

## PTR-YC Implementation Guide

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<b>Introduction</b> <ul style="list-style-type: none"> <li>• Purpose of PTR-YC Implementation Guide</li> <li>• PTR-YC Systems Development Team</li> <li>• Walking Through the PTR-YC Implementation Guide</li> </ul>	<a href="#">PTR-YC Systems Development Team Decisions Made</a>  <a href="#">Pace to Walk through PTR-YC Implementation Guide Decisions Made</a>	
<b>Training/Professional Development to Gain Knowledge</b>	<a href="#">Training/PD Plan Decisions Made</a>	
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# INTRODUCTION

## **Purpose of PTR-YC Implementation Guide**

The purpose of the PTR-YC Implementation Guide is to walk Pyramid Model sites through conversations, decisions to make, and questions to reflect on in order to ensure successful implementation of PTR-YC. We hope that by walking through this Guide your program will be well on your way to supporting staff in using PTR-YC in the upcoming months and sustaining it in the future. Each section in this Guide is set up to do the following:

- Provide guidance for your team to make decisions around each key component of successful PTR-YC implementation.
- Provide reflective questions for your team to discuss related to each key component of PTR-YC implementation.
- Provide space for your team to document decisions made related to each key component of PTR-YC implementation.

Research from Implementation Science suggests that when a team intentionally works to implement evidence based practices, it results in more efficient, higher-quality implementation. Therefore, this guide will support your team through conversations and considerations to effectively implement PTR-YC. This guide is designed to be used in addition to [MNCoE PTR-YC Training](#) and the [PTR-YC Manual](#), which present the evidence based practices of PTR-YC.

The successful implementation of PTR-YC builds upon a foundation of other critical elements found in the Benchmarks of Quality. One important element is the implementation of an effective system for collecting and analyzing behavior incidences. Behavior Incident Report data will likely be referenced when addressing some of the guiding questions in this implementation guide. Another system that will support efforts in the implementation of PTR-YC is establishing opportunities for problem solving with colleagues and family members around problem behavior. This problem-solving system might be referenced when discussing what occurs prior to initiating the PTR-YC process. You may not have both of these systems solidly in place when beginning this work, however, as you work through this guidance, your team might consider developing action steps to strengthen these systems in order to address all of the considerations in this guide.

In this section, you will clarify who will be on your PTR-YC Systems Development Team. After completion, you will have determined the key members that will drive the development of your internal PTR-YC system.

<b>GUIDANCE</b>	<b>COACHING QUESTIONS</b>
<ul style="list-style-type: none"><li>● A variety of perspectives and decision-makers are recommended for your program's PTR-YC Systems Development Team, including, at minimum:<ul style="list-style-type: none"><li>○ ECSE Administrator</li><li>○ General Education Administrator</li></ul></li></ul>	<ul style="list-style-type: none"><li>● What are the advantages and disadvantages of having a smaller PTR-YC Systems Development Team versus the full Implementation Team when thinking about decision making?</li></ul>

<ul style="list-style-type: none"> <li>○ Behavior Coach(at least 1)</li> <li>○ Internal Coach (at least 1)</li> <li>○ Additional team members might include: <ul style="list-style-type: none"> <li>■ ECSE Teacher Representative</li> <li>■ General Education Representative</li> <li>■ Paraprofessional Representative</li> <li>■ Representative from current Problem Solving Team or Behavior Intervention Team <i>(if one currently exists)</i></li> <li>■ Related Service Provider</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● What is the best way to ensure we have representation from the roles listed to the left? <ul style="list-style-type: none"> <li>○ What clarification might be needed regarding what each role is?</li> </ul> </li> <li>● How do we ensure each person participating on the PTR-YC Systems Development Team has the time in their schedule to commit to the process?</li> <li>● What other factors might you need to consider in thinking about who will be on your PTR-YC Systems Development Team?</li> </ul>
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**DECISIONS: Those Participating on our PTR-YC Systems Development Team**

Role	Name
<b>*ECSE Administrator</b>	
<b>*General Education Administrator</b>	
<b>*Behavior Coach (at least 1)</b>	
<b>*Internal Coach (at least 1)</b>	
<b>ECSE Teacher</b>	
<b>General Education Teacher</b>	
<b>Paraprofessional</b>	
<b>Other</b>	
Our plans to communicate these decisions to all staff include:	

**Feedback to MNCoe**

MNCoe values feedback from teams using this PTR-YC Implementation Guide. This is our first version of the Guide and we will be using the Plan-Do-Study-Act cycle to reflect upon the tool. We have provided four questions after each section of this Guide in order for your team to **briefly** reflect

and provide feedback to MNCoe. Your PDF will be taking your feedback below and sharing it with MNCoe in order to intentionally make enhancements moving forward.

**Feedback to MNCoe regarding PTR-YC Systems Development Team**

Approximately how much time did it take your team to walk through this section?	
What additional guidance would have been helpful in this section?	
What did you find valuable in this conversation?	
What additional questions do you have about the content in this section?	

**Walking Through the PTR-YC Implementation Guide**

Once your PTR-YC Systems Development Team is formed, it may be helpful to collaborate with your External Coach to determine a timeline and process for working through each section of this guide. You may choose to meet more frequently for shorter amounts of time, you may choose to designate full days to work through the Guide, or you may embed portions of the Guide into PLC work and/or Staff PD Days. Teams are encouraged to consider spacing these meetings out over several weeks or months, in order to allow time in between meetings for continued decision making and documentation, as well as ongoing communication to staff.

