

Overview of Prevent-Teach-Reinforce Options for Early Childhood



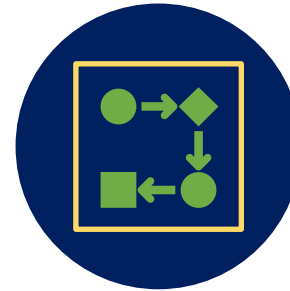
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Agenda



Apply key elements of the principles of behavior to making decisions about behavioral support



Process for identifying children who can benefit from behavior support planning



Key elements of Functional Behavior Assessment and positive behavior support planning



Team member roles and tasks in the Prevent Teach Reinforce Process



Foundations of Behavior Principles

Behavior is Communication



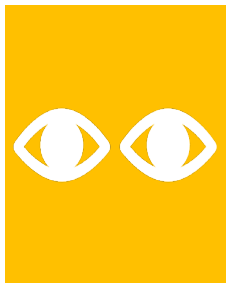
Behavior Occurs in Context



In Order to Change Behavior:



The person making the change must be able to perform the preferred behavior (skill development).



The new behavior must be more effective and/or efficient at getting or avoiding something as the previous behavior was (consequences maintain behavior).



Promotion of Desirable Behaviors And Prevention of Challenging Behaviors



Are Essential Foundational Strategies for
Intervening with Challenging Behaviors

Bits About Behavior Principles



Bits About Behavior Principles: This collection of brief online interactions is intended to support knowledge and application of basic behavioral principles. In each topic, you will find definitions of common behavioral terms and/or processes and opportunities to practice applying these principles.

Eita-pa.org

- **Topic of Interest**
- **Social Emotional**
- **Bits About Behavior Principles**

So, WHAT is Challenging Behavior?



- Any **repeated** pattern of behavior that **interferes** with the child's ability to **engage** in positive relationships, **participate** with family members in regular routines, **play** with others, and **learn** expected skills.
 - The behavior(s) must be resolved for the child to develop healthy patterns of social-emotional responding
- Behaviors that are **not responsive** to the use of developmentally **appropriate guidance** procedures

Examples: Excessive and inappropriate crying, prolonged tantrums, physical and verbal aggression such as hitting, yelling, or throwing objects, or a marked failure to respond or interact with others.

Challenging Behavior

Any Action or Behavior Pattern(s) That Cause Interference With...

- Engaging in positive relationships
- Forming friendships
- Playing with others
- Learning expected skills

Most Serious

- **Severe** and **Persistent**
- **Nonresponsive** to the use of developmentally appropriate guidance procedures
- Agreement that the behavior(s) must be resolved

Most Common Challenging Behaviors



- Excessive and inappropriate crying
 - Violent tantrums
 - Hitting, pushing, spitting, yelling, running, throwing objects
 - Repetitive or preservative actions that occur for extended and unreasonable periods of time
 - Excessive lack of cooperation (noncompliance)
 - Social and emotional withdrawal
 - Marked failure to respond or interact with others
-

Early Childhood Options for PTR

Intended as a strategy for...

- Repeated engagement in challenging behavior
- For a period of weeks
- When behaviors are unresponsive to the regular guidance, redirections, and instructional strategies within the home, community, or classroom

Not intended as a strategy for...

- Every instance of challenging behavior

What's Happening Now?

How Does Your Program Identify Children Who Might Benefit From This Process?

- Social Emotional Screening
- Agency Behavior Guidance Policy
- Review of Incident Reports
- Parent or Teacher Request

Important OCDEL Resources

Early Intervention Program Guidance for Developing a Behavior Support Policy

Introduction

Positive behavior supports include a variety of techniques to develop and maintain skills that enhance all children's opportunities for learning and building social skills. However, even when developmentally appropriate behavior supports are systematically provided, some children require an individualized behavior support plan to help them manage challenging behaviors. Potential causes of challenging behavior, such as physical or medical conditions, environmental factors, staffing and program concerns, shall be reviewed and addressed prior to the development of an individual behavior support plan. An individual behavior support plan will include specific strategies that are in addition to the general classroom or home positive behavior support. A positive behavior support policy is required for all Early Intervention programs to give program-wide guidance on developing individual behavior support strategies, goals, and plans.

Regulatory Basis of Positive Behavior Support

Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all...eligible young children shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance a young child's opportunity for learning and

self-fulfillment. Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques. [PA Regulations 14.133(a)]

A functional assessment involves the strategic collection of data to determine the purpose of a child's behavior that is interfering with learning or participation. The behavior will be viewed as an event that includes behavioral triggers, the objective definition of the behavior, and consequences that are reinforcing the behavior of concern. When a possible function has been determined through data collection, additional new skills will be considered and appropriate replacement behavior will be taught and reinforced.

When an intervention is needed to address problem behavior, the types of intervention chosen for a particular young child shall be the least intrusive necessary. One or more of the following will be developed as a result of the functional assessment:

- Written behavior plan that employs positive behavior support strategies
- IFSPI/IEP goals that address behavior needs
- Specially-designed instruction specifying behavioral guidance strategies

In order to provide appropriate guidance to Early Intervention staff and contractors, each Early Intervention program should develop a behavior support policy that includes the following components.

Core Items to Include:	Specific Examples	Regulations and References
Definitions of words and terms that are required to ensure that all users have a common understanding of the policy	Functional Behavioral Assessment (FBA) Behavior Support Positive Behavior Support Plan (PBS/P) Environmental Supports Safety Net Procedures Others that provide clarity to the policy	PA Regulations 14.133(b)

Early Intervention Teachers' Reference Guide: Positive Behavior Supports and Interventions

Preventing the Use of Restraints and Seclusion in Early Intervention

Young children, with and without disabilities, exhibit challenging behaviors for a variety of reasons. Children who are in early care and education (ECE)/ Early Intervention programs present teachers with opportunities to understand the reasons these behaviors occur and to offer support and guidance in a nurturing environment. Classroom climate, home environment, disabilities, biological factors, and health all influence a young child's behavior. Children's challenging behaviors can be very disruptive for the entire classroom, and for families trying to cope at home.

In recent years, the field of early care and education (including Early Intervention) has had to examine the use of restraints and seclusion to control the behavior of children. There are major concerns with the use of restraints and seclusion with all children, and especially with children who have disabilities and/or challenging behavior. Incidents of children being harmed while using these techniques have prompted states and agencies that serve infants, toddlers, and preschoolers to establish policies and regulations that prevent the use of restraint and seclusion. These policies do not allow the use of restraints and seclusion except in cases of orthopedic necessity and emergencies where children are in danger. However, many early care and education staff are uncertain about the definitions of these terms. It helps teachers if they are clear about what is meant by the words "seclusion" and "restraint." (TACSEI Policy Brief: "Preventing the Use of Restraint and Seclusion with Young Children: The Role of Effective, Positive Practices", Glen Dunlap, Cheryl Ostry, Lise Fox, 2/2011)

What is seclusion?

