YC

- PTR-YC, like all intensive and individualized interventions, can require time, effort, and specialized commitment

- It is not realistic to implement PTR-YC with many children simultaneously

- We might be able to help children avoid the need for PTR-YC with earlier, less intensive, classroom-wide strategies

- PTR-YC should be reserved for the most severe and concerning behavior

Classroom Profile of Challenging Behavior

- Some challenging behaviors may be the result of the lack of specific classroom-level practices

- Practices need to be implemented at a high level of fidelity to reduce incidents of challenging behavior

- The Classroom Profile of Challenging Behavior can help determine where a classroom may be functioning

  - 10 questions provided in the manual (pg. 34) and available as a download

  - Completed as a team

  - If answers are "yes" to two or more items, then classroom practices might be contributing to the challenging behavior of individual children

5 Classroomwide Practices to Improve Behavior

1. Use a Five-to-One Ratio of Positive Attention

2. Use Predictable Schedules

3. Establish Routines within Routines

4. Directly Teach Behavior Expectations

5. Directly Teach Peer-Related Social Skills

MiMTSS
Technical Assistance Center

Activity 1.2

- Locate the **PTR-YC: Classroom-wide Practices** document in your materials

- Independently, review the information provided about the five practices and answer the three questions for 1 or 2 of the practices

- With your small group, answer the following questions:

  - What practices did you choose, and what is the current status of those practices at your site?

  - How might you begin to use the **Classroom-wide Practices Assessment** (pg. 36 in your manual) within your individualized support planning process?

MiMTSS
Technical Assistance Center

What is PTR-YC

- A model of individualized positive behavior support process designed for implementation in group settings (e.g., Head Start, GSRP, Pre-K classrooms) serving young children

- A **standardized, team-based model** designed to enhance the fidelity of implementation

- Research-based practices

  - Assessment practices and intervention strategies founded in research

  - Studies indicate a reduction of challenging behavior and an increase in social skills and engagement

(Dunlap et al., 2018 and Harvey et al., 2021)

Positive Behavior Intervention

- **Prevent** challenging behavior from occurring and promote the likelihood that the child will use other, more desirable behaviors, instead

- **Teach** the child how to use more desirable behaviors in the classroom

- **Reinforce** the child's use of more desirable behaviors so that he/she is likely to keep using them

MiMTSS
Technical Assistance Center

ABCs of Behavior and PTR-YC

Antecedent	Behavior	Consequence
		Possible Function: Get/Obtain or Escape/Avoid
Prevent	Teach	Reinforce

MiMTSS
Technical Assistance Center

Additional Features of PTR-YC

- Entire process is manualized
  - Each step has a chapter in the PTR-YC manual with explanations of all necessary documentation and sub-steps
- Steps are scripted as much as possible
- Each step ends with a team/self-evaluation (checklist)
- Selection of interventions is menu-driven
- Key terms are defined in Chapter 1 appendix

MiMTSS
Technical Assistance Center

Steps/Meetings of PTR-YC

1. Teaming and Goal Setting

2. Practical Data Collection

3. Functional Behavioral Assessment

4. Intervention

5. Follow-up and Next Steps

*Each step of PTR-YC has required forms that help guide the process

MiMTSS
Technical Assistance Center

Factors That Promote Effectiveness

- Prevention and universal strategies
- The commitment of classroom personnel is an essential factor
- Fidelity of implementation
- Family involvement
- Capacity of the team

Symptoms of "Being Defeated"

- "They're doing it to me again."

- "I've tried everything."

- "She needs to be somewhere else."

- "He does it all the time."

- "What do you expect?"

- "It's a sensory thing."