**Ideas on How Your PTR-YC Systems Development Team may choose to walk through this Guide**

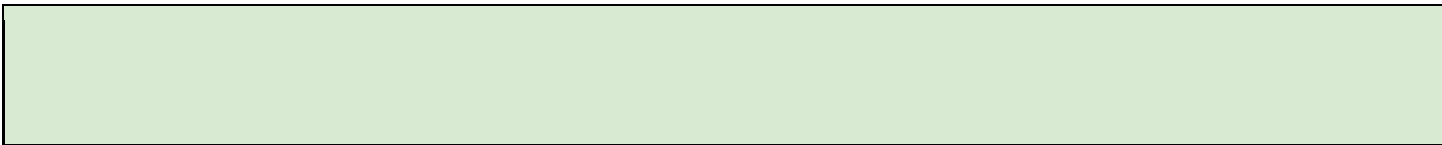
- Consider addressing a section or number of sections at each Implementation Team meeting throughout a certain number of months.
- Consider scheduling additional meetings before school, after school, or during lunch on a weekly, biweekly, or monthly basis to work through one section at a time.
- Consider scheduling time during a staff PD day to work through a specific number of sections.
- Consider scheduling time on a non-contract day to work through the Implementation Guide, if funds and staff are available.

**DECISIONS: Pace to Walk Through the PTR-YC Implementation Guide**

Our PTR-YC Systems Development Team will plan to work through the PTR-YC Implementation Guide according to the following schedule:

Our PTR-YC Systems Development Team will include staff in the following ways:

Our plans to communicate these decisions to all staff include:



### Feedback to MNCoE regarding Pace to Walk Through Guide

Approximately how much time did it take your team to walk through this section?	
What additional guidance would have been helpful in this section?	
What did you find valuable in this conversation?	
What additional questions do you have about the content in this section?	

### Training/Professional Development to Gain Knowledge and Initiate Planning

In order for the PTR-YC Systems Development Team to best prepare for planning the implementation of PTR-YC, it is best to gain a solid understanding of what PTR-YC is in order to inform your decisions as you walk through this Guide. This also includes program wide planning around training and professional development. After the completion of this section, you will have a PD and training plan in place for the PTR-YC Systems Development Team.

GUIDANCE	COACHING QUESTIONS
<ul style="list-style-type: none"> <li>● Purchase PTR-YC Manual for each PTR-YC Systems Development Team member, from either <a href="#">Amazon</a> or <a href="#">Brookes Publishing</a>.</li> <li>● PTR-YC Systems Development Team attends MNCoE sponsored training in Spring of Year 1 or Fall of Year 2. <a href="#">MNCoE Training Calendar</a>. <a href="#">Register here on the Metro ECSU Website</a>.</li> <li>● For additional learning, Team members can engage in any of the following (<i>can take place before or after MNCoE Training</i>):               <ul style="list-style-type: none"> <li>○ Access a <a href="#">35 minute recorded webinar</a> on an overview of PTR-YC, including MN testimonials</li> <li>○ <a href="#">PTR-YC Book Study</a></li> <li>○ <a href="#">Recorded webinars on each step of PTR-YC</a></li> <li>○ <a href="#">Access recordings of sample PTR-YC Meetings</a></li> </ul> </li> <li>● Eventually all Implementation Team members, administrators, Internal</li> </ul>	<ul style="list-style-type: none"> <li>● What funds will we use to purchase the PTR-YC Manual?               <ul style="list-style-type: none"> <li>○ Who will purchase? When?</li> <li>○ Who will distribute? When?</li> </ul> </li> <li>● Given our upcoming schedule, which MNCoE sponsored PTR-YC Training will our PTR-YC Systems Development team plan to attend?</li> <li>● When will additional recommended staff attend MNCoE sponsored PTR-YC training?</li> <li>● For district staff not participating in MNCoE sponsored PTR-YC training, what information will we shared with them regarding their role in PTR-YC, and when?</li> <li>● What additional learning opportunities might we want to explore further to learn more about PTR-YC?</li> <li>● Where might there be opportunities to embed ongoing PD around PTR-YC in your current system?</li> </ul>

Coaches, Behavior Coaches, Student Support Team/Behavior Intervention Team members, lead teachers, and anyone else facilitating the PTR-YC process should attend MNCoe sponsored training.