Seclusion refers to the involuntary confinement of a child **alone in a room or isolated area** from which the child is **prevented from leaving**. Seclusion may include having a door locked or blocked with the child being alone, or having a child placed away from peers and caregivers for a period of time with no access to social

interaction; the child also may have limited contact with a caregiver. Seclusion can be confused with "time out," however, time out is defined simply as an intervention that involves removing or limiting the amount of reinforcement or attention that is available to a child for a brief period of time. Time out does not require or imply seclusion. (For more information about time out, see CSEFEL "What Works Brief # 14: The Role of Time-Out in a Comprehensive Approach for Addressing Challenging Behaviors of Preschool Children", Dunlap, Fox, Hemmeter, Strain, 8/2004)

Seclusion (involuntary confinement) is an extreme procedure that is not developmentally appropriate and should serve no purpose as an intervention with young children. Young children should never be alone in a room or isolated completely from social interaction. (TACSEI Policy Brief: "Preventing the Use of Restraint and Seclusion with Young Children: The Role of Effective, Positive Practices", Glen Dunlap, Cheryl Ostry, Lise Fox, 2/2011)

What is restraint?

Restraint is the use of physical force (like holding a child), a mechanical device (a chair with straps to hold the child), or chemicals (like tranquilizers) to immobilize a child and to prevent the child from engaging in freedom of movement. Mechanical restraint is defined as the use of any device or equipment to restrict a child's freedom of movement. However, the term is not applied when devices are used or prescribed by trained medical or related service providers for the purposes for which the devices were designed. These include: (a) adaptive devices to achieve proper body position or alignment to allow improved mobility; (b) orthopedically prescribed devices, such as protective helmets, that permit a child to participate in activities without risk of harm; (c) restraints for medical immobilization; and, (d) the use of safety restraint belts when being transported in a vehicle or to prevent a child from falling out of bed or a chair.

Important OCDEL Resources



Behavioral Help for Early Childhood Programs in Pennsylvania to Prevent Suspension & Expulsion



Pennsylvania early childhood programs are committed to reducing and eliminating the use of exclusionary discipline practices (suspension and expulsion).

Definitions and Program Descriptions

<p>OCDEL</p> <p>The Office of Child Development and Early Learning (OCDEL) is a collaborative effort between the PA Departments of Education and Human Services focused on creating opportunities for the commonwealth's youngest citizens to develop and learn to their fullest potential.</p>	<p>ELRC</p> <p>An Early Learning Resource Center (ELRC) is a partner with the PA Office of Child Development and Early Learning. The ELRC provides quality supports for early learning programs and helps families access high quality early learning programs.</p>	<p>Suspension/Expulsion</p> <p>Suspension is an action administered as a consequence of a child's inappropriate behavior and requires that a child not present in the classroom or the program for a specified period of time. Expulsion is the complete and permanent removal of a child from an early childhood program because of challenging behavior or non-infectious health condition.</p>
<p>Keystone STARS</p> <p>Keystone STARS is Pennsylvania's Quality Rating and Improvement System (QRIS). Keystone STARS is a responsive system to improve, support, and recognize the continuous quality improvement efforts of early learning programs in Pennsylvania.</p>	<p>Head Start</p> <p>Head Start is primarily a federally-funded program that provides education, health and social services to families with children aged 3, 4 and 5. Head Start programs cannot expel or unenroll a child because of a child's behavior. Head Start programs must prohibit or severely limit the use of suspension due to a child's behavior.</p>	<p>PA Pre-K Counts</p> <p>Pennsylvania Pre-K Counts provides quality half-day and full-day pre-kindergarten. Pre-K Counts is designed for children who are between age 3 until the entry age for kindergarten. At risk of school failure and living in families earning up to 300 percent of federal income poverty level, who may also be English language learners or have special needs.</p>
<p>Early Intervention (EI)</p> <p>Children from birth to age five who have special needs due to developmental delays and disabilities are eligible to receive Early Intervention services. This includes children with persistent challenging behaviors who have not responded to Tier 1 and Tier 2 supports.</p>	<p>IFSP</p> <p>An Individualized Family Service Plan (IFSP) is a plan that identifies services and supports so that family members and early education programs are actively engaged in promoting the child's (ages 0-2) learning and development.</p>	<p>IEP</p> <p>The Individualized Education Program (IEP) is a plan that identifies services and supports so that family members and early education programs are actively engaged in promoting the child's (ages 3-5) learning and development.</p>
<p>Home Visiting</p> <p>Home Visiting in Pennsylvania is voluntary, family-focused services for pregnant and parenting families with new babies and young children. There are multiple statewide programs available including: Early Head Start, Family Check-Up, Healthy Families America, Nurse-Family Partnership, and Parents as Teachers.</p>	<p>IECMH</p> <p>Infant and Early Childhood Mental Health (IECMH) Consultation is a free resource that supports children's social-emotional development from birth through age 5 within early learning programs participating in Keystone STARS. Learn more about IECMH at www.pakeys.org/iecmh</p>	<p>Behavioral Health</p> <p>The Office of Mental Health and Substance Abuse Services System (OMHSAS) Children's Bureau, in conjunction with your local Children's Behavioral Health office, is responsible for developing and implementing a comprehensive plan for serving children with behavioral health needs in the Commonwealth.</p>

Updated October 19, 2022

Behavioral Help for Early Childhood Programs in Pennsylvania to Prevent Suspension & Expulsion



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Is your child at-risk of losing their place in a Pennsylvania Early Childhood Program due to challenging behavior?



Information for Families

Contact your Early Learning Resource Center

Early Learning Resource Centers (ELRCs) are the hub of child care information in your area. ELRCs provide information on quality child care and personalized child care referrals to child care providers based on your specific needs or preferences.

Find your ELRC at raiseyourstar.org

Call the Child Care Works Helpline 1-877-4-PA-KIDS

PA Infant Early Childhood Mental Health Consultation

Attend Infant Early Childhood Mental Health (IECMH) Virtual Office Hours
 IECMH Virtual Office Hours is a short-term, collaborative, problem-solving conversation to help you find next steps for: Child Social-Emotional Concerns | Child Behavioral or Developmental Concerns. [Register for Virtual Office Hours.](#)

Request Expulsion/Suspension Support

[Complete this form](#) or call 1-800-284-6031 to request support for children who are at high risk of being suspended or expelled due to behavioral or health challenges.

Do you have developmental concerns for your child?

Contact Early Intervention Program directly and request an evaluation. CONNECT Helpline at 1-800-692-7288 or email help@connectpa.net

Does your child have an IEP or IFSP?

A team meeting must be requested before any suspension and/or expulsion may occur. Contact your Early Intervention Program directly and request a meeting.

Behavioral Health Services

If behavioral concerns are persistent, contact your local [Children's Behavioral Health Specialist](#) (i.e., CASSP, System of Care, Children's Coordinator, etc.) and request services.

Parent to Parent of Pennsylvania

[Parent to Parent of Pennsylvania](#) connects families of children and adults with a disability or special need to a Peer Supporter (mentor) for purposes of emotional support and information.

PA Families Inc. (PFI)

[PA Families Inc. \(PFI\)](#) is a Statewide Family Network providing support to families raising children and youth with emotional, behavioral, and special needs, as well as serving as an advocate in the different child serving systems.