It is Essential to Understand the Function

Function: Purpose or "why" of the behavior (e.g., what a child is trying to communicate)

Obtain:

- Desired item

- Desired activity

- Peer attention

- Adult attention

- Sensory

Avoid:

- Peer attention

- Adult attention

- Task

- Sensory

Determining Function of Behavior

Antecedent / Trigger	Behavior	Consequence/ Outcome
Playing with Duplos, can't connect blocks	Looks up at adult, fusses and cries, holds up blocks, looks at block and adult	Adult helps put blocks together (without prompting additional communication) **Therefore, the function of the behavior is to:** Obtain adult attention (i.e., get help with connecting the Duplos)

MiMTSS
Technical Assistance Center

Signs of Getting Better

- Acknowledging the behaviors that upset you

- Acknowledging what behaviors, you like to see

- Collecting data on when, where, and with whom the behaviors occur

- Celebrating any change for the better

- Becoming a resource to others

MiMTSS
Technical Assistance Center

Reframing Defeat into Inquiries

- What are they trying to tell me?

- Is there something that they would like? Or would like to get away from?

- Have I been acknowledging them when they are on task?

- Do they understand the routines?

- Do they have friends?

- What may they be feeling right now?

- Do I need to teach self-regulation and calming techniques to the child?

Activity 1.3

- Consider all of the information that we've covered so far

- Take 2-3 minutes to create a brief "elevator speech" answering the following question:

  - "What is PTR-YC, and why is it important?"

- Be ready to share

MiMTSS
Technical Assistance Center

Interim Procedures for Managing Dangerous Behaviors

Interim procedures are temporary strategies for use until PTR-YC intervention plan is developed and implemented

- Prevention
- Safety
- Redirection

Chapter 4

Family Engagement

- Engaging and maintaining positive relationships is essential
- It is easier to include families in all aspects related to their child when they are valued and appreciated
- Families' contribution may and usually has a large impact on the success of the plan
- Families may be included to the extent that they are comfortable, and it fits their needs

Chapter 2

MiMTSS
Technical Assistance Center

Activity 1.4

- Locate the case example section for Joel (Appendix B, pg. 149)

- Read the History section

  - Family Background

  - Description of Child

  - Description of Behavior

- Don't read on yet! We'll be walking through Joel's story throughout the training series

2.0 Teaming and Goal Setting

Step/Team Meeting #1

Meeting 1: Teaming and Goal Setting

- Identify relevant team members, including families

- Meet as a team to discuss and identify goals

- Determine target routine

- Begin with one target challenging behavior to reduce

- Begin with one target desirable behavior to improve (e.g., social-emotional skill)

MiMTSS
Technical Assistance Center

Goal Setting

- Long-term vision: the "big picture"
  - What skills would we like the child to have before she enters kindergarten?
  - What types of social relationships should the child have 3 years from now?
- Gain buy-in and family involvement
- But we don't linger on the broad vision:
  - We need to get to setting short-term goals (that should be achieved within about 2 months time), which are the steps toward achieving longer-term outcomes

PTR-YC Goal Sheet: Goal Setting Sub-Steps

1. Identify the child's challenging behaviors to decrease

2. Select one challenging behavior to target

3. Operationally define this target behavior

4. Identify the child's desirable behaviors to increase

5. Select one desirable behavior to increase

6. Operationally define this target behavior

MiMTSS
Technical Assistance Center

Identify the Child's Behaviors to Decrease

- **Sub-Step 1:** Opportunity to identify any challenging behaviors that the child exhibits that create barriers to participating in the classroom
  - You don't have to include every single challenging behavior here
  - Identify the challenging behaviors that create the most problems
- **Sub-Step 2:** Determine which challenging behavior you will target for the PTR-YC process
  - Prioritize safety threats (e.g., physical aggression toward self or others)
  - It is easier to focus on one primary behavior at a time
  - It might be a cluster of behaviors that occur together and serve the same purpose/function

# Sub-Step 3: Operationally Define the Target Behavior

Definitions of behaviors need to be:

- **Observable**: The behavior is an action that can be seen

- **Measurable**: The behavior can be counted or timed

- Defined so clearly that a person unfamiliar with the child could recognize the behavior without any doubts