- It is optional for para's, TA's, RSP's, and ECSE teachers to attend MNCoe sponsored PTR-YC training.
- For staff not participating in PTR-YC training, information regarding their role and involvement in the process is shared with them. For example:
  - Spend the first 5 minutes of each PTR-YC meeting explaining what will happen during the meeting. During the last 5 minutes of each meeting, next steps are shared with all team members and team members are prepped for the next meeting.
  - PTR-YC Facilitator sends an email to prep the teaching team for each meeting.
  - Short overview of PTR-YC is shared during staff meetings or PD days.
- [Behavior and Internal Coaches will become familiar with their role in the process.](#)

### **DECISIONS: PTR-YC Systems Development Team Gaining Knowledge/Participating in PD**

The PTR-YC Systems Development Team will participate in MNCoe sponsored PTR-YC Training during the following time frame:

Our PTR-YC Systems Development Team will also dig deeper for further learning:

The following funding sources that will be used for training and digging deeper into other learning opportunities:

Our plans to communicate these decisions to all staff include:

**DECISIONS: Current Staff Gaining Knowledge/Participating in PD**

Current staff will participate in MNCoe sponsored PTR-YC Training during the following time frame:

Current Staff will continue to build capacity around PTR-YC by:

The following funding sources will be used for ongoing professional development (formal or informal) around PTR-YC:

Our plans to communicate these decisions to all staff include:

**Feedback to MNCoe regarding Training/PD Plan**

Approximately how much time did it take your team to walk through this section?	
What additional guidance would have been helpful in this section?	
What did you find valuable in this conversation?	
What additional questions do you have about the content in this section?	

**Communication to Staff Prior to PTR-YC being Installed**

It is important to have transparent communication regarding PTR-YC planning and installation, in order to ensure program-wide buy-in to the process. In this section, the PTR-YC Systems Development Team will create a communication plan for all staff to learn about the purpose of PTR-YC and to develop ongoing communication strategies.

<b>GUIDANCE</b>	<b>COACHING QUESTIONS</b>
<ul style="list-style-type: none"> <li>Determine when/how you will let all staff (<i>Administrators, Internal Coaches, Behavior Coaches, Teachers, ECSE Teachers, Related Service Providers</i>) know your plans for installing, implementing, and scaling up PTR-YC in your program.</li> </ul>	<ul style="list-style-type: none"> <li>In the past when your program has rolled out a new process, what strategies were effective in communicating with staff? Which strategies might be improved?</li> <li>What do you believe is valuable to communicate to others in our program around initiating PTR-YC efforts in order</li> </ul>

	<p>to create the conditions for buy-in and successful implementation? When?</p> <ul style="list-style-type: none"> <li>• What strategies will your team use to communicate this information?</li> <li>• What resources might you use to communicate your program’s involvement with PTR-YC?</li> <li>• How will you present PTR-YC in a positive manner and in a manner that does not feel overwhelming to staff?</li> </ul>
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**DECISIONS: Our Communication Plan to Staff Prior to PTR-YC Being Installed**

The PTR-YC Systems Development Team will send the following communication regarding PTR-YC to: Staff (Administrators, ECSE Teachers, General Education Teachers, Related Service Providers, Internal Coaches, Behavior Coaches):

We will communicate with staff through the following methods/strategies:

Our plans to communicate these decisions to all staff include:

**Feedback to MNCoe regarding Communication Plan to Staff Prior to PTR-YC Being Installed**

Approximately how much time did it take your team to walk through this section?	
What additional guidance would have been helpful in this section?	
What did you find valuable in this conversation?	
What additional questions do you have about the content in this section?	

**Communication to Others around PTR-YC**

This section is designed to support the PTR-YC Systems Development Team to think through any additional individuals or groups of people that could be aware of your program’s efforts. After completion, you will have an effective and thorough communication plan in place to ensure all stakeholders are aware of your program efforts around PTR-YC.



GUIDANCE	COACHING QUESTIONS
<ul style="list-style-type: none"> <li>● Have a conversation with your team regarding who else might benefit from being aware of your program’s efforts around PTR-YC.</li> <li>● Ensure others in your program/building/district are aware of the early childhood support structure to children who experience persistent challenging behavior and their families.</li> <li>● Individualize the level of PTR-YC details communicated to each group, based on need.</li> </ul>	<ul style="list-style-type: none"> <li>● Who else will benefit from communication around our PTR-YC, such as : <ul style="list-style-type: none"> <li>○ SpEd Director</li> <li>○ Building Principal</li> <li>○ Superintendent</li> <li>○ Parent Advisory Council/Board</li> <li>○ PBIS Team in K-6 Buildings</li> <li>○ Collaborative Community Partners (such as Head Start, after school child care)</li> </ul> </li> <li>● What would be the advantages of making others aware of your program’s efforts around PTR-YC?</li> <li>● What information will be shared? <ul style="list-style-type: none"> <li>○ How?</li> <li>○ When?</li> <li>○ How often?</li> </ul> </li> </ul>

**DECISIONS: Our Program Decisions around Communication of PTR-YC Efforts to Others**

Our PTR-YC Systems Development Team will also communicate the following information around PTR-YC to the following groups/individuals:

We will communicate information around PTR-YC to the above groups/individuals on a regular basis as outlined below:

Our plans to communicate these decisions to all staff include:

**Feedback to MNCoe regarding Communication to Others around PTR-YC**

Approximately how much time did it take your team to walk through this section?	
What additional guidance would have been helpful in this section?	
What did you find valuable in this conversation?	
What additional questions do you have about the content in this section?	

## **Deciding When to Use PTR-YC for an Individual Child/Family**

In this section, the PTR-YC Systems Development Team will explore factors to be considered in deciding when to begin the PTR-YC process for an individual child and their family. After completion, your program will have a plan to share with practitioners the importance of communication with the family and the family's role in the process.

