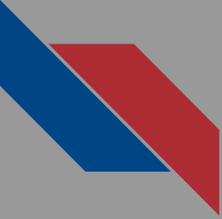




# Superior's Journey with PTR-YC

(Prevent, Teach, Reinforce for young children )



PREVENT

TEACH

REINFORCE

for Young Children

THE EARLY CHILDHOOD MODEL OF  
INDIVIDUALIZED  
POSITIVE BEHAVIOR  
SUPPORT

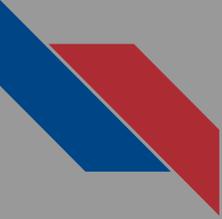


Glen Dunlap, Kelly Wilson,  
Phillip Strain, & Janice K. Lee  
Foreword by Mary Louise Hemmeter

# 3 Principles of Challenging Behavior



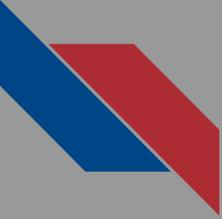
- Challenging Behaviors Are Communicative
- Challenging Behaviors Are Maintained by their Consequences
- Challenging Behaviors Occur in Context



# The Process of PTR-YC



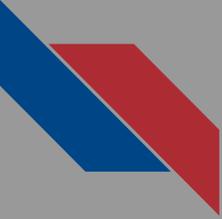
1. Teaming & Goal Setting
2. Data Collection
3. PTR-YC Assessment (Functional Behavioral Assessment)
4. PTR-YC Intervention
5. Using Data & Next Steps



# Our MODIFIED Process of PTR-YC



1. Universal Level Assessment
2. Goal Setting & Data Collection
3. PTR-YC Assessment (Functional Behavioral Assessment)
4. PTR-YC Intervention
5. Using Data & Next Steps



# Step 1:



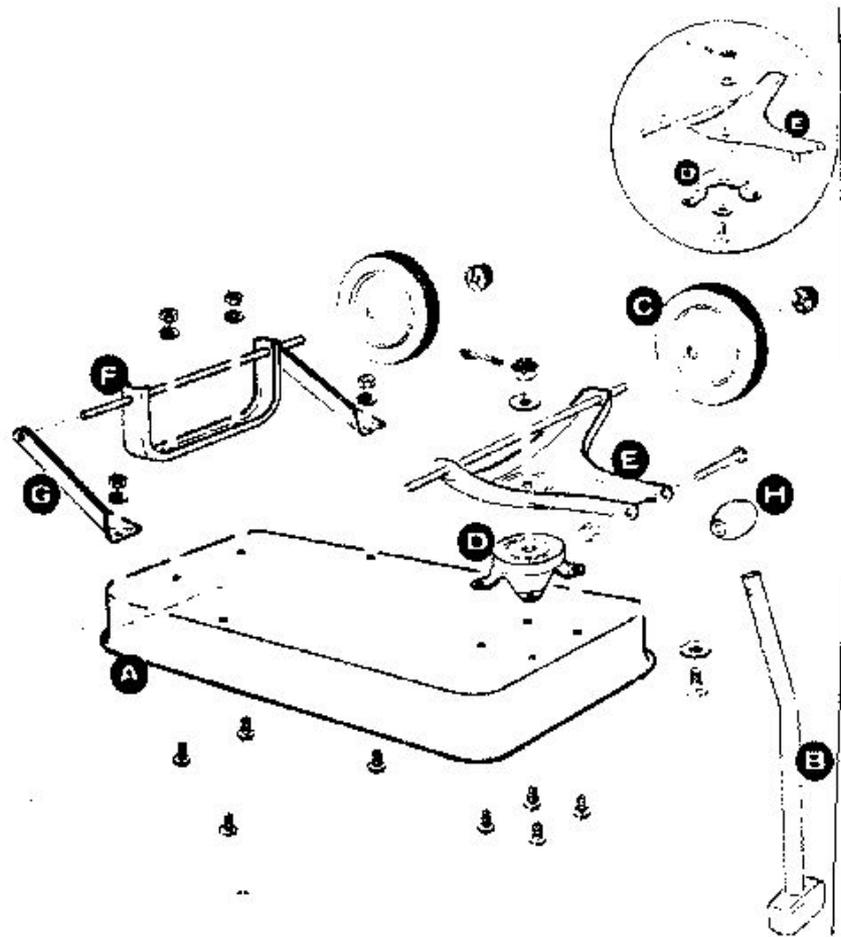
1. Universal Level Assessment
  - a. Pyramid Level
  - b. 5 Universal Classroomwide Practices
  - c. Classroom Profile



Preschool children learn best when they have positive and caring relationships with adults and other children; when they receive carefully planned intentional guidance and assistance; and when they can safely encounter and explore many interesting things in their environment.

