***Writing Tier 2 Plans: Behavior Intervention* Feedback Cheat Sheet**

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| **Priority Points (focus on the mastery of these points first):**1. The plan incorporates the student and family’s input.
2. Plan is SIMPLE and easy to read.
3. If there is a reward: The student earns the reward in the first 1-2 weeks of the plan.
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| **Tier 2 Plans** | **Constructive Feedback (“Next time try…”)** |
| **All Tier 2 Plans** | * Student’s name, plan owner, and week are CLEARLY listed at the top
* Put an image or saying on the chart that connects to the student’s interests / motivations
* Maintain Tier 1 culture system; Tier 2 plans are added support to meet school-wide expectation
* Specify when and who will have a conversation or reflection with the scholar
	+ - Order times in sequential order (AM to PM)
		- When specifying when, either indicate an exact time, a time range, or a class (e.g. 9:10am, 9-10, AM arrival, or Math)
		- If a class is longer than others (e.g. a multi-hour ELA block), segment the class so that the student gets feedback during each part of that class.
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| **All About You: What’s your Story?****(Relationship Building)** | * + Focus on 2-3 participating teachers (Ask, “Which teachers need to repair or build a relationship with the scholar?”)
* Specify HOW MANY conversations each teacher will have and at what frequency.
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| **CICO and BIP Lite** | * Directions for HOW a student earns points are SIMPLE and age appropriate.
	+ No negative points – students can only earn points.
* The REPLACEMENT behavior is a scaffold to the target behavior, matches the same function as the problem behavior, and is incompatible with the problem behavior.
	+ *Examples*: keep hands to myself, stay in seat, stay in class, keep trying when work is hard
	+ Ensure skills associated with the replacement behavior are named and taught in skill building.
* Proactive teacher moves are OBSERVABLE.
	+ *Examples*: sit in front row, put post-its on desk to write on if student has a problem, etc.
	+ *Non-Examples*: support the student, provide more accountability
* Daily and Weekly Incentive is small and doable (e.g. not expensive, not hard to execute, or inconsistent).
	+ Examples: computer time, 10 minutes of 1:1 basketball, select from a choice chart
* Do not include negative consequences on the plan; the negative consequence is the absence of the reward. Do name what incentive will /will not occur if the student earns/doesn’t earn goal.
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| **Skill Building** | * Ensure the SKILL is SPECIFIC and written in STUDENT FRIENDLY language.
	+ - *Examples*: Being OK with not getting my way. Following directions the first time given. Starting my work right away. Staying focused during independent work.
		- *Non-examples*: Complying with teacher directions. Behaving appropriately.
* Break the SKILL down into discrete steps that are as SIMPLE and OBSERVABLE as possible.
	+ - Include mental steps (e.g. “Tell myself silently in my brain …”)
* Discrete steps are clearly written on a separate page or card (large font, graphics).
* Discrete steps specify HOW to do the skill (so that the student can do them without creating a separate problem behavior).
	+ *Examples to include in discrete steps*: silently, with your lips closed, take a deep breath through your nose, glue your eyes on the teacher as you, with your hands in your pockets, look at the ceiling, etc.)
* The Secret Signal to cue the skill is SILENT, PRIVATE, and UNIQUE (something teachers don’t typically do without thinking).
	+ *Examples*: Pulling ear, tapping head, winking, OK sign, tapping heart
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