<b>GUIDANCE</b>	<b>COACHING QUESTIONS</b>
<ul style="list-style-type: none"> <li>● PTR-YC is designed to be available to all children/families in your program, as teaching teams are implementing the Pyramid Model, are being coached on the Pyramid Model, and have been trained on the PTR-YC process.</li> <li>● Families have important information that will inform the decision if and/or when PTR-YC would be appropriate. It is important to include families throughout the process.</li> <li>● Starting the PTR-YC process should fit within existing structures of behavior support in your program.</li> <li>● Starting the PTR-YC process should be a team decision, not rest in the hands of one staff member.</li> <li>● PTR-YC should not postpone a referral to Special Education if a developmental delay or disability is suspected.</li> <li>● Data (BIR's or other) should be used to support the initiation of PTR-YC.</li> </ul>	<ul style="list-style-type: none"> <li>● How will the team get input from families to inform this decision?               <ul style="list-style-type: none"> <li>○ What caregiver contacts or input need to occur prior to moving to PTR-YC? How will this be documented?</li> </ul> </li> <li>● If the child does not have an IEP, what guidance will be provided to help teams determine if a referral to Special Education is warranted?</li> <li>● How will this guidance clearly describe requirements under IDEA related to procedural safeguards for children with disabilities?</li> <li>● How do you engage in data based decision making with families?</li> <li>● What data might support this decision making process?               <ul style="list-style-type: none"> <li>○ BIRS</li> <li>○ Parent report</li> <li>○ Use of crisis plan or safety net procedures</li> <li>○ TPOT</li> <li>○ Screening information, such as ASQ-SE</li> <li>○ Ongoing assessment data</li> </ul> </li> </ul>

### **DECISIONS: Our Program's Decisions around Criteria for Choosing When to use PTR-YC**

Our plan for ongoing bilateral communication with families around challenging behavior is:

For a child who is not currently on an IEP, we will consider the PTR-YC process when/if:

For a child who is on an IEP, we will consider the PTR-YC process when/if:

Our plans to communicate these decisions to all staff include:

**Feedback to MNCoe regarding When to use PTR-YC for an Individual Child/Family**

Approximately how much time did it take your team to walk through this section?	
What additional guidance would have been helpful in this section?	
What did you find valuable in this conversation?	
What additional questions do you have about the content in this section?	

**Program Requirements for PTR-YC to be Initiated:**

This section is designed to support the PTR-YC Systems Development Team to define clear expectations and requirements to initiate the PTR-YC process that will clearly define for your team steps to be taken prior to initiating PTR-YC.

GUIDANCE	COACHING QUESTIONS
<ul style="list-style-type: none"> <li>● There is a program process documented and communicated to staff that shares what needs to take place prior to starting PTR-YC.</li> <li>● PTR-YC is designed to be initiated for a child/family when there are patterns of challenging behavior that have not been responsive to Tier 1 &amp; Tier 2 strategies and/or other developmentally appropriate interventions.</li> <li>● PTR-YC is most successful when the 5 Classroomwide Practices (Figure 5.2, page 62 of PTR-YC Manual) are implemented to fidelity.               <ul style="list-style-type: none"> <li>○ How and when the Classroomwide Practices Assessment and Classroom Profile of Challenging Behavior are used should be documented and communicated to staff.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● What other supports will be accessed before initiating PTR-YC?</li> <li>● What steps, processes or procedures need to be completed prior to initiating PTR-YC?</li> <li>● Where might the classroom profile of challenging behavior and classroom wide practices assessment fit into these requirements?</li> <li>● What if any criteria related to the student or behavior will be established for teams to be able to start using PTR-YC?</li> <li>● What data will be collected and reviewed prior to initiating PTR-YC? What will this process look like?               <ul style="list-style-type: none"> <li>○ Classroom-wide Practices Assessment</li> <li>○ Classroom Profile of Challenging Behavior (Figure 5.2, page 62 of PTR-YC Manual)</li> </ul> </li> </ul>

- Documentation and communication should also take place around what happens if more than two of the Classroom Profile of Challenging Behavior items are circled yes AND what happens if one of the 5 Classroom-wide Practices Assessment is not in place.
- Starting the PTR-YC process should fit within existing structures of behavior support in your program (such as a Behavior Intervention Team or Problem Solving Team).
- Starting the PTR-YC process should be a team decision, not rest in the hands of one staff member.
- Guidance is communicated to those implementing PTR-YC around [how many meetings it might take to get through the development of a BIP](#):
  - 4 meetings (Step 1, Step 2, Step 3, Step 4)
  - 3 meetings (Step 1&2 combined, Step 3, and Step 4)
  - 3 meetings (Step 1, Step 2, Step 3&4 combined)
  - 2 meetings (Step 1&2 combined, Step 3 & 4 combined)
- After communication takes place to schedule the first meeting, by the end of Meeting 1, at a minimum the team should have Form 1 completed, and possibly Form 4.
- The person who facilitates the PTR-YC process will ensure communication takes place with all relevant team members, at a minimum: parent(s)/caregivers, all teaching teams regularly interacting with the child, Internal Coach, and Behavior Coach or Behavior Specialists.
- Behavior Incident Reports
- Checklist to document previous steps were completed
- Summary of caregiver contact or input
- Student information
- How will teams and new staff be supported in learning how to look at and analyze the data that is part of the decision making process?
- What behaviors or circumstances might negate the need to complete any or all of these requirements?
- How will the completion of the requirements be tracked? By whom?
- How might the required steps differ for a general education student versus a special education student?
- How will this guidance clearly describe requirements under IDEA related to procedural safeguards for children with disabilities and children suspected of having a delay or disability?
- If needed, who might support the team in making this decision? How will teams request this support or where might this happen (ie. Problem Solving Team, coaching sessions, BIR's data reviews)?
- What format will the initiation take? (form, email, other). Consider what type of format will allow for efficient tracking, data collection and monitoring.
- Who receives requests for the process to be initiated? Or how will the requests be tracked?
- What are the expectations for the person receiving the requests?
  - Review data
  - Approve request
  - Next steps
- How do we develop clear communication around expectations for staff participating in the PTR-YC process for individual children?
- How do we develop clear communication around compensation and support for all staff participating in PTR-YC meetings outside of contract hours?
- How will adherence to the process be

