

## Prevent Teach Reinforce for Young Children PTR-YC

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## What we know!

- ❑ Challenging behavior can be an issue for many children in the early childhood years as children are learning social skills and emotional regulation .
- ❑ When children enter kindergarten with problem behavior and poor social skills, those problems are likely to persist.
- ❑ Preschool expulsion is 3 times the rate of school age children.
- ❑ Teachers reports that disruptive behavior is one of the single greatest challenges they face in providing a quality program.
- ❑ There seems to be an increasing number of children who present with challenging behaviors.

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## What is the Teaching Pyramid Model?

- Center For Social Emotional Foundations in Early Learning Developed a **multi-tiered system of support** to address social/emotional development and challenging behavior. Also called Early Childhood Positive Behavior Interventions and Supports (**EC-PBIS**).
- An effort to create systems of support for **ALL** children (not limited to those with challenging behaviors)
- The teaching pyramid is a model based on **universal promotion, secondary prevention, and tertiary interventions**

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## The Pyramid




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## Universal Promotion: Building Positive Relationships and Supportive Environments

- These practices have been shown to promote the social development, competence and behavior guidance of **all** children.
- Building **positive relationships** with children, families, and colleagues is the foundation for all other practices.
- Supportive environments** and teaching interactions support children's appropriate engagement in classroom activities and routines.

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## Secondary Prevention: Social Emotional Teaching

- This tier provides for explicit instruction in **social skills and emotional regulation**.
- Objective of the pyramid model is to provide the instruction of social emotional skills to all children and to provide targeted systematic and comprehensive instruction to children who may have challenges in social interaction or emotional regulation and are at-risk of developing problem behavior.
- Intentional teaching of social skills occurs within all activities (i.e. group time, centers, outdoor play, bathroom, and snack time).

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## Social Emotional Teaching & Resilience

- Identifying and expressing emotions
- Self-regulation
- Problem solving
- Initiating and maintaining interactions
- Cooperative responding
- Strategies for handling disappointment and anger
- Friendship skills (e.g. being helpful, taking turns, giving compliments)

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## Universal Classroom Practices The Essential 5!

- Five-to-One Ratio of Positive Attention
- Using predictable schedules
- Establishing routines within routines
- Directly teach behavioral expectations
- Directly teach peer-related social skills

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## Tertiary Intervention: Intensive, Individualized Interventions

- Comprehensive, **assessment-based behavior support plans** for children with persistent challenging behavior.
- When a child **has persistent challenging behavior that is unresponsive to classroom guidance procedures and the instruction of social and emotional skills**, a collaborative team is formed with the family to engage in the process of individualized positive behavior support.

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## PTR-YC

Glen Dunlap, Kelly Wilson, Phillip Strain, Janice K. Lee

- Use for a child who engages in repeated patterns of challenging behavior that clearly interferes with the child's social and emotional development.
- Beliefs
  - Healthy social development is an essential foundation
  - Inclusion
  - Prevention
  - Comprehensiveness
  - Family Centeredness

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## Principles of PTR-YC

- Challenging behaviors are **communicative**
- Challenging behaviors are **maintained by their consequences**
- Challenging behaviors **occur in context**
- Most challenging behaviors **serve the same purpose as other forms of communication**, such as speech, nonverbal gestures, and facial expressions
- **Behaviors are not random**, and they tend to occur predictably in particular situations

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## Factors that promote **effectiveness** of PTR-YC

- Prevention
  - High quality environments
  - Positive and responsive relationships
- Commitment to successful outcomes for children
- Fidelity of Implementation
- Capacity of the Team
- Family Involvement

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## The PTR-YC Process ~ 2-4 months

- Step 1: Teaming and Goal Setting
  - Establish a team (all who support the child – including parents)
  - Goal Setting
    - Determine Long term goal
    - Determine Short term goal
  - Identify and operationally define a challenging behavior
  - Identify and operationally define a desirable or pro-social behavior (replacement behavior)

