***Rolling Out 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 is printed out and everyone has a hard copy.
2. The majority of the agenda is spent on practice (more than 75% of the time).
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| **Tier 2 Plans** | **Constructive Feedback (“Next time try…”)** |
| **All Tier 2 Plans** | * Practice drills are specific.
* The MODEL is scripted and includes all Look Fors.
* Maintain Tier 1 culture system; Tier 2 plans are added support to meet school-wide expectation
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| **Make sure to practice the following when rolling out a plan.**  |
| **All About You: What’s your Story?****(Relationship Building)** | * Conducting a 30 second relationship building conversation
	+ Conversation is QUICK (takes <30 seconds)
	+ Conversation is not about class or the task at end
	+ Eye contact
	+ Connect to scholar’s interests and motivations

Examples: asking a question, talking about something that interests him/her, sharing a picture or artifact that shows that you were thinking about the scholar outside of class (e.g. I saw this picture in a magazine and thought of you because I know how much you enjoy …) |
| **Skill Building** | * Using the SECRET SIGNAL
	+ Eye Contact
	+ Clear / exaggerated gesture
* Giving specific positive praise to the student for using his/her skill
	+ Name the discrete step the scholar is using before assigning praise (“Jon, I see you taking a calming breath. Nice job – keep it up.”
	+ Use a neutral/positive tone
	+ Praise is positive not effusive
* Using the discrete steps to TEACH the student to use the skill in the moment
	+ Do the steps together by directing the student to do the steps (“the first step is reading the question. Read the question.”)
	+ Use skill card/chart as a visual
	+ Use a neutral/positive tone
	+ Avoid asking, “Have you reread the directions?” (This is not a conversation ABOUT the skill. It’s an opportunity to use the skill to respond in the moment.)
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| **CICO and BIP Lite Debrief Conversations** | * Conducting a 30 second beginning of class conversation
	+ 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
	+ Neutral tone
* Conducting a 30 second end of class conversation
	+ 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
	+ Neutral tone
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