**Plan to Roll Out Tier 2 Plan with Teachers and/or Family Members**

Example Rollout Agenda for Jay’s BIP Lite (20 minutes)

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| **Agenda Item** | **Sounds like …** |
| Name what the student is working on.  (30 seconds) | Jay is working on staying focused during class instead of getting distracted by his friends. |
| Explain why working on this SKILL will help Sonya do better in class.  (30 seconds) | Jay can do the work when he focuses. Sometimes he gets distracted by his friends and that leads him to make more poor choices. Our goal is to support him to stay focused.  The impact of us being able to teach him this is that it will have ripple effects on his other behaviors and the behaviors of his peers. |
| Name the teacher actions.  (1 min) | First, there are 3 things that all of his teachers will do to support him. They are:  1. Check in with him during the first 5 minutes of independent work to ensure he has gotten started.  2. Put his seat at the front of the room.  3. Put a timer on his desk during independent work to help him pace himself (know how much time he has left).  I’ll look for these preventative moves during my observations.  Then, at the beginning of each class and at the end of each class, you’ll have a 30 second conference with Jay and note his score on his tracker. Jay is earning points for staying focused. He earns 3 points for staying focused most of the class, 2 points for some of the class, and 1 point if he rarely stays focused. He is working towards earning 18 points per day – if he earns 18 points, he’ll earn computer time during study hall. |
| Model and Practice the teacher moves  (17 min) | Quick Practice 1: (5 min)   * First let’s practice the beginning of class conversation. You’ll take Jay’s chart and walk over to him to have a private conversation. Say, “Jay, I know you’re working on staying focused and I know you can do it in this class. [Cite a positive example from earlier classes or cite one on the tracker.] I’m going to help set you up for success by making sure you sit up front, giving you a timer during independent work, and checking in to see if you have questions when we get to worktime. Let’s get this class started off right by [give specific starting direction, like starting do now].” This conversation could happen at his desk or off to the side of the room. * Watch me.   MODEL: Say, “Jay, I know you’re working on staying focused and I know you can do it in Math today. It says here you earned 3 points in Composition and I’m excited to for you to continue this streak. Let’s get this class started off right by redoing your exit ticket from yesterday. It’s on your desk.   * Now you try. (partner practice)   LOOK FORs:   * + Conversation is private   + Conversation is QUICK (takes <30 seconds)   + Name what student is working on (read this verbatim off the chart)   + Use chart as visual (has chart in hand)   + Give positive authentic example for why the teacher believes in the student   + (for BIP Lite) Explain what teacher will do to help   + Gives a specific direction to get started   + Use a neutral/positive tone   Quick Practice 2: (6 min)   * Second, let’s practice the debrief conversation at the end of class. I’ll name what Jay is working on, review the scoring, and then ask him what he thinks before confirming / rejecting. Then, I’ll prepare him to do well in his next class. This conversation could go two ways, depending on if Jay stayed focus direction class. Let’s focus on the celebration conversation first. * Watch me.   MODEL: “Jay, your goal is to stay focused during class. You get 3 points if you stay focused most of the time, 2 points if you stay focused some of the time, and 1 point if you rarely stayed focus. How did you do? [student answers] Yes I agree with most of the time. You finished all of your work and that’s because you stayed focused. Im excited to hear from Mr. Berry how Biology goes – way to go! [fist bump]”  LOOK FORs   * + Conversation is private   + Conversation is QUICK (takes <30 seconds)   + Name what student is working on (read this verbatim off the chart)   + Review how the student earns points (review scoring)   + Ask the student to self-reflect first (“How many points do you think you earned?”)   + Tell the student how many points he/she earned   + Mark points on chart in front of scholar   + End on a positive note setting the student up for the next class   + Use a neutral/positive tone   Quick Practice 4: (6 min)   * Lastly, let’s practice using this exact same debrief conversation if Jay does not stay focused. * Watch me. Notice how I adjust my conversation. I will still stay positive and still communicate belief in the student to have a good next class.   MODEL: “Jay, your goal is to stay focused in class. You get 3 points if you stay focused most of the time, 2 points if you stay focused some of the time, and 1 point if you rarely stayed focus. How did you do? [student answers] Yeah, you weren’t able to ignore Crystal and ultimately didn’t stay focused … so you earned only 1 point today. Im excited to hear from Mr. Berry how Biology goes – I know you can turn it around. I’m also looking forward to tomorrow.”   * Now you try. (partner practice)   SAME Look Fors as above |
| Name how you will followup.  (30 seconds) | I’ll be checking in with Jay in the morning to set him up for the day and in the afternoon to give him his reward when he earns it and to send his daily scores home to his dad. Please make sure that you consistently fill in his tracker. Maria will keep it on a clipboard and I’ve asked her to come (respectfully) bug you if you forget to fill it in. |