PA Parent and Family Alliance

[PA Parent and Family Alliance](#) provides 1-on-1 support to parents and caregivers whose children (including those 18+) may be experiencing social, emotional, behavioral and/or mental health struggles, including learning and attention issues and substance use disorders. Even if you're not sure what's going on with your child, reach out.

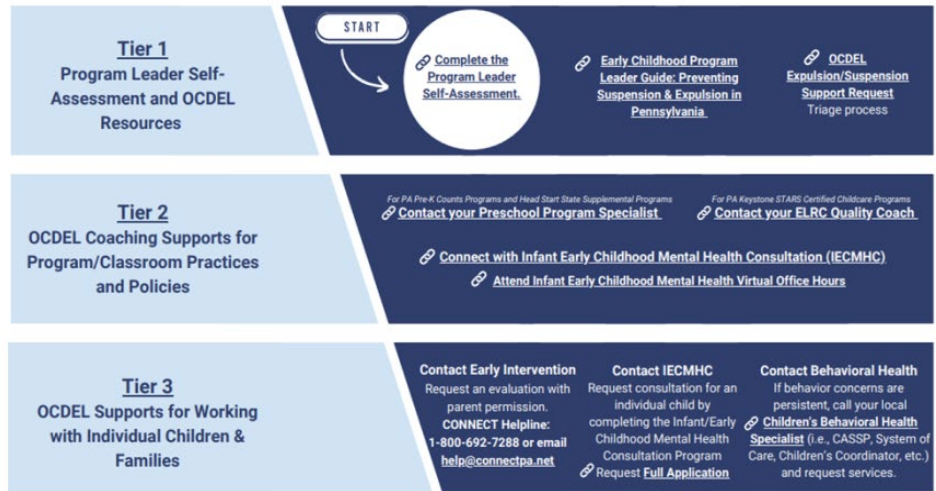
Updated October 19, 2022

Behavioral Help for Early Childhood Programs in Pennsylvania to Prevent Suspension & Expulsion



Pennsylvania early childhood programs are committed to reducing and eliminating the use of exclusionary discipline practices (suspension and expulsion).

The Office of Child Development and Early Learning (OCDEL) has an organized system of supports for programs needing assistance in addressing behavior concerns with young children*. Beginning with the self-assessment in Tier 1, it is essential to reflect on program and classroom practices and policies. Once complete, access the Early Childhood Program Leader Guide to address program and classroom policies, practices, and procedures for improving positive behavior supports and reduce the use of exclusionary discipline. If behavior concerns persist, investigate Tier 2 & 3 supports.



*If the child has an Individualized Education Program (IEP) or Individualized Family Support Plan (IFSP) a team meeting must be requested before considering exclusionary discipline practices such as suspension and/or expulsion. Contact the child's Early Intervention program or CONNECT Helpline (see Tier 3 above).

Updated October 19, 2022



Functional Behavior Assessment

Functional assessment is a process for looking at

A-----B-----C

Antecedent

Behavior

Consequence

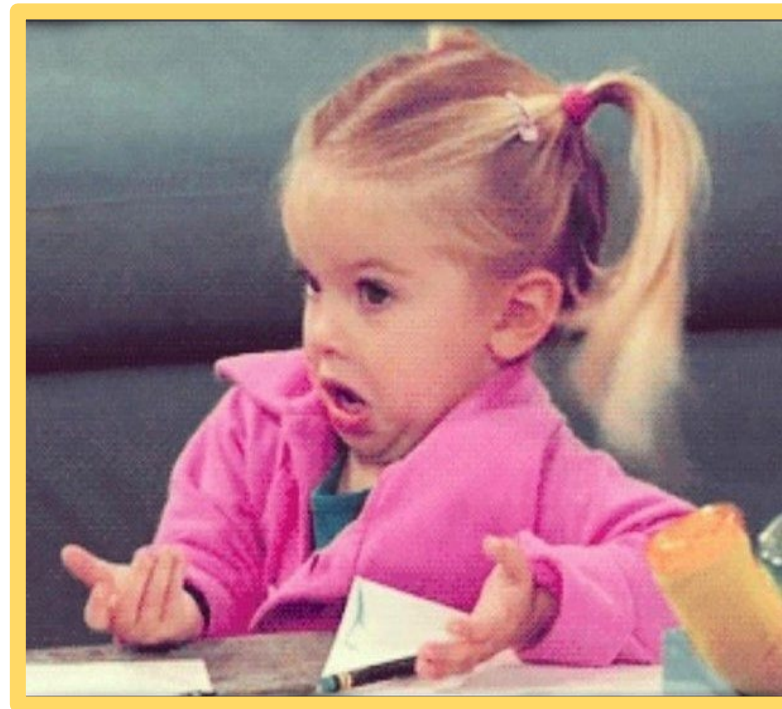
Data to determine what the child is getting or avoiding
by using the challenging behavior

Positive Behavior Support Plan

A positive behavior support plan describes:

- The new behavior the child will learn to replace the challenging behavior
 - The antecedents and consequences that will shape the expected behavior
 - How to prevent the challenging behavior from working for the child
 - Who will be implementing the strategies.
-

What IS This Prevent Teach Reinforce Process That You Speak of?



What is Your Experience?



PTR-F: The Basics

What is PTR-F?

A research-based strategy for helping families resolve children's serious challenging behaviors.

A standardized model of 5 steps that is designed to enhance fidelity of implementation

Who is it for?


Teams of family members and professionals who are committed to helping children learn adaptive and appropriate social-emotional behaviors in the home and community

Young children with the most severe challenging behaviors that are interfering with social-emotional development