	supported?
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### **DECISIONS: Steps Needed Before PTR-YC Can Be Initiated for an Individual Child**

Prior to initiating the PTR-YC process, at a minimum the classroom team will have (completed, reviewed, consulted...):

The following will be our program's process prior to initiating PTR-YC:

Our plan to engage in data based decision making during the PTR-YC process is:

Our plan to communicate these decisions to all staff include:

### **Feedback to MNCoe regarding Program Requirements for PTR-YC to be Initiated**

Approximately how much time did it take your team to walk through this section?	
What additional guidance would have been helpful in this section?	
What did you find valuable in this conversation?	
What additional questions do you have about the content in this section?	

### **Selecting Teams to Initially Use PTR-YC**

In this section, the PTR-YC Systems Development Team will establish a criteria on how to support teams through the PTR-YC process. After completion, your team will have clear expectations and criteria for support to all classroom teams using the PTR-YC process.

<b>GUIDANCE</b>	<b>COACHING QUESTIONS</b>
<ul style="list-style-type: none"><li>There are clear expectations for each classroom regarding their use of PTR-YC, according to your coaching and training scale up plan. Only teaching teams who</li></ul>	<ul style="list-style-type: none"><li>What, if any, team related criteria will be established for teams to be able to start using PTR-YC?</li><li>If teams who have not yet been trained or</li></ul>

<p>have been trained and coached around Pyramid Model practices in addition to having participated in PTR-YC training should use the PTR-YC process. (Chat with your external coach regarding exceptions to this.)</p> <ul style="list-style-type: none"> <li>• There should be sufficient Internal and Behavior Coaching support for each teaching team using PTR-YC, when considering scale up plans.</li> </ul>	<p>coached take part in the process, how will the team be supported in implementation of Tier 1 and Tier 2 practices needed to increase success of PTR-YC implementation?</p> <ul style="list-style-type: none"> <li>• If teams who have not yet been trained or coached are able to use PTR-YC, how will they be made aware of the process and supported through the process? How will their support look compared to the support provided to teams who went through training?</li> </ul>
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**DECISIONS: Selecting Teams to Initially Use PTR-YC**

In our program, PTR-YC is a process available to teams who have:

In our program, if a team has not been trained and/or coached in the process, the process is an option if:

- The following additional supports will be provided when:

Our plans to communicate these decisions to all staff include:

**Feedback to MNCoe regarding Selecting Teams to Initially Use PTR-YC**

Approximately how much time did it take your team to walk through this section?	
What additional guidance would have been helpful in this section?	
What did you find valuable in this conversation?	
What additional questions do you have about the content in this section?	

**Facilitation of the PTR-YC Process for an Individual Child**

In this section, the PTR-YC Systems Development Team will create a plan documenting who will facilitate the PTR-YC process and under what circumstances that might change. After completion, you will have a framework to build internal capacity for facilitation of the PTR-YC process.

GUIDANCE	COACHING QUESTIONS
<ul style="list-style-type: none"> <li>● Behavior Coaches and/or Internal Coaches facilitate the process for each teaching team for at least three rounds before considering fading their support in the process.</li> <li>● After the Behavior Coach and/or Internal Coach have facilitated the process three times for a teaching team, a process is created, documented and communicated to those implementing PTR-YC that specifies if and when a lead teacher from a teaching team might start facilitating more of the PTR-YC process moving forward.</li> <li>● Behavior Coaches and/or an Internal Coach will always be involved in each PTR-YC case in order to ensure the teaching team has access to those individuals with behavior expertise.</li> <li>● Develop a plan to review the facilitation process for individual children gathering feedback from classroom teams.</li> </ul>	<ul style="list-style-type: none"> <li>● As teams consider roles, how might this impact their job description? Will current job descriptions need adjusting? What is the program's process for this?</li> <li>● How do we develop clear expectations for what a specific role is expected to do during the process?</li> <li>● What will be the criteria for readiness for a classroom team to facilitate the PTR-YC process? Where and how will this be tracked and who will track?</li> <li>● Who will facilitate the process if the classroom team is not ready to facilitate?</li> <li>● How might decisions vary for general education and special education staff?</li> <li>● How will this guidance clearly describe requirements under IDEA related to procedural safeguards for children with disabilities and children suspected of having a delay or disability?</li> <li>● How will fidelity and consistency of facilitation be supported? How might the facilitator be supported through the coaching process? If the facilitator is not being coached, how will the facilitator's be supported in building their skills?</li> <li>● What will be our process and how often will we review the facilitation process for individual children? How will your team gather feedback from classroom teams?</li> <li>● How will our program support understanding and adherence to these systems?</li> </ul>

**DECISIONS: Who Will Facilitate PTR-YC**

In our program, the facilitator of the PTR-YC process will be:

In our program, the following are indicators that our facilitation process has been successful:

Our plans to communicate these decisions to all staff include:

### Feedback to MNCoE regarding Who will Facilitate PTR-YC

Approximately how much time did it take your team to walk through this section?	
What additional guidance would have been helpful in this section?	
What did you find valuable in this conversation?	
What additional questions do you have about the content in this section?	

