***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. |
| **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. |
| **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. |
| **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 |