

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

## Step 1

- Always include a family member on the PTR-YC team
- Involve families from the beginning of the PTR-YC process to the extent that they are comfortable with and able to be involved.
- Encourage families to provide information in person at meetings, over the phone, through conversations during drop off/pick up, via text message or the use of an app, or with any other method that works for the family and classroom team.

## Step 2

- Have families discuss or answer questions about the goals they have for their children.
- Make or ask clarifying statements and questions to ensure that families are understood and that their input is valued during goal development.
- Brainstorm ideas with families if they are not as familiar with what they can and should expect from their children.
- Set goals that are important in the home and in the early care or education setting.

## Step 3

- Include the perspective of families when completing the PTR-YC Functional Behavioral Assessment (FBA) checklists and when developing hypothesis statements for the function(s) of challenging behavior.
- If families are unable to attend meetings, send the PTR-YC FBA checklists home for them to complete and return or offer to do over the phone.
- Ask families to complete all or one of the PTR-YC FBA checklists depending on their wishes or their availability. For example, asking families to complete the Reinforce checklist provides teams with valuable information about likes and dislikes that is not always readily available in the classroom setting.
- Request family input once the hypothesis statement has been generated. Teams can ask families who are

unable to attend meetings questions like, “We think Grace yells after we say it’s time to clean up so that she gets to go to the cozy corner instead of helping her peers clean. Does that sound like anything you notice she does at home?”

## Step 4

- Have families help decide which strategies to include in the behavior intervention plan (based on the information obtained in Step 3).
- Get feedback from families on intervention strategies that are chosen by the team.
- Model intervention strategies for families or ask families to model intervention strategies for the classroom team.
- Make sure families have access to any resources needed to implement the plan (e.g., visuals, timer).
- Help families translate the behavior intervention plan into a plan that will work in the home setting to promote consistency.
- Let families who are unable to participate know what strategies were chosen, provide them with a copy of the behavior intervention plan if they would like to have one, and offer to meet with them to discuss the plan if they would ever like to do so.

## Step 5

- Share child progress with families!
- If changes need to be made to the behavior intervention plan, ask families for input.
- If families are implementing the behavior intervention plan, check in with them about how their progress is going. Offer suggestions and support when appropriate.

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.