### **PTR-YC Forms**

In this section, the PTR-YC Systems Development Team will create a system to access, share and store important information and forms.

GUIDANCE	COACHING QUESTIONS
<ul style="list-style-type: none"> <li>● A consistent way to access the PTR-YC Forms will be made available to all staff using the PTR-YC process: Forms 1, 4-12.</li> <li>● Reminders can be provided around which forms should be accessed during each meeting, by using the <a href="#">Process Overview</a> handout.</li> <li>● Make decisions specific to communication: who will make copies of each completed Form and how they will ensure each Team Member, including parent(s)/caretakers receive a copy of the Form.</li> <li>● A process developed and communicated regarding where completed Forms and other documentation from PTR-YC meetings will be kept.</li> </ul>	<ul style="list-style-type: none"> <li>● How can you simplify the process for staff to access all forms needed to get through one PTR-YC case?</li> <li>● What are the expectations for completion of forms?</li> <li>● What forms will be required?</li> <li>● What forms will be optional?</li> <li>● How does our program's current guidelines for records apply to this process?               <ul style="list-style-type: none"> <li>○ How might this process be different for general ed vs special staff?</li> <li>○ Where will the forms be stored/filed?</li> <li>○ How long will the forms be retained?</li> </ul> </li> <li>● Which forms will be provided to families and who will share forms with families?</li> <li>● How will this guidance clearly describe</li> </ul>



requirements under IDEA related to procedural safeguards for children with disabilities and children suspected of having a delay or disability?

**DECISIONS: Access to and Use of PTR-YC Forms**

In our program, we will communicate decisions regarding access to form, completion of forms and storage after PTR-YC in the following method:

Staff will access PTR-YC forms for meetings in the following ways:

PTR-YC Forms for staff use will be stored in the following location:

Our plans to communicate these decisions to all staff include:

**Feedback to MNCoe regarding Access to and Use of PTR-YC Forms**

Approximately how much time did it take your team to walk through this section?	
What additional guidance would have been helpful in this section?	
What did you find valuable in this conversation?	
What additional questions do you have about the content in this section?	

**Data to Be Collected by Implementation Team to Know PTR-YC is Working**

In this section, the PTR-YC Systems Development Team will design a system to continuously use meaningful data to evaluate the effectiveness and scale-up of PTR-YC.

<b>GUIDANCE</b>	<b>COACHING QUESTIONS</b>
<ul style="list-style-type: none"> <li>The site level Implementation Team and/or the PTR-YC Systems Development Team will put methods and</li> </ul>	<ul style="list-style-type: none"> <li>What data are we currently collecting that might be useful?</li> <li>What other data would be useful (how</li> </ul>

<p>systems in place to continue to evaluate the effectiveness of PTR-YC implementation and scale up.</p> <ul style="list-style-type: none"> <li>• This team will agree on what data will support making any changes to the process.</li> <li>• Data based decision making around the scale-up and effectiveness of PTR-YC implementation will take place on a regular basis.</li> </ul>	<p>many times the process is used in the program, for an individual student, success of the plan, team perceptions of the process, fidelity of the process, length/duration of the process...)?</p> <ul style="list-style-type: none"> <li>• When and how will this data be collected?</li> <li>• What will be our process to gather and analyze our data for effectiveness of PTR-YC implementation?</li> <li>• How will we celebrate progress and growth? How might you use successes to support ongoing PD efforts? Consider embedding examples of successes/case studies into District PD or trainings?</li> <li>• How might we track staff time (additional and within contract day)for staffing, budgeting and sustainability planning? How does this look?</li> <li>• What is important to know about students being supported through PTR-YC? How will that information be collected? (Family dynamics, family resources, language spoken in the home, race/ethnicity, gender)</li> </ul>
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**DECISIONS: Implementation Team Collecting Data to Ensure Success**

In our program, our Implementation Team will gather, analyze and use data to ensure PTR-YC is working by doing the following:

Our plans to communicate these decisions to all staff include:

**Feedback to MNCoe regarding Implementation Team Collecting Data to Ensure Success**

<p>Approximately how much time did it take your team to walk through this section?</p>	
<p>What additional guidance would have been helpful in this section?</p>	

What did you find valuable in this conversation?	
What additional questions do you have about the content in this section?	

### **PTR-YC & Other Program Structures**

In this section, the PTR-YC Systems Development Team will analyze other systems and structures within your district/program that might align to your PTR-YC process. After completion, you will leverage multiple supports and structures to compliment your system of individual behavior supports.