MiMTSS
Technical Assistance Center

Activity 2.1

- Locate the handout titled **PTR-YC: Operational Definitions of Behavior**

- Read through the examples and non-examples provided

- Under the Practice section, determine if each item is an operational definition
  - If it is not operational, rewrite it so that is is operationally defined

- Be ready to share your responses

MiMTSS
Technical Assistance Center

"Fair Pair" Rule
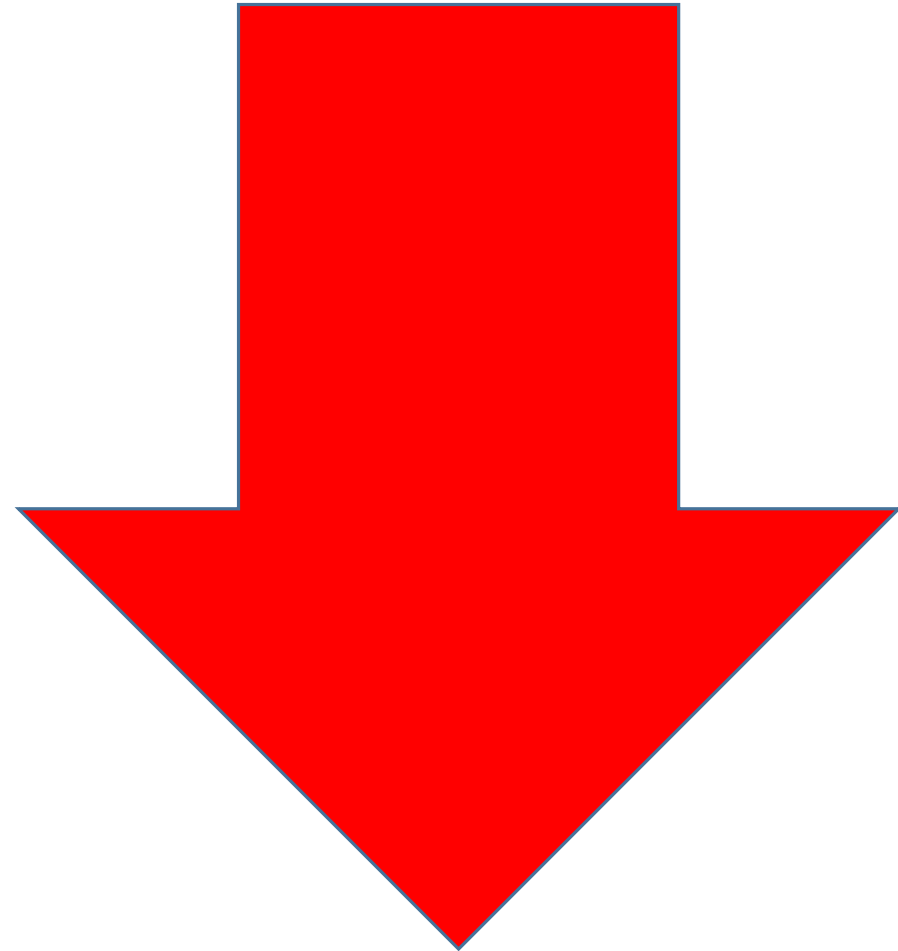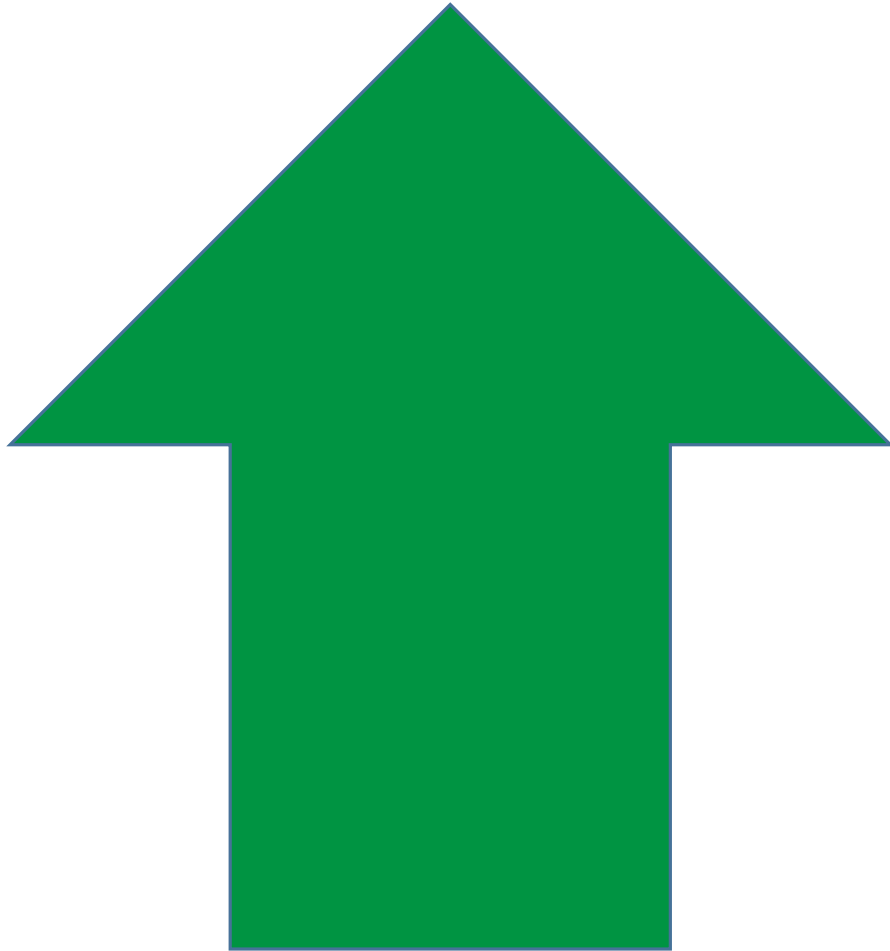
(O'Neill et al., 1997; White & Haring, 1980)