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## Step 2: Data Collection

- Measurement starts before intervention begins
- Behavior rating scale
  - Measuring challenging behavior and pro-social behavior
  - Determine the most important dimension of the behavior:
    - frequency, intensity, duration, percentage of time; percentage of opportunities
- Frequency Chart
  - Measuring the frequency of the challenging behavior and pro-social behavior

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## Step 3: PTR-YC Assessment (FBA)

- Obtaining information through questionnaires completed by each member on:
  - Antecedent** variables (Prevent)
  - Function** and replacement variables (Teach)
  - Consequence** variables (Reinforce)
- Analyze information to arrive at a consensus:
  - The antecedent events that are associated with a high probability of challenging behavior occurring (**prevent**)
  - The purpose or function of the challenging behavior (**teach**)
  - The typical events that follow the behavior (**reinforce**)

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## Classroom-wide Practices Assessment The Essential 5!

- Where are you giving your time and attention?
- Where are you at in providing children with a level of predictability in the daily schedule?
- Are there predictable routines within routines?
- Are you explicitly teaching behavioral expectations for each classroom?
- Are you explicitly teaching per-related social skills?

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## Summarizing: Behavior Assessment Information

- What does the **prevent** data (antecedents) tell us?
  - Time of day; specific activities; specific people; specific circumstances; physical environment
- What does the **teach** data (function of behavior) tell us?
  - Gain: attention; object; sensory input
  - Avoid: attention; activity; sensory input
  - What social or emotional skill are they lacking?
  - What communication skill do they need?
- What does the **reinforcement** data (consequence) tell us?
  - Maintaining consequences
  - Decreasing consequences

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## Developing a Hypothesis Statement

- When (*antecedent*) occurs, then (*behavior*); as a result, (*consequence*).
  - **When** Julie is asked to engage in a fine motor activity, **then** she will scream; **as a result**, she will be removed from the fine motor task area.
  - **When** Julio is on the playground near more than one peer, **then** Julio will hit or kick the peer; **as a result**, the peer will leave the play area.
  - **When** Thomas is not receiving adult interaction, **then** he repeatedly slaps his head; **as a result**, he receives adult attention in the form of holding, soothing and comforting.

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### Step 4: Behavior Intervention Plan

- Select **PREVENT** strategies that remove the antecedent events that are associated with challenging behavior
  - antecedent: transitions
  - prevention strategy: individualized visual schedule
- Select **TEACH** strategies that provide a replacement skill (communication/social/emotional)
  - Behavior: screaming for attention
  - Teach: verbally calling the teacher for attention
- Select **REINFORCE** strategies
  - Reinforce desirable or pro/social behavior
  - Remove reinforcement of challenging behavior

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### Behavior Intervention Plan

- Strategies to implement
  - Prevention strategies
  - Social, Emotional and/or Communication skill to teach
  - Reinforcement of desirable behavior
- When to implement
- Steps involved
- Materials to be used
- Personnel responsible

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### Step 5: Using Data and Next Steps

- Examining progress monitoring data
  - Behavior rating scales **after** intervention
- If desirable outcomes have occurred, make sure progress will be maintained (maintain the intervention until the skill has transferred)
- If progress is not satisfactory, consider the following:
  - Has the behavior intervention plan been implemented with fidelity
  - Determine if the "reinforcers" are operating – is it still motivating to the child?
  - Recheck the function of the behavior

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## Preparing for Implementation

- All children can learn to engage in positive, prosocial behaviors and desist from patterns of challenging behavior.
- All teachers (and other classroom personnel) can implement the intervention strategies indicated on a high quality behavior intervention plan.
- Fidelity of Implementation

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## Factors that Limit Effectiveness Consider Clinical Referral

- Neurological and/or medical conditions
  - Uncontrolled seizures, chronic illness, neurological syndromes
- Disruptions in home environment
- When behavior is severe but difficult to observe in the school setting and infrequent

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