# Overview of Prevent-Teach-Reinforce for Young Children

**Slide 1**

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### Overview of Prevent-Teach-Reinforce for Young Children

Pyramid Model
Preschool Training Series

National Center for
Pyramid Model
INNOVATIONS
ChallengingBehavior.org

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**Slide 2**

## Agenda

- Learn the steps of the PTR-YC process for developing an individualized behavior support plan
- Understand PTR-YC through a case study



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**Slide 3**

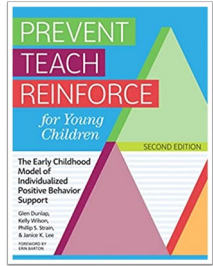## Expectations for Learning Together

- We are safe and healthy
  - Take breaks as needed
  - Move if you need to
  - Stand up for micro-breaks
- We are respectful
  - Listen to understand
  - Value everyone's ideas
- We are friendly and kind
  - Step up/step back
  - Be kind

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**Slide 4**

## PTR-YC: A Manualized Process for Behavior Support

- A model specifically designed for preschool settings for individualized intervention with challenging behavior
- Research-based practices
- Detailed steps for designing and implementing positive interventions

Summary of the steps:
https://challengingbehavior.cbcs.usf.edu/docs/PTRYC_process-forms.pdf

PREVENT TEACH REINFORCE for Young Children
SECOND EDITION
The Early Childhood Model of Individualized Positive Behavior Support
Glen Dunlap, Kelly Wilson, Phillip S. Strain, & Janice K. Lee
FOREWORD BY ERIN BARTON

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**Slide 5**

## Using PTR-YC

- Implemented by a collaborative team
  - Teacher, family member, other team members who know the child, classroom coach
- Facilitated by a person trained in individualized behavior support
  - Skills in functional behavioral assessment, behavior intervention plan development, and collaborative teaming

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**Slide 6**

## Families as a Partners

How to Include Families at Every Step of the PTR-YC Process

What to Expect from the Prevent-Teach-Reinforce for Young Children (PTR-YC) Process

Overview of PTR-YC
Handout 1

For more information:
ChallengingBehavior.org

Pyramid Model
Pre-Kindergarten

## PTR-YC Pathway

**The child is engaging in persistent, challenging behavior…**

**Team Meeting #1:**
• Discuss current behavior
• Set goals
• Set up data collection

**Team Meeting #2:**
• Complete functional assessment forms
• Confirm hypothesis

**Team Meeting #3:**
• Discuss behavior support strategies and design plan

**Evaluate progress and adjust accordingly**

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**7**

## Jackson

• 4 years of age
• Non-profit child care center
• 12 children
• 2 Adults: Teacher and co-teacher
• Lives with mother, visits with father
   • Family on waiting list to receive in home behavioral therapy
   • Receives OT at home

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**8**

## Meet Jackson



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**9**

## Jackson's Team

• Jackson's mother
• Teacher
• Co-teacher
• Two members of the school's administrative staff who focus on inclusion and challenging behavior
• PTR-YC Facilitator

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**10**

## Goal Setting

• Identify the child's challenging behaviors to decrease
• Select one challenging behavior to target
• Operationally define this target behavior
• Identify the child's desirable behaviors to increase
• Select one desirable behavior to increase
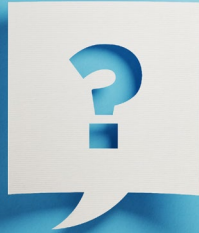• Operationally define this target behavior



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**11**

## PTR-YC Goal Sheet



**12**

## Reflection: Jackson

- Reflect on Jackson and what you observed.
- What might be goals for Jackson?
  - Challenging behavior to decrease?
  - Behavior to increase?

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**13**

## Jackson's Goals

| | |
|---|---|
| **Behavior(s) to Decrease** | "Attention seeking" "trying to get a reaction" aggression, getting into peers' spaces, not accepting play that is not on his terms, not engaging, not asking for help |
| **Target Behavior** | Aggression |
| **Operational Definition** | Pushing, hitting, throwing toys/objects, grabbing, blocking, forcing his body into the space of peers (looks like hugging, but is forceful with squeezing) |
| **Behavior(s) to Increase** | Peer-related social skills, "play successfully," maintain play with peers |
| **Target Behavior** | Peer-related social skills |
| **Operational Definition** | Getting a peer's attention (tap, look, say name) and/or sharing (say "here" while handing an object) |

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**14**

## Behavior Rating Scale (BRS)

- Target behaviors (desirable and challenging behavior)—defined on goal sheet
- Determine the dimension (e.g., frequency, duration, % of opportunities) of the behavior that will be measured
- Determine when the behavior should be observed
- Develop anchors for the rating scale

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**15**

## Anchor Examples

| Behavior | Rating Scale |
|---|---|
| Follows the Daily Schedule | 5 = Teacher points to activity/area<br>4 = Teacher provides initial physical prompt<br>3 = Teacher provides physical prompt part of the way<br>2 = Teacher provides physical prompt most of the way<br>1 = Teacher physically guides to activity/area |
| Physical aggression toward self/others | 5 = 8 or more times per day<br>4 = 6 or 7 times per day<br>3 = 4 or 5 times per day<br>2 = 2 or 3 times per day<br>1 = 0 or 1 time per day |