Sub-Steps 4-6

- **Sub-Step 4:** Identify child's desirable behaviors to increase
  - Include any and all behaviors that can be taught to the child in order to increase participation in routines and activities
  - Might include communicating wants/needs, taking turns, sharing, expressing emotions appropriately, problem-solving strategies, etc.
- **Sub-Step 5:** Select one desirable behavior to increase
  - Consider behaviors that improve the child's ability to interact and form relationships, communicate appropriately, and participate in the classroom
  - Consider behaviors that could replace the challenging behavior
- **Sub-Step 6:** Operationally define this target behavior

Activity 2.2

Let's go back to Joel

- Read the information about Meeting 1 for Joel (pg. 150)

- Review the PTR-YC Goal Sheet that his team completed (pg. 151)

- With your small group, answer the following questions:

  - How is this process similar to the process you currently use related to goal setting?

  - How is it different?

Team Self-Evaluation Checklists

- Available for each step of the PTR-YC process

- Facilitator should review before stepping into meeting

- Use to create the meeting agenda

- Fill out at the end of the meeting together as a team

- Checklist for Step #1 is on pg. 60 in your manual

MiMTSS
Technical Assistance Center

3.0 Data Collection

Step/Team Meeting #2

Data Collection

- Team identifies data to collect (based on goals identified by team) using behavior rating scales or frequency counts

- Data Collection method identified: what, when, how, and who

- Data Collection needs to be easy for classroom staff to collect, as accurate as possible, and measure what it is intended to measure

MiMTSS
Technical Assistance Center
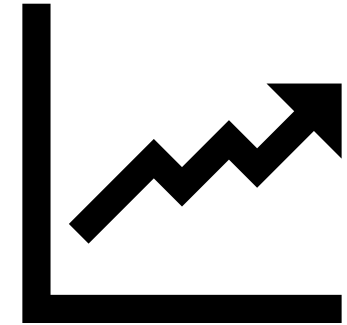
Behavior Rating Scale (BRS)

- Perceptual tool

- Streamlined data collection system

- Estimates the magnitude of the behavior for the desired and challenging behavior

- Data is only taken once at the end of each observation period

MiMTSS
Technical Assistance Center

Activity 3.1

Let's see what this looks like!

