

# PBIS for Young Learners

## **Tier 2 Interventions**









# PBIS for Young Learners

## Tier 2 Interventions

Designed to accompany Ohio’s Early Childhood PBIS modules

## Table of Contents

Module Summary . . . . .	2
Team To-Do List. . . . .	3
Team Activity 1: Select Options for Tier 2 Interventions . . . . .	4
Team Activity 2: Determine Function and Match Intervention . . . . .	5
Team Activity 3: Family Involvement . . . . .	6
Team Activity 4: Professional Development . . . . .	7
Wrap Up . . . . .	8
Notes. . . . .	9



# Module Summary

---

In Tier 2, a system is created to identify which students need additional supports, but that same system must also ensure that students have efficient, effective, and equitable access to evidence-based interventions that are matched to the function of their behavior. That system must also track the student's success and be able to be adjusted as needed. The entire system should also be monitored for success.

***“While the previous module focused on the student identification aspect of the system, this module will focus on identifying efficient, effective, evidence-based interventions that are matched to the function of the behavior.”***

# Team To-Do List

This to-do list is broken into the key items that need to be completed for this module. In addition to referencing the TFI, these considerations can be key discussion points with your team. They can be used to help build a new team or as fidelity checkpoints for an existing team. Notes can be taken to create a record of what needs to be done.

To learn more about Early Childhood PBIS coaching contact [your regional State Support Team consultant](#)

Key Items	Considerations	Notes	Reviewed
Select Options for Tier 2 Interventions	<ul style="list-style-type: none"><li>• Evidence-based</li><li>• Developmentally appropriate</li><li>• Aligned to Tier 1 practices</li></ul> Use the Intervention Reflection Tool on page 8		
Match Intervention to Function	Ensure that the intervention matches function.  Is the student trying to obtain something or escape something?		
Family Involvement	Are interventions culturally appropriate?  Do they include a way for families to receive information and provide feedback?		
Professional Development	What will staff need to do to implement interventions with fidelity?		

# Team Activity 1:

## Select Options for Tier 2 Interventions

1. Start with the Tier 2 intervention reflection page from the module. As a team, work to fill in interventions currently in use. Add interventions from the module that may need to be added.

<b>Resources:</b> Tier 2 intervention(s) currently provided or available	<b>Planning:</b> Tier 2 intervention(s) to consider/investigate	<b>Actions/ Materials/ Professional Development</b> needed to implement Tier 2 intervention(s)
Next Steps:		

2. In the module, you considered the following when selecting a Tier 2 intervention:

Intervention	Alignment	Evidence-Based	Consistency	Embedded in Routines	Quick	Easy	Versatile
Example	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Some examples of early childhood Tier 2 interventions are:

- **Intensify Tier 1:** Increase pre-correction, increase feedback, increase opportunities to respond.
- **Small Groups:** Increase teaching and practice. Consider a social skills curriculum that can be used in Tier 1 and intensified in small groups for Tier 2.

*Remember - Tier 2 increases frequency, intensity, and duration of established practices.*

# Team Activity 2:

## Determine Function and Match Intervention

At times, it can feel like identifying the function of a behavior is a challenging task, however, it most often falls into these 2 categories. Children are demonstrating a behavior to:

1. Obtain/get something
2. Escape/avoid

Use the following fillable chart which is similar to the one from the Virginia Tiered Systems of Support (VTSS) TFI Reference Guide and Map to match the interventions to the student need. You can find the full VTSS resource at [this link](#).

To properly match the Tier 2 intervention to the student the team should consider the following; What is the student trying to obtain or escape from? Does this intervention have a system to track progress? Is there a system to provide communication between school and home? The TFI provides a helpful resource to evaluate your Tier 2 interventions. Fill in the chart below with your Tier 2 interventions across the top and check all that apply to each intervention. This chart will help you determine which interventions work best for various behaviors.

Student Needs						



# Team Activity 3:

## Family Involvement

---

### A Strong Home/School Connection

All interventions are strengthened when teams can involve families. As a team discuss how to accomplish the following:

Screener	Team Notes (Pros and Cons)
Support the creation of a home PBIS matrix that mirrors the school matrix.	
Coordinate between home and school regarding the acknowledgement system.	
Connect with family agencies and resources.	
Collaborate with the family in the implementation of family friendly home strategies that support the intervention being used at school.	



## Team Activity 4:

### Professional Development

---

***“Don’t forget! Professional development is a key component of the Tier 2 intervention system. It is critical that anyone who is asked to implement an intervention is clear on how to implement the steps of the interventions, has had opportunities to practice the intervention, and has access to ongoing support and coaching as needed. The Tier 2 team is responsible for monitoring implementation for accuracy and determining if further professional development is necessary.”***

Work with your team to create a professional development schedule for Tier 2. Consider the following questions when planning professional development, then create a schedule with dates for training.

1. How will we train staff who will be implementing interventions?

2. When can we meet with staff?

3. Who will provide the training?



# Reflection Tool

Reflection: Tier 2 Intervention		
<b>Resources:</b> Tier 2 intervention(s) currently provided or available	<b>Planning:</b> Tier 2 intervention(s) to consider/investigate	<b>Actions/ Materials/ Professional Development/</b> needed to implement Tier 2 intervention(s)
<b>Next Steps:</b>		



# Wrap Up

---

This module focused on:

- Identifying Tier 2 interventions
- Matching interventions to the function of the behavior
- Developing a plan to include families
- Determining professional development that staff may need

Before you move on to the next module, remember to add any unfinished items to your action plan to be completed at a later date. Any missing or remaining items can be tracked on the action plan. This is a working document. Items added to the action plan should include what needs to happen, who is responsible and a completion date.

## Data Checkpoint:

The Self Assessment Survey(SAS) is a great data point to use when prioritizing professional development. You can look at what areas of Tier 2 your staff is most interested in learning more about and start there. This data can also be shared with staff to increase “buy-in” when the staff members know their opinions are valued.

Implementation of PBIS cannot be undertaken alone. Don’t forget to utilize the variety of supports and resources available through your building, district, region and the Ohio Department of Education and Workforce. To learn more about Early Childhood PBIS coaching contact [your regional State Support Team consultant](#).



[ohioeducationstation.org](https://ohioeducationstation.org)