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**16**

## PTR-YC Behavior Rating Scale



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**17**

## Jackson's Anchors
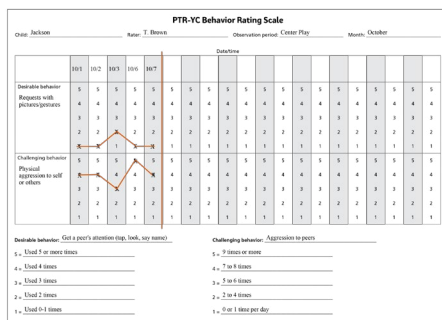
- Dimension: Frequency for both

Peer-related social skills* (independently used):
- 1 = Skill used 0-1 time
- 2 = Skill used 2 times
- 3 = Skill used 3 times
- 4 = Skill used 4 times
- 5 = Skill used 5 or more times

- Aggression*:
  - 1 = 1 to 2 times
  - 2 = 3 to 4 times
  - 3 = 5 to 6 times
  - 4 = 7 to 8 times
  - 5 = 9 times or more

*see operational definitions

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**18**

**PTR-YC Behavior Rating Scale:** Jackson Week 1



**19**

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## Functional Behavioral Assessment

- PTR-YC process:
- Three checklists;
  - *Prevent* to examine factors relating to antecedents and environmental influences,
  - *Teach* to identify behavior functions, and
  - *Reinforce* to identify maintaining consequences for challenging and appropriate behavior



**20**

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## Summary & Hypothesis

- Identify the major patterns or themes of the information collected from the team
- Hypothesis statements are the culmination of the individualized Functional Behavior Assessment (FBA)
- The hypothesis leads directly to the development of the behavior intervention plan

**When (something in the environment occurs), then (description of the behavior); as a result, (the typical consequence that reinforces the behavior).**



**21**

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## Jackson: Hypothesis Statement

When Jackson **is in non-structured social play** (center time/outside play), **he will engage in physical aggression** (see operational definition); as a result, **he will gain attention from adults/peers and/or receive object from peers** and/or **escape from the activity** (by being sent to a quiet space).

**22**

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## PTR-YC Menu of Intervention Strategies

| Prevent Strategies | Teach Strategies | Reinforce Strategies |
|---|---|---|
| Provide choices | Teach communication skills (FCT). | 1. Identify a functional reinforcer(s). |
| Intersperse difficult or nonpreferred tasks with easy or preferred tasks. | Embed multiple instructional opportunities. | 2. Provide reinforcer for desirable behavior. |
| Use visual supports and schedules. | Teach peer-related social skills. | 3. Avoid reinforcing challenging behavior. |
| Embed preferences into activities. | Teach self-monitoring. | |
| Enhance predictability with schedules. | Teach child to tolerate delay of reinforcement. | |
| Alter the physical arrangement of the classroom. | Teach independence with visual schedules. | |
| Remove triggers for challenging behaviors. | | |

**23**

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## Reflection

- What strategies might the team consider to *prevent* Jackson's challenging behavior?
- What new skills might be the focus to *teach*? Remember the skill must help the child access the reinforcer they are seeking (e.g., obtain peer attention).
- We saw that the challenging behavior was being maintained by attention and escape, what *reinforce* strategies might the team consider using?

**24**

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## Jackson's Plan

| Prevent | Teach | Reinforce |
|---|---|---|
| Provide choices (explicit choices in activities and play)<br><br>Alter arrangement of classroom (limit items in centers to promote social skills opportunities) | Buddy play system – peers assigned to play group for 3 center rotations<br><br>Embedded skill instruction and practice for social interaction skills | Frequent use of positive descriptive feedback for appropriate behavior and use of social skills<br><br>*When challenging behavior occurs*: Intervene with limited language and attention and redirect to another activity; when calm return to center for play and reinforce appropriate behavior |

**25**

## Jackson with a Plan



**26**

## PTR-YC Behavior Rating Scale: With Plan
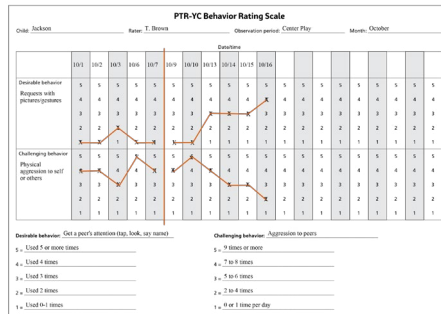


**27**

## Summary

- PTR-YC is a team process for identifying goals, conducting a functional assessment, and developing a behavior support plan
- You are a key member of the team!
  - Initiate the process
  - Provide observations
  - Collect data
  - Develop the plan
  - Implement the plan with fidelity
  - Monitor child progress

**28**

## Thank You

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H326B170003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

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**29**