- Look at the sample PTR-YC Behavior Rating Scale located in your PTR-YC manual (pg. 66)

- Take a moment to review the information provided on the BRS

- What kinds of data does this form give us? Put your responses in the chat

MiMTSS
Technical Assistance Center

Creating a Behavior Rating Scale (BRS)

1. Refer to target behaviors (desirable and challenging behaviors)
2. Determine the dimension of the behavior to be measured using your operational definition
   - Frequency
   - Duration
   - Intensity
   - Percentage of time/Percentage of opportunity
3. Determine when behaviors should be observed (i.e., which routine will you focus on first?)

Creating a BRS, Cont.

4. Develop anchors for the rating scales

- BRS is based on 1-5 rating scale (each number is considered an anchor)

- The day with the highest magnitude of **challenging behavior** is rated a 5 and the very best is a 1

- The day with the lowest magnitude of **desired behavior** is a 1 and the very best is a 5

- Sometimes you will know this information about the best and worst days; other times you might collect baseline data for a few days

Examples: BRS Anchors

Behavior	Rating Scale
Engagement	5 – Looks independently 4 – Looks with a prompt 3 – Looks with physical assistance 2 – Does not look or answer 1 – Walks away
Does not respond	5 – Does not respond at all 4 – Does not respond 75% of the time 3 – Does not respond 50% of the time 2 – Does not respond 25% of the time 1 – Responds to adults and peers

MiMTSS
Technical Assistance Center

Additional Examples: BRS Anchors

Behavior	Rating Scale
Follows the Daily Schedule	5 – Independently follows all steps of the daily routine 4 – Teacher points to activity/area 3 – Teacher provides physical prompt part of the way 2 – Teacher provides physical prompt most of the way 1 – Teacher physically guides to activity/area
Physical aggression toward self/others	5 – 8 or more times per day 4 – 6 or 7 times per day 3 – 4 or 5 times per day 2 – 2 or 3 times per day 1 – 0 or 1 times per day

MiMTSS
Technical Assistance Center

Activity 3.2

- Locate the document **Behavior Rating Scale (BRS) Anchor Practice** handout in your materials

- Choose from one of the following behaviors

  - Disruptive behavior

  - Crying

  - Engages in transitions

- Develop possible anchors for the behavior you selected

MiMTSS
Technical Assistance Center

BRS Decisions to be Made

- Determine who will be responsible for recording the data

- Determine where the permanent records will be maintained and establish a system for graphing the data

- Determine how support will be provided for data collection (e.g., calibration between 2 people, part of the coaching process)

Activity 3.3

Let's go back to Joel

- Read the information about Meeting 2 for Joel (pg. 150, 152)

- Review the PTR-YC Behavior Rating Scale that his team completed (pg. 153), including the anchors they selected

- With your small group, answer the following questions:

  - How is this process similar to the process you currently use for data collection?

  - How is it different?

