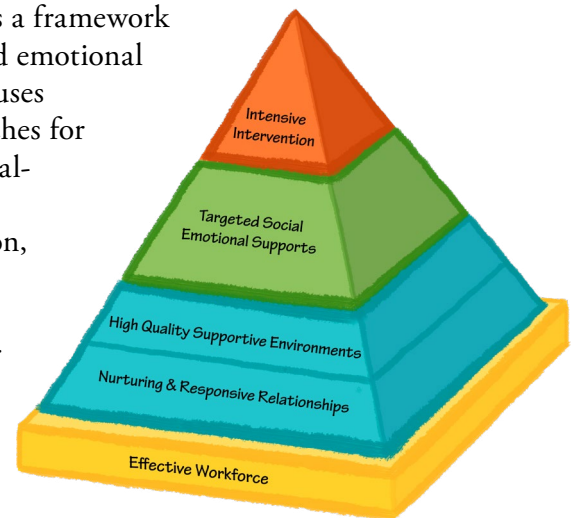


# What to Expect from the Prevent-Teach-Reinforce for Young Children (PTR-YC) Process

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As you know, our program implements the Pyramid Model, which is a framework of evidence-based practices for promoting young children's social and emotional competence. The Pyramid Model is a tiered model, so our program uses universal supports as well as more targeted or individualized approaches for children who need them. In our program, we use individualized social-emotional supports when children have more severe and persistent behavior that makes things like classroom transitions, communication, or making friends in the classroom difficult. *Prevent-Teach-Reinforce for Young Children* (PTR-YC; Dunlap, Wilson, Strain, & Lee, 2022) is what we use to provide this individualized support. We think your child may benefit from individualized social-emotional supports in our program. In collaboration with you, we would like to start the PTR-YC process. This document outlines how PTR-YC works and how you'll be involved. If you have any questions or concerns, please ask or let us know!



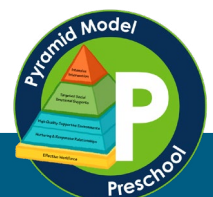
## Why would your child benefit from PTR-YC?

The goal of PTR-YC is to provide more support for your child so they are successful at our school. PTR-YC allows us to better understand exactly how your child is currently communicating their needs, what is challenging for your child, and what might help your child going forward. After completing the first steps in the PTR-YC process, your child will have an intervention plan that will provide guidance to your child's teachers and to you about strategies that will help prevent challenging behavior, teach new skills, and reinforce skills you'd like to see increased.

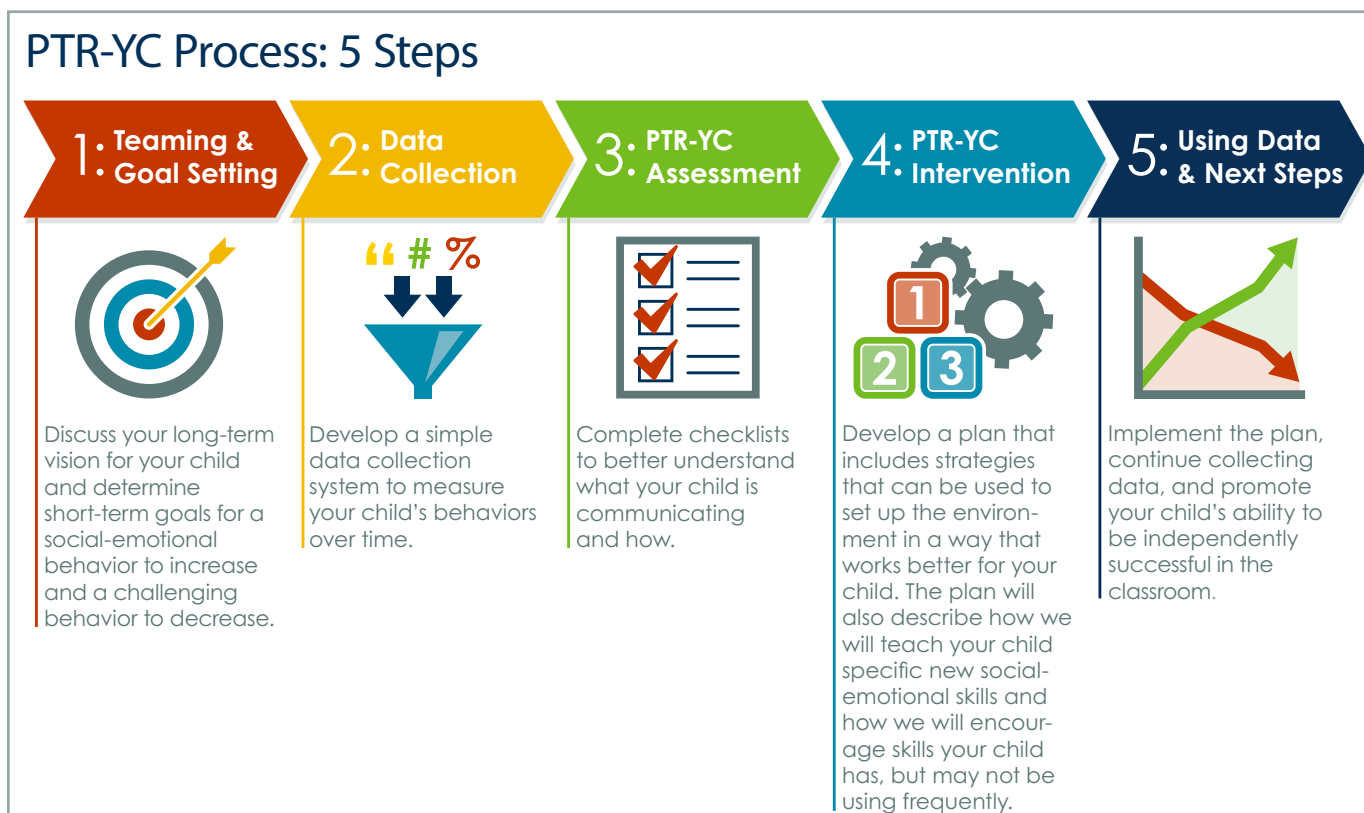
## What is PTR-YC?

PTR-YC is a team-based model of individualized positive behavior support. The team is made up of you, teachers, and anyone else who is currently supporting your child (e.g., occupational therapist, speech pathologist). The team will collaboratively go through a set of steps to end up with a plan to support your child's social-emotional competence. The plan, called a behavior intervention plan, will include strategies that:

- ▶ **Prevent** challenging behavior from occurring and promote the likelihood that your child will use other, more desirable behaviors, instead.
- ▶ **Teach** your child how to use more desirable behaviors in the classroom.
- ▶ **Reinforce** your child's use of more desirable behaviors so that they are more likely to keep using them.



# What is the PTR-YC process?



## What is your role as a family member in the PTR-YC process?

Family members play an important part in the PTR-YC process. You are an equal member of the PTR-YC team and are invited to participate in all steps of the PTR-YC process. Family members may attend meetings in person or contribute in other ways (e.g., video conferencing, phone calls, or providing input over email). Please let your child's teacher know what works best for you. Children are powerfully affected when everyone who cares for them is on the same page and working together. Please communicate to your child's teacher how (e.g., email, text, phone call) and to whom we should direct our updates.

## Can I use PTR-YC at home?

**Yes!**

You and the rest of your team can come up with helpful strategies to use at home. Families sometimes find this helpful to address particular routines (e.g., getting ready for school, bathtime, bedtime) that are challenging at home. Please let your child's teacher or team know if you'd like to use PTR-YC at home.

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, Second Edition*. Baltimore: Brookes Publishing.

