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

Example Rollout Agenda for Sonya’s Skill Building Plan (15 minutes)

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| **Agenda Item** | **Sounds like …** |
| Name what the student is working on.(30 seconds) | Sonya is working on starting her work right away. |
| Explain why working on this SKILL will help Sonya do better in class.(30 seconds) | Sonya doesn’t always start her work right away and ends up getting distracted by peers. Not only does not get her work