Recall: Self-Evaluation Checklist

- Facilitators can use to prepare for the meeting and create the agenda

- Completed by the team at the end of each step of the process

- If the answer is yes to each of these questions, then the team should proceed to the next step

- Checklist for Step #2 is on pg. 67 in your manual

MiMTSS
Technical Assistance Center

4.0 PTR-YC Assessment (Functional Behavioral Assessment)

Step/Team Meeting #3

It's all fun and games until someone figures out the function of your behavior.

someecards
user card

PTR-YC Functional Behavioral Assessment Process

1. Review BRS Data

2. Fill out FBA Checklists

3. Summarize FBA data on the PTR-YC Assessment Summary Table

4. Create an agreed hypothesis

MiMTSS
Technical Assistance Center

PTR-YC FBA Checklists

- Indirect measures with a checklist format to (1) identify antecedents and environmental influences; (2) determine function; (3) and identify effective reinforcers for challenging and desirable behaviors

- Everyone who has interacted with or observed the child for at least 1 week should complete the checklists

- The checklists only require 10-15 minutes per person to complete

- The goal is to gather as much relevant information as possible

MiMTSS
Technical Assistance Center

Prevent

- Collection information about antecedent events and circumstances that come before challenging behaviors
  - Those that make challenging behavior more likely to occur
  - Those that make the desirable behavior more likely to occur (or the challenging behavior less likely to occur)
- Types of antecedents:
  - Triggers: Occur just before the challenging behavior; "set off" the behavior
  - Setting Events: Tend to make triggers more likely to set off a challenging behavior; indirectly set up the problem behavior

Teach

- What we do to build skills that make challenging behaviors less likely to occur

- Desirable behaviors that can be taught that act on the environment in the same way that challenging behaviors do (that can serve the same function)

- Consider how functional communication can be enhanced

Reinforce

- Reinforcement: increases the likelihood of the behavior in the future
- Behavior continues because behavior works; in other words, for behaviors to continue, they are being reinforced
- Sometimes what we think should reduce a behavior is actually reinforcing it
- Reinforce checklist helps us understand the function (purpose) from the child's perspective
  - How is the challenging behavior acting on the environment to get something or to get rid of something?

Reinforcement Considerations

- It is not always easy to identify the reinforcer for challenging behavior (no one tries to reinforce challenging behavior), but if the behavior is persistent and severe, it's being reinforced (or it wouldn't continue)

- Reinforcement doesn't have to occur every single time for it to work (actually, sometimes reinforcement is more effective when it doesn't)

- Reinforcement can seem counterintuitive (e.g., negative attention)

- What is reinforcing for one child or for us is not necessarily reinforcing for another child

Activity 4.1

- Locate the PTR-YC checklists in your manual

- Review each checklist:

  - Prevent (pg. 72-73)

  - Teach (pg. 75-76)

  - Reinforce (pg. 78)

- Record one thing you notice or like about the checklists in the chat

- Record any questions in the chat

5.0 Wrap-Up and Next Steps

Let's review!

- What are the two classroom-wide resources that should be used prior to engaging in the PTR-YC process?

- Who needs to be at every team meeting in the PTR-YC process?

- Meeting 1: What two behaviors should we be identifying and defining?

- Meeting 2: For the Behavior Rating Scale, the team has to develop the scoring anc____.

- Meeting 3: Who completes the PTR-YC Checklists?

MiMTSS
Technical Assistance Center

Coming Next: Session 2

- Continue Step 3: Functional Behavioral Assessment
  - Creating a summary and hypothesis
- Step 4: Intervention
- Step 5: Using Data and Next Steps
- Case Study Example
- Facilitator Resources

MiMTSS
Technical Assistance Center

References

Dunlap, G., Strain, P., Lee, J. K., Joseph, J. D., & Leech, N. (2018). A randomized controlled evaluation of Prevent-Teach-Reinforce for Young Children. *Topics in Early Childhood Special Education, 37,* 197-205.

Dunlap, G., Wilson, K., Strain, P., & Lee, J. K. (2022). *Prevent, teach, reinforce for young children: The early childhood model of individualized positive behavior support* (2nd ed.). Paul H. Brookes Publishing Co.

Harvey, H., Dunlap, G., & McKay, K. (2021). Primary and secondary effects of Prevent-Teach-Reinforce for Young Children. *Topics in Early Childhood Special Education, 41,* 100-114.

MiMTSS
Technical Assistance Center