

PTR-YC: Jackson Vignette

This document provides information about the PTR-YC process for a child named Jackson. It is taken from content provided by Johanna Berry Wasser and the National Center for Pyramid Model Innovations (NCPMI).

Teaming and Background

Jackson is a 4-year-old male who attends a non-profit childcare center three days per week in the afternoon. He does not have an IEP. Jackson receives occupational therapy outside of school. He lives with his mom. His parents are divorced, and he visits with his dad three days per week for a few hours. Jackson's mom said that in the past she has noticed an increase in challenging behavior following visits with his father. In addition to Jackson's mother and father providing care for him outside of childcare, his grandmother brings him to school and watches Jackson and his cousin multiple days per week. Jackson's grandmother has confirmed his challenging behavior when she watches him as well, and she has said that he often has difficulty playing with his cousin without demonstrating challenging behavior. Jackson's classroom teacher initiated the PTR-YC process. Adults in the classroom are Jackson's teacher and her co-teacher. There are twelve other students in Jackson's classroom.

Baseline Behavior Data

Jackson's aggression ranged from 4 occurrences to 9 occurrences during center time.

Jackson tends to be successful when: engaged in structured activities, he's at small group, snack time, 1:1 adult attention.

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