<b>GUIDANCE</b>	<b>COACHING QUESTIONS</b>
<ul style="list-style-type: none"> <li>Alignment is considered regarding how PTR-YC implementation might impact or collaborate with other existing program structures, such as the following: Problem Solving Teams, /Behavior Intervention Teams, Behavior Crisis Plan, Early Childhood Special Education.</li> </ul>	<ul style="list-style-type: none"> <li>What existing structures do you see PTR-YC fitting within or overlapping in your program, such as a Behavior Intervention Team (BIT) or Problem Solving Team (PST)?</li> <li>Do we want to consider creating a Behavior Intervention Team (BIT) or Problem Solving Team (PST)? If so, what would this look like? What would be the structure (process, communication, timeframes, data presented, etc)? What would be the function and alignment with PTR-YC?</li> <li>What is your current process for referrals being made to an existing Problem Solving Team? <ul style="list-style-type: none"> <li>Any specific data that needs to accompany a referral?</li> <li>What happens once a referral has been made to your existing Problem Solving Team?</li> </ul> </li> <li>What role(s) or others might we want to consider based on their involvement in evaluation or the referral process? What will this look like within our system?</li> </ul>

### **DECISIONS: Steps for Collaboration with Existing Program Structures**

PTR-YC fits within existing structures in our program in the following manner:

We will ensure PTR-YC and those existing structures are working together by:

Our plans to communicate these decisions to all staff include:

**Feedback to MNCoe regarding Steps for Collaboration with Existing Program Structures**

Approximately how much time did it take your team to walk through this section?	
What additional guidance would have been helpful in this section?	
What did you find valuable in this conversation?	
What additional questions do you have about the content in this section?	

**Communication to All Families around PTR-YC**

In this section, the PTR-YC Systems Development Team will create a clear plan of when and how all families will become aware of the program's PTR-YC process.

GUIDANCE	COACHING QUESTIONS
<ul style="list-style-type: none"> <li>● Families are made aware that PTR-YC is available to all children enrolled in their Early Childhood programs.</li> <li>● <a href="#">PTR-YC Information Flyer for Families</a></li> <li>● Resources are available to help programs engage in these activities on the <a href="#">Pyramid Model Share Site</a>.</li> </ul>	<ul style="list-style-type: none"> <li>● When will our program introduce families to PTR-YC?</li> <li>● How will we introduce families to PTR-YC? What is important for families to know about PTR-YC?               <ul style="list-style-type: none"> <li>○ Handout/flyer</li> <li>○ Video</li> <li>○ Parent Handbook</li> <li>○ Conferences</li> </ul> </li> <li>● What information might be important to share once PTR-YC has been installed?</li> </ul>

**DECISIONS: Communication about PTR-YC to Families**

Our program will want to share the following information about PTR-YC with families in our program:

We will do this by:

Once PTR-YC has been initiated in our program, we will inform new families (methods/strategies):

Our plans to communicate these decisions to all staff include:

### Feedback to MNCoe regarding Communication to Families around PTR-YC

Approximately how much time did it take your team to walk through this section?	
What additional guidance would have been helpful in this section?	
What did you find valuable in this conversation?	
What additional questions do you have about the content in this section?	

### Communication to Staff once PTR-YC Has Been Installed

In this section the PTR-YC Systems Development Team will create a plan to sustain commitment and staff buy-in around PTR-YC.

GUIDANCE	COACHING QUESTIONS
<ul style="list-style-type: none"> <li>• Updates are provided to all staff, regardless of if they are currently implementing PTR-YC, on a regular basis (<i>more than 1x/year</i>).</li> <li>• Updates may look different to those who are implementing PTR-YC than those who have not yet started implementing PTR-YC.</li> <li>• New staff hired are made aware of your program's commitment to PTR-YC.</li> </ul>	<ul style="list-style-type: none"> <li>• What do you envision all staff wanting to be aware of throughout implementation and scale-up of PTR-YC?</li> <li>• How have you kept staff aware of ongoing efforts around other initiatives in the past? What has worked? What might you do differently?</li> <li>• What strategies have been most important in communicating updates to staff?</li> <li>• How will our program inform current and new staff of the systems?</li> <li>• Where can staff access information about the process?             <ul style="list-style-type: none"> <li>○ Other staff to talk to?</li> <li>○ Resources in Google Drive?</li> <li>○ PM Share Site?</li> </ul> </li> </ul>

- How will feedback around the effectiveness and efficiency of the process be collected from staff?

**DECISIONS: Communication to Staff once PTR-YC Has Been Installed**

Our PTR-YC Systems Development Team will want to communicate the following to staff (*all or some*) once PTR-YC has been initiated in our program:

We will do this by:

Once PTR-YC has been initiated in our program, our team will inform new staff by (methods/strategies):

Our plans to communicate these decisions to all staff include:

**Feedback to MNCoe regarding Communication to Staff once PTR-YC has been Installed**

Approximately how much time did it take your team to walk through this section?	
What additional guidance would have been helpful in this section?	
What did you find valuable in this conversation?	
What additional questions do you have about the content in this section?	

**Maintenance and Review (Plan-Do-Study-Act) Cycles**

This section is designed for the PTR-YC Systems Development Team to walk through the process of the Plan, Do, Study, Act cycle. After completion, you will have an evidence-based process in place to implement and review your PTR-YC system.