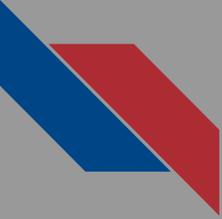
What connections  
do you SEE  
between Tier 1 &  
Behavior?





# Under the Table...





# Step 2:



## 2. Goal Setting & Data Collection

- a. Goal Setting
- b. Data Collection
- c. Determine the Team



# PTR-YC Goal Sheet

1. Identify the child's challenging behaviors to decrease.
2. Select ONE challenging behavior to target.
3. Operationally define this target behavior—observable (seen or heard) and measurable (counted or timed).
4. Identify the child's desirable behaviors to increase.
5. Select ONE desirable behavior to increase.
6. Operationally define this target behavior—observable (seen or heard) and measurable (counted or timed).

Child:  Date:

1. Behavior(s) to decrease	
2. Target behavior	
3. Operational definition	
4. Behavior(s) to increase	
5. Target behavior	
6. Operational definition	



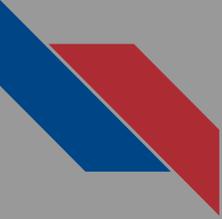
# PTR-YC Behavior Rating Scale

Child: \_\_\_\_\_ Rater: \_\_\_\_\_ Observation period: \_\_\_\_\_ Month: \_\_\_\_\_

	Children																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Desirable behavior	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5
	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 4
	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3
Challenging behavior	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1
	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2
	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Desirable behavior: \_\_\_\_\_  
 5 = \_\_\_\_\_  
 4 = \_\_\_\_\_  
 3 = \_\_\_\_\_  
 2 = \_\_\_\_\_  
 1 = \_\_\_\_\_

Challenging behavior: \_\_\_\_\_  
 5 = \_\_\_\_\_  
 4 = \_\_\_\_\_  
 3 = \_\_\_\_\_  
 2 = \_\_\_\_\_  
 1 = \_\_\_\_\_

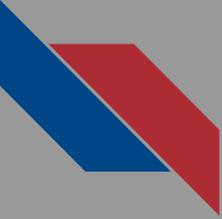


# Step 3:



## 3. PTR-YC Assessment *(Functional Behavioral Assessment)*

- a. Prevent
- b. Teach
- c. Reinforce



# Step 4:



## 4. PTR-YC Intervention *(Behavior Plan)*

### a. Behavior Plan

- Intervention ideas in PTR-YC

# PTR-YC Behavior Intervention Plan Summary

STUDENT NAME

DATE

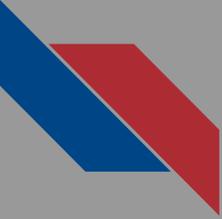
- Show positive attention 5:1 ratio
- Teach behavioral expectations for each routine
- Teach positive peer-related social skills
- Use predictable schedules
- Use predictable routines within routines

Intervention strategies (brief description of data / implementation plan)

## WHOLE CLA 88 MODIFICATION 8:

Prevent	Teach	Reinforce
<b>Brief Description of data</b>		
<b>Implementation Notes</b>		





# Step 5:



## 5. Using Data & Next Steps

### a. Data Driven Decisions

- Fidelity Check

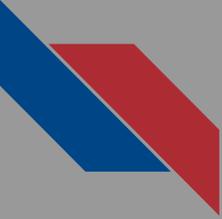


# PTR-YC Fidelity of Strategy Implementation

Child: \_\_\_\_\_ Interventionist: \_\_\_\_\_ Observer: \_\_\_\_\_  
 Date: \_\_\_\_\_ Observation period: \_\_\_\_\_

	Were all steps implemented as intended?		Did the child respond as intended?		Was the strategy implemented as frequently as intended?	
	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No
<b>Prevent strategy</b>						
Steps:						
1. _____						
2. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. _____						
4. _____						
5. _____						
<b>Teach strategy</b>						
Steps:						
1. _____						
2. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. _____						
4. _____						
5. _____						
<b>Reinforce strategy</b>						
Steps:						
1. _____						
2. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. _____						
4. _____						
5. _____						

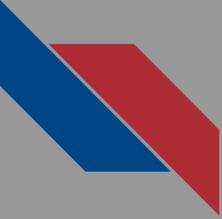




# Making it Easier:



- Documents in Google
- Assessment Review:
  - take names out of it
  - All data on one chart
- Shared Google Folders



# What We Learned:

Universal Level Reflection is HARD!

Universal Level Instruction is a PRIORITY!

Using Data helps keep it objective

Long Process; but RESULTS are happening!