Honoring the Perspective of Family Members and Other Team Members



What is PTR-YC

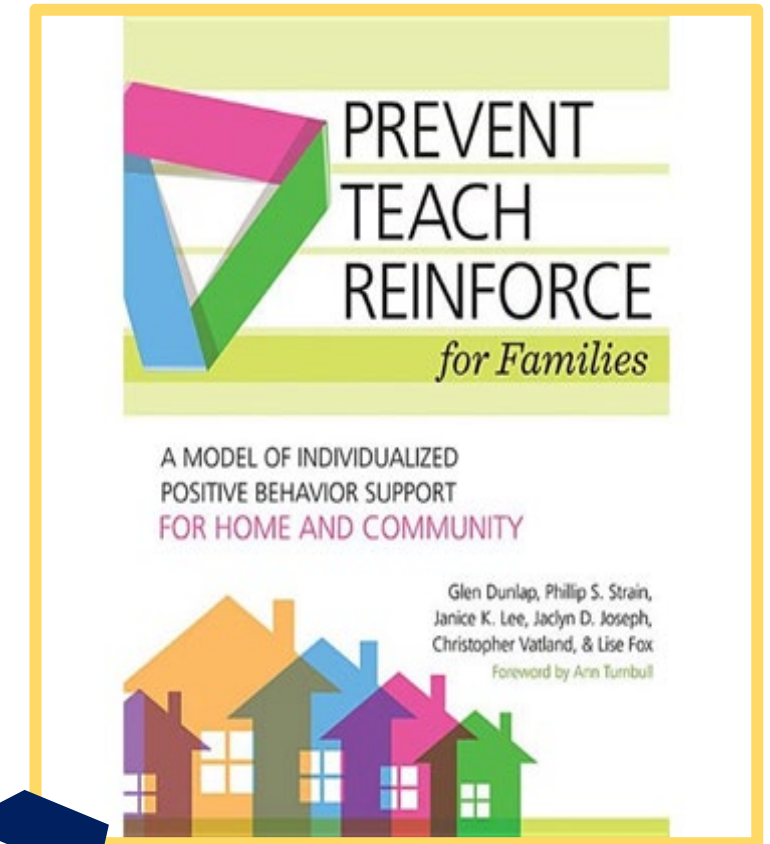
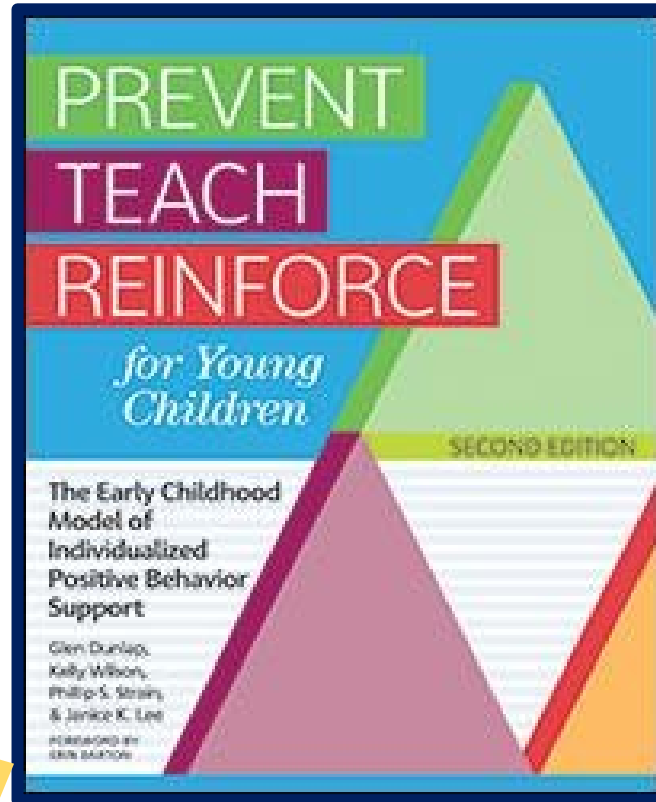
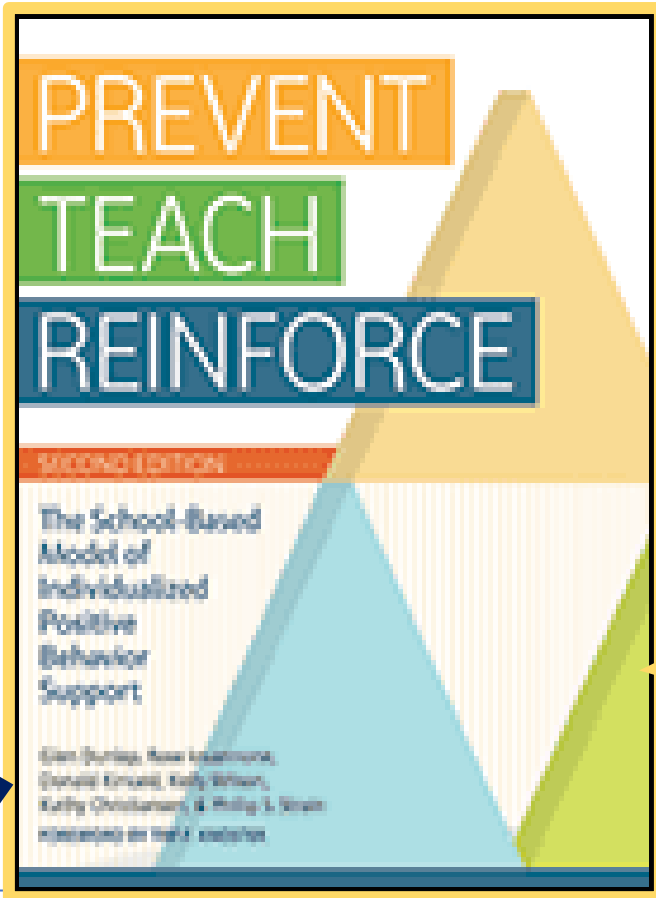


A model for resolving serious challenging behaviors of toddlers and preschool-age children

Research-based strategy designed to reduce challenging behaviors of young children in preschool, early education, and childcare settings

Intended to help young children whose behaviors are serious enough that they interfere with the ability to engage in positive relationships, form friendships, play, and learn expected skills

PTR Options



Family Centered Guiding Principles

Families are a Crucial Resource

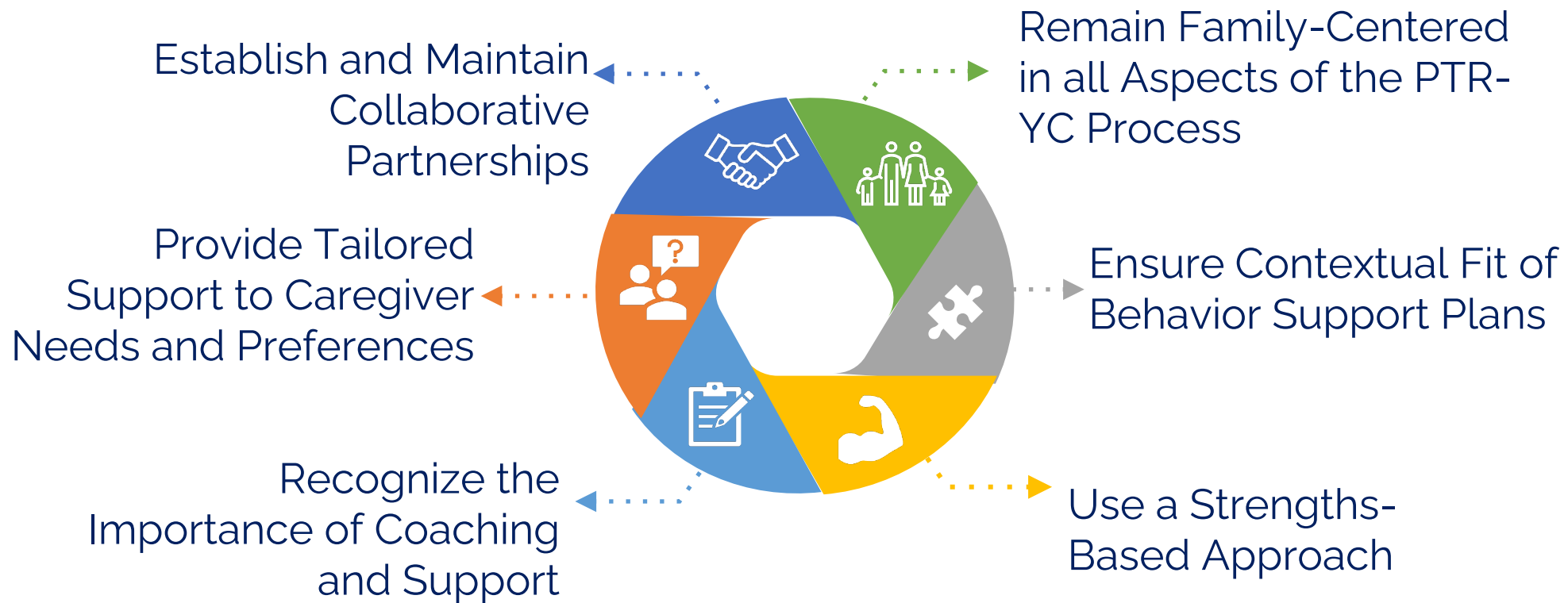
All Who Interact are Affected by
Challenging Behaviors

Valued Team Member

Improves Relationships



Guidelines for Supporting Families and Other Caregivers Through PTR Options



Who May Be Team Members?

Family member(s)

Person(s) most involved with and responsible for the child within community settings

PTR-YC facilitator

Optional: Behavior specialist, Early Intervention, Program Director or Coach, others

A) Why include each person?

B) What unique perspective does each offer?

C) What challenges might they have to being involved?



“Who is the Expert?” Activity

For each topic, lift your card for the team member who is the expert.

CHILD

Family

Early
Childhood
Profession
al

PTR
Facilitator

“Who is the Expert?” Activity

CHILD'S CULTURE

Family

Early
Childhood
Professional

PTR
Facilitator

“Who is the Expert?” Activity

HOME
ENVIRONMENT

Family

Early
Childhood
Professional

PTR Facilitator

“Who is the Expert?” Activity

CLASSROOM ENVIRONMENT

Family

Early Childhood
Professional

PTR Facilitator

“Who is the Expert?” Activity

PTR Process

Family

Early
Childhood
Professional

PTR
Facilitator

“Who is the Expert?” Activity

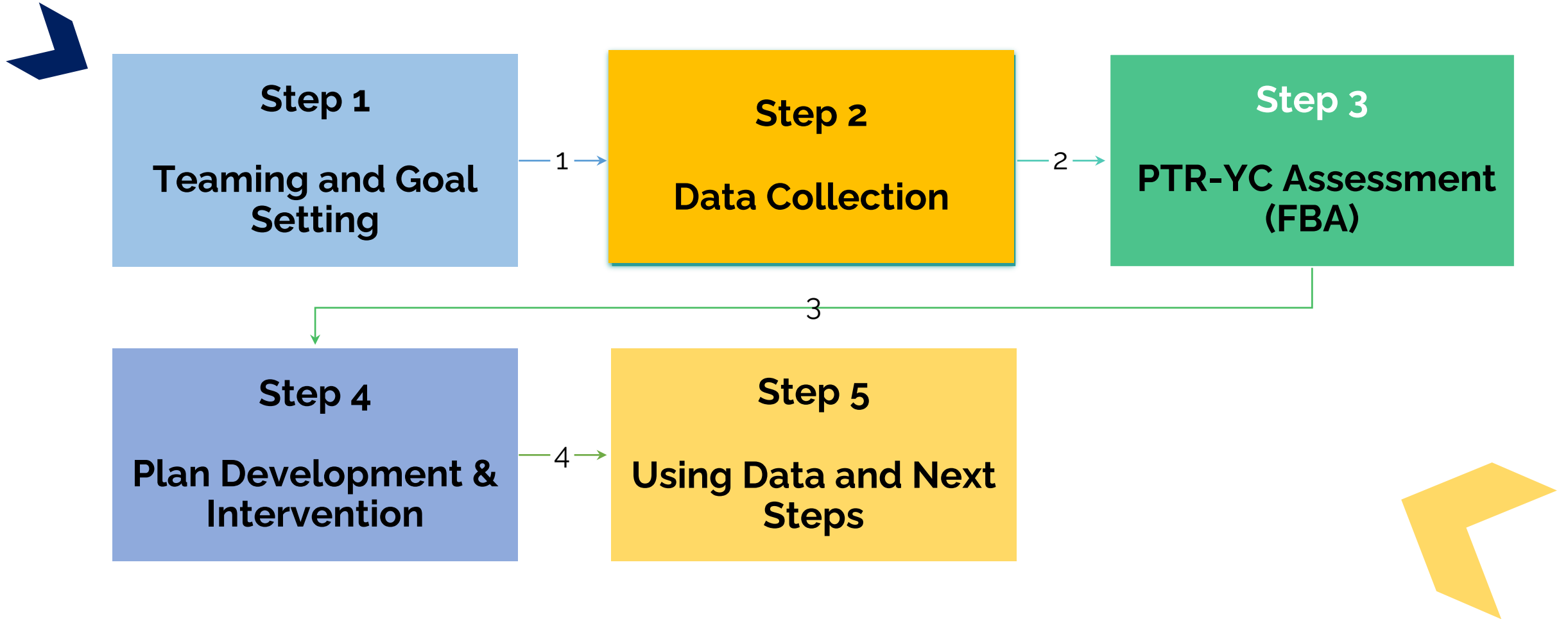
FAMILY STRENGTHS

Family

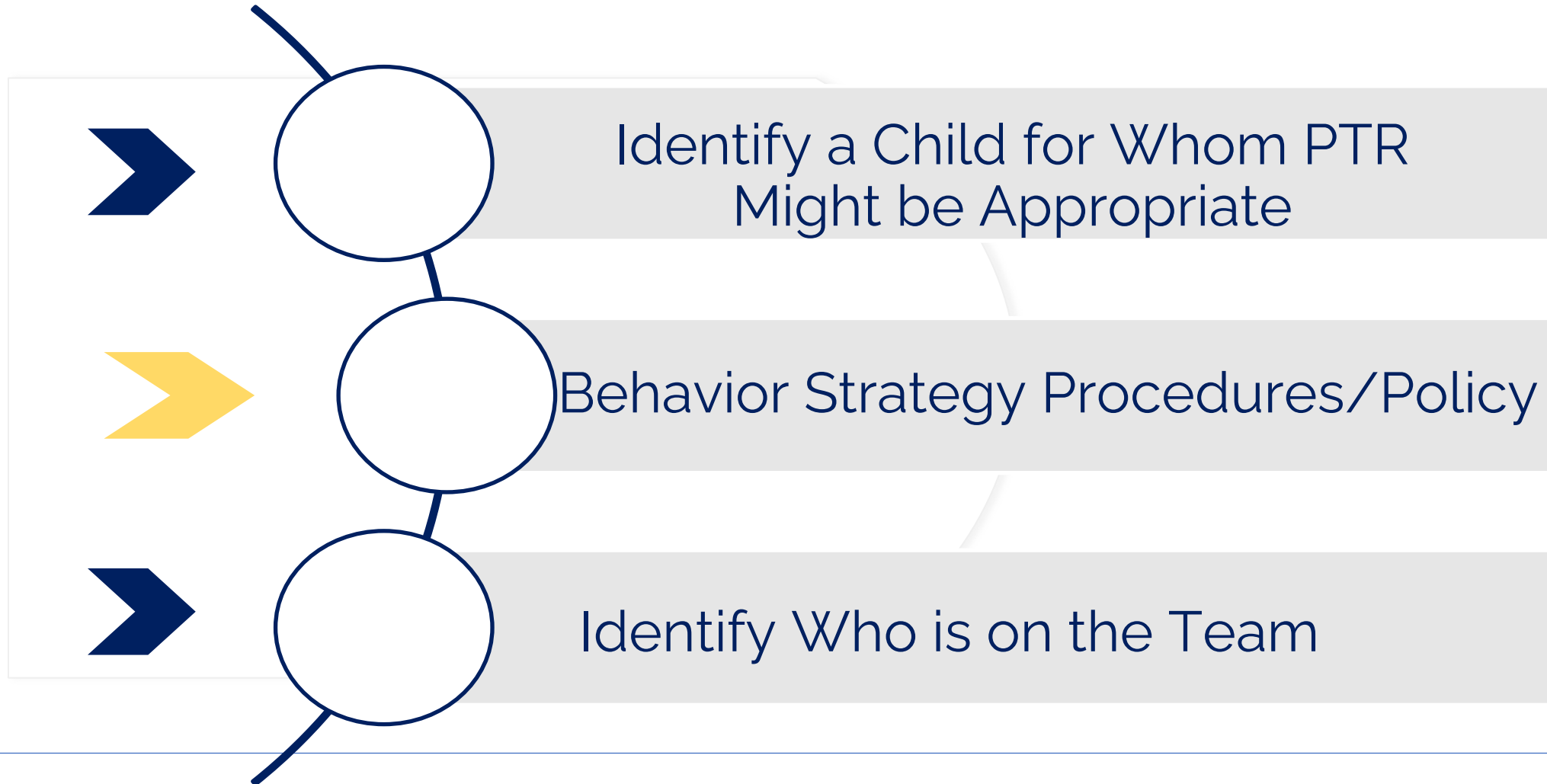
Early
Childhood
Professional

PTR
Facilitator

PTR: The Process



Teaming Process



1. Teaming Responsibilities

Establish a partnership with the caregiving team, and then work together to set individualized goals and develop a vision for the child's future.

Role of the Team Members Who are NOT Leading the Process:

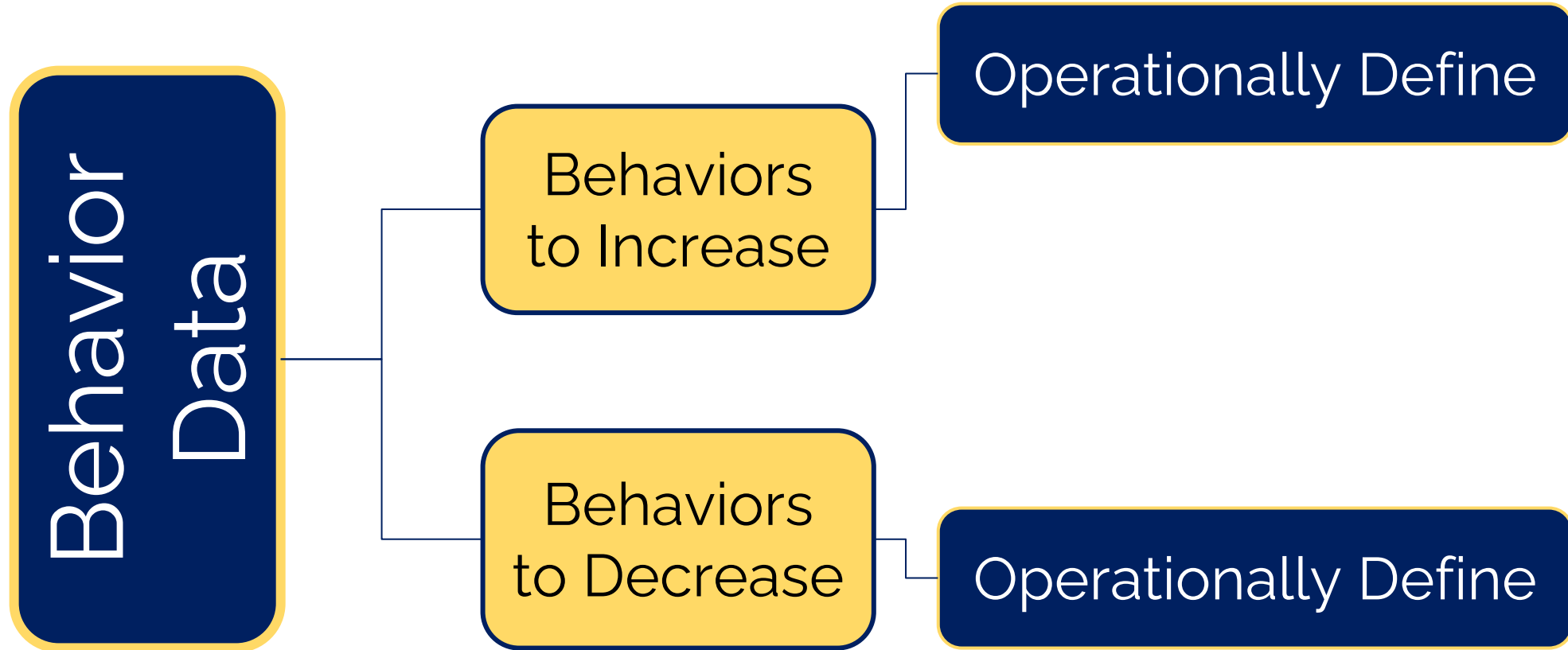
Share what you know and listen carefully to what others contribute

Talk about behaviors in terms of what you can see and hear (not feel)

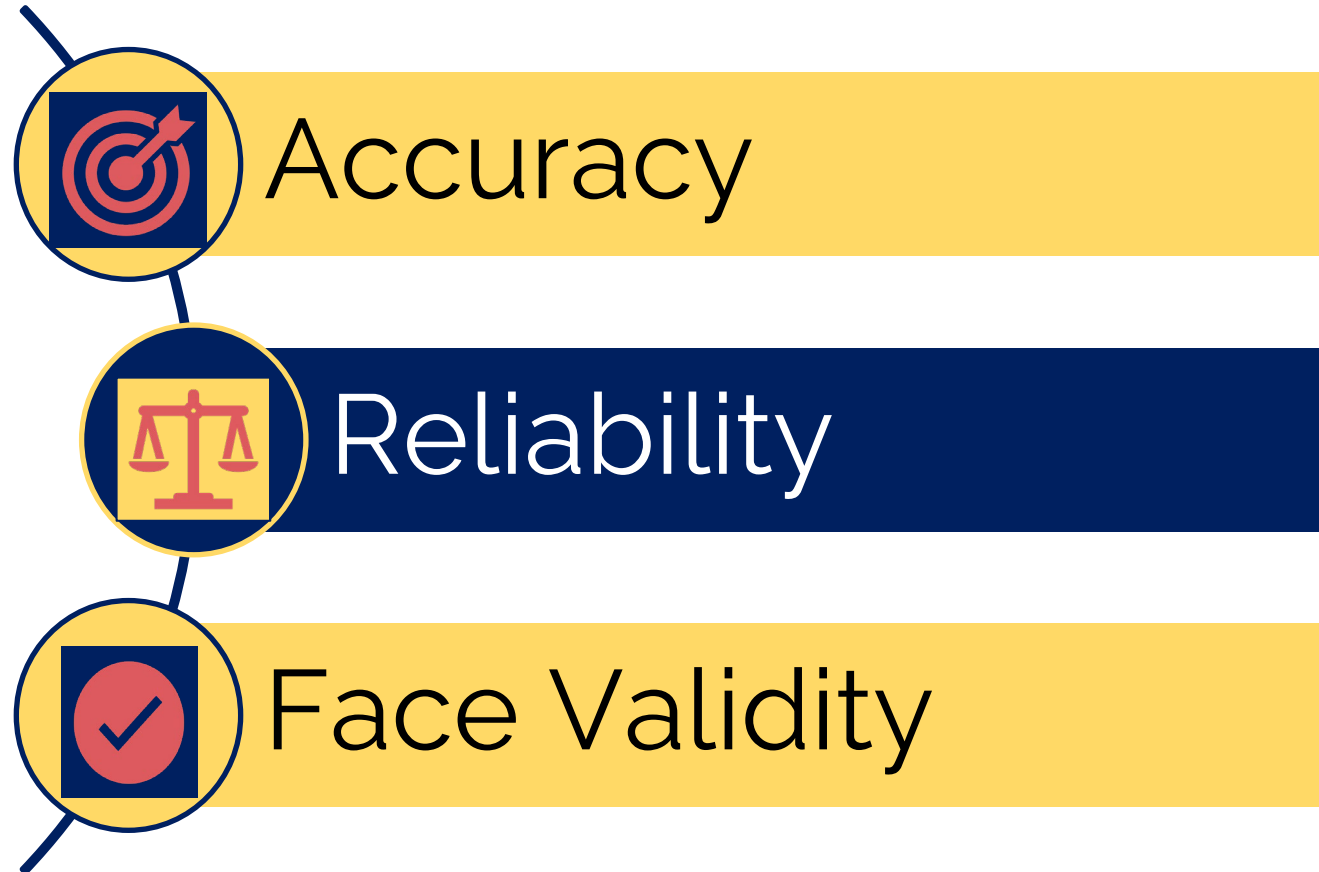
Commit to attending meetings and completing tasks between meetings

Help assure that others know about other plans or interventions you may be using with this child

1. Goal Setting



2. Data Collection



2. Data Collection Responsibilities

Role of the Team Members Who are NOT Leading the Process

Commit to the importance of data collecting in the PTR-YC process

Be open to seeing patterns in new ways

Complete checklists or data rating scales as needed

3. PTR-YC Assessment (FBA)

Prevent

What are the antecedents?



Teach

What skills does the child need to learn?



Reinforce

What are the consequences?



3. PTR-YC Assessment (FBA) Responsibilities

Role of the Team Members Who are NOT Leading the Process

Identify and describe antecedents and environmental influences

Focus on the child's perspective as you consider what might be reinforcers for challenging and desirable behaviors

Hypothesize possible function(s) of behavior

4. Plan Development & Intervention



**Selecting
Intervention
Strategies**




**Developing the
Behavior
Intervention
Plan**



**Preparing to
Implement the
Plan**


4. Plan Development & Intervention

Role of the Team Members Who are NOT Leading the Process



Be open to making some changes to your behavior to support the child's behavior.

Be honest if something is suggested that you don't know how to carry out.



Support the Importance of implementing classroom wide practices



5. Using Data and Next Steps



**Monitoring the
Behavior
Intervention Plan**



**Using Data to
Make Informed
Decisions**

5. Using Data and Next Steps

Implementation and Progress Monitoring

Role of the Team Members Who are NOT Leading the Process

Collect data as indicated by the plan

Share data with team members as designed

Analyze data with the level of assistance required

Use data rather than emotion to decide if the plan is working

Be open to considering that despite best efforts, you may not be implementing with fidelity and seek support

What Skills Does the PTR Facilitator Need?

Facilitator is essential for successful outcomes

- Knowledgeable in the appropriate PTR process
- Able to guide teams through the steps
- Ensure fidelity to the process is maintained
- Understand and be able to apply behavioral principles

Which PTR process is right for you?

PTR-F

- Concerning behavior is an issue for the family
- Child participates in family and community activities and may or may not attend a classroom
- Child is at least 2 years old

PTR-YC

- Concerning behavior is an issue in an early childhood classroom
- Family may or may not also have concerns about behavior at home
- Child is at least 2 years old

Access to PTR Facilitator

Contract With a Professional Who Is Trained To Lead The Process

Infant and Early Childhood Mental Health Consultant
(PA Key)

Early Intervention – Infant/Toddler Lead

Someone From Your Program Can Participate In Training To Lead The Process

Online Course is Available At papdregistry.org for PQAS or Act 48 credit
Available at eita-pa.org for PA Infant Toddler credit

ePyramid Prevent Teach
Reinforce for Families

Course is Eight (8)
Contact Hours

365 Day Access

PTR-YC Series

**Relationships, Preventative
Classroom Practices and Interim
Procedures**

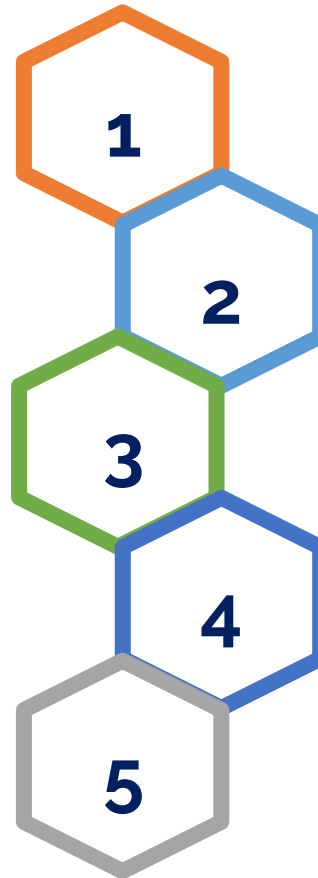
September 26, 2024

**Functional Behavior Assessment
(FBA)**

October 10, 2024

Implementation Considerations

October 24, 2024



**Teaming, Goal Setting, and
Data Collection**

October 3, 2024

**Intervention – Behavior
Support Plan (BSP)**

October 17, 2024



Social Emotional Virtual Mini-Series

5 Classroomwide Practices to Improve Behavior

1 Use a Five-One Ratio of Positive Attention
The 5:1 ratio of positive attention is based on research that has shown that children are better behaved in preschool settings when adults spend the majority of their time attending to positive behavior and not challenging behavior.

2 Use Predictable Schedules
Developing a daily schedule and directly teaching children what comes next is about maintaining a routine and keeping all of the children informed about the routine. This strategy maximizes children's ability to predict what comes next.

3 Establish Routines within Routines
The predictability of a general schedule does not provide enough structure to prevent some children's challenging behaviors. It is often helpful to specify other levels of predictability with one's overall classroom schedule.

4 Directly Teach Behavioral Expectations
Make certain that all children know precisely what behavioral expectations you have for each routine. It is recommended that there be no more than three expectations for any one routine.

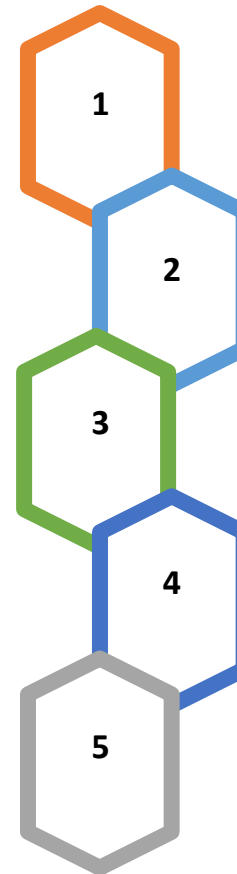
5 Directly Teach Peer-Related Social Skills
Actively teaching social skills involves careful planning around routines and activities, arranging the environment to support peer interaction, and implementing strategies such as peer-mediated interventions, adult cueing and prompting, and reinforcement.

See examples and learn how to implement these strategies in *Prevent-Teach-Reinforce for Young Children: The Early Childhood Model of Individualized Positive Behavior Support*.
Learn more at: <https://bpub.fyi/PTR-YC>

Use of 5 to 1 Ratio of Positive Attention
October 11, 2024

Establish Routines within Routines
November 8, 2024

Directly Teach Peer Related Social Skills
December 6, 2024



Use of Predictable Schedules
October 25, 2024

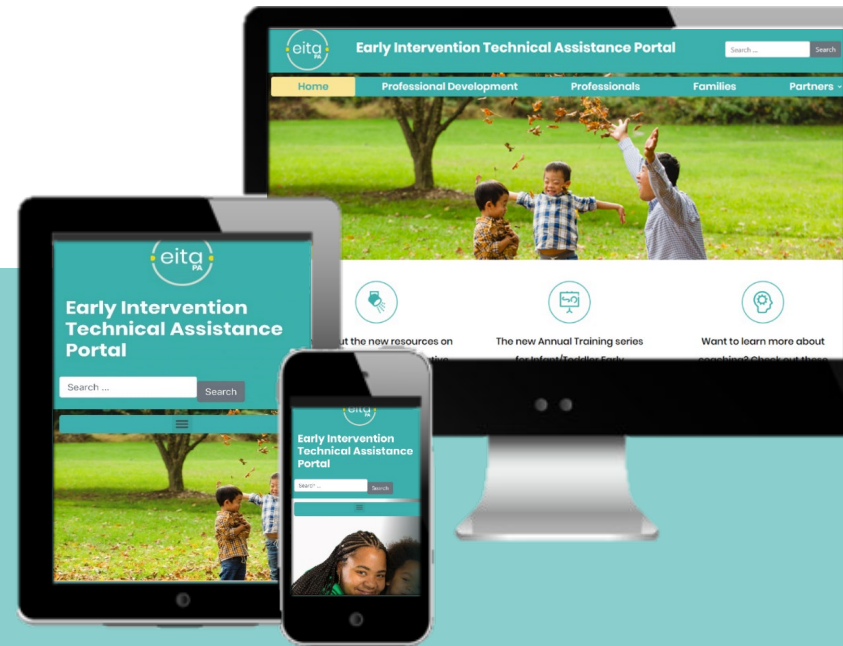
Directly Teach Behavioral Expectations
November 22, 2024

EITA Portal



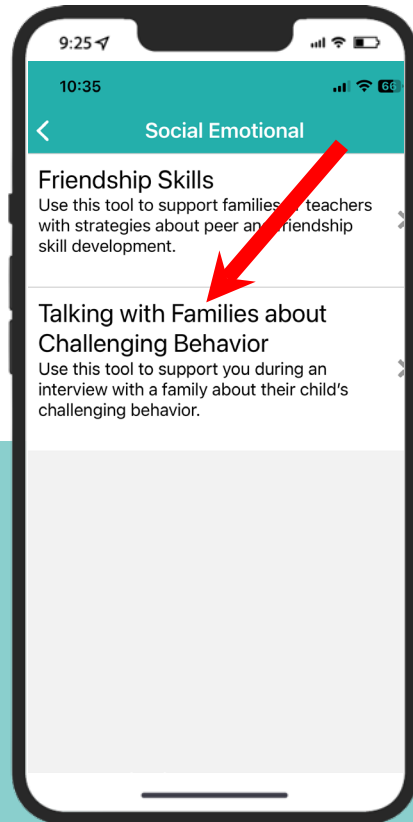
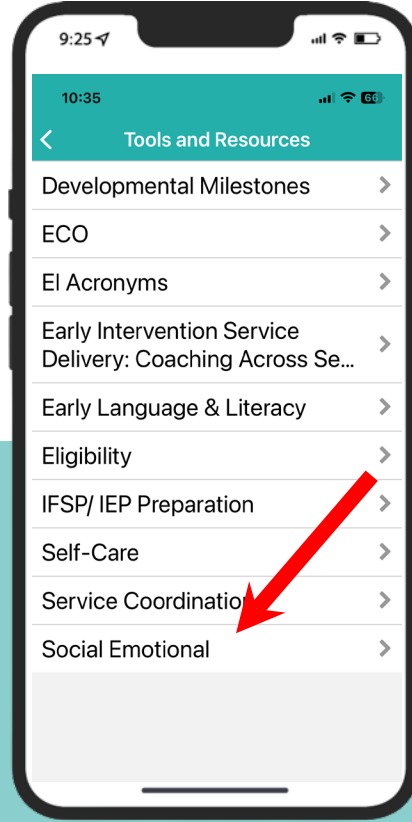
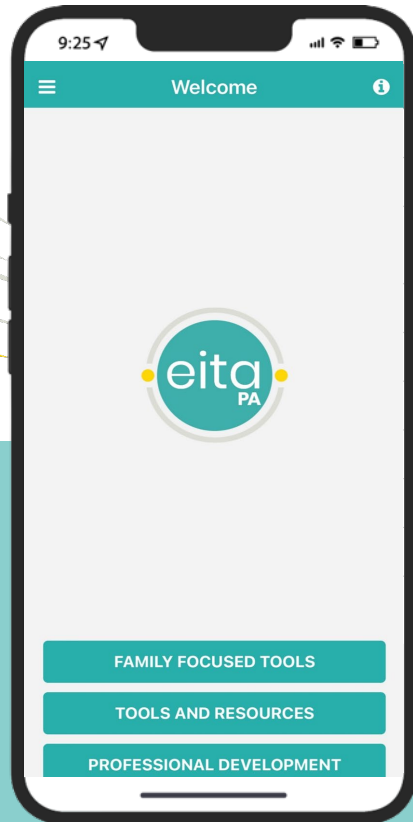
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