***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 |
| **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.) |
| **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 |