GUIDANCE	COACHING QUESTIONS
<ul style="list-style-type: none"> <li>• A plan for ongoing professional development around PTR-YC is developed and communicated.</li> </ul>	<ul style="list-style-type: none"> <li>• What will be our ongoing professional development around individual child data, PTR-YC, and our system?</li> </ul>

<ul style="list-style-type: none"> <li>○ An ongoing plan for training new staff should be developed and documented.</li> <li>● The Pyramid Model Implementation Team continually reviews how implementation of PTR-YC is going and what may need to be revised, improved, enhanced, etc.</li> <li>● The Pyramid Model Implementation Team has a system to receive feedback from staff regarding the effectiveness of PTR-YC, implementation successes, and implementation challenges. <ul style="list-style-type: none"> <li>○ <a href="#">Google Survey Template available on Pyramid Model Share Site to receive feedback from staff regarding their experiences with PTR-YC</a></li> <li>○ <a href="#">Google Sheet Template available on Pyramid Model Share Site to collect data from those implementing PTR-YC</a></li> </ul> </li> <li>● Documentation of your PDSA cycle exists <ul style="list-style-type: none"> <li>○ Example 1: <a href="#">PTR-YC Maintenance &amp; Review Schedule (Sample)</a></li> <li>○ Example 2: <a href="#">GANNT chart</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ What will this look like for onboarding new staff?</li> <li>○ What will it look like as a refresher?</li> <li>○ What will it look like to become more fluent with the PTR-YC process?</li> <li>● How can we best support new staff in learning this content and becoming more confident with the process?</li> <li>● How will we document our PD plan (scope and sequence, implementation plan, sustainability plan)?</li> <li>● How might we leverage systems or PD we already have in place to embed PTR-YC?</li> <li>● When and how will we review our PTR-YC process?</li> <li>● Who will be involved in the revision, improvements and enhancements of the system? How often will this occur? What items/ data we will want to have available for review?</li> <li>● How are we tracking staff time (additional and within contract day)for staffing, budgeting and sustainability planning? How does this look?</li> <li>● How will we come to consensus and how will we document and communicate any updates, changes or modifications?</li> <li>● How will we sustain the systems and structures we are putting in place?</li> <li>● What additional data, if any, might be useful in making future decisions and revisions of the process?</li> <li>● How will you document your PDSA cycle and how is that shared with staff?</li> </ul>
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**DECISIONS: Our Program Plan for Maintenance and Review**

Our team will do the following to continually analyze what is working well and what opportunities for growth exist around PTR-YC implementation:

Our team will use the following strategies/methods to sustain the PTR-YC system and structure:

Our plans to communicate these decisions to all staff include:

### Feedback to MNCoe regarding Our Program Plan for Maintenance and Review

Approximately how much time did it take your team to walk through this section?	
What additional guidance would have been helpful in this section?	
What did you find valuable in this conversation?	
What additional questions do you have about the content in this section?	

### Resources for PTR-YC Implementation

Resource	Ideas on How to Use
<a href="#">35 minute webinar on the Why/What/How of PTR-YC, featuring Dr. Phil Strain</a>	<ul style="list-style-type: none"> <li>• Watch as an Implementation Team or PTR-YC Systems Development Team for an overview of PTR-YC.</li> <li>• Share with new staff who are not yet trained for informational purposes.</li> <li>• Share with principles, superintendents, school boards for awareness to your Early Childhood program's approach to supporting children who are experiencing challenging behavior.</li> </ul>
<a href="#">PTR-YC Book Study Template</a>	<ul style="list-style-type: none"> <li>• The Implementation Team and/or PTR-YC Systems Development Team can go through the PTR-YC Book Study prior to going to training.</li> <li>• PLC activity</li> <li>• Coaching Teams activity</li> <li>• Professional Development Day activity</li> </ul>
<a href="#">PTR-YC Webinars and Sample Meetings around each of the 5 Steps</a>	<ul style="list-style-type: none"> <li>• The Implementation Team and/or PTR-YC Systems Development Team can view each of these 1 hour webinars for a review on each Step of PTR-YC and or to get an idea of what a PTR-YC meeting may look like.</li> <li>• Coaches and coachee teams may view these webinars or sample meeting videos when preparing to initiate the PTR-YC process.</li> <li>• PLC or Professional Development Day activities for continued PD around PTR-YC.</li> </ul>



<a href="#">PTR-YC Handouts &amp; Flyers</a>	<ul style="list-style-type: none"> <li>● “PTR-YC Process Overview” handout summarizes the 5 steps of PTR-YC and links to PTR-YC Forms needed for each of the 5 steps.</li> <li>● “How to Include Families at Each Step of the PTR-YC Process” can be printed out or referenced by each coach/coachee team as they are preparing for each meeting of the PTR-YC process.</li> <li>● “PTR-YC What to Expect” handout can be shared with families to let them know what PTR-YC is and what each step involves.</li> </ul>
<a href="#">PTR-YC Forms &amp; Training Handouts</a>	<ul style="list-style-type: none"> <li>● Access/print specific PTR-YC Forms for each step of the PTR-YC process.</li> <li>● Revisit training handouts you found helpful.</li> </ul>
<a href="#">PTR-YC Manual</a>	<ul style="list-style-type: none"> <li>● Purchase the PTR-YC Manual from Amazon or Brookes Publishing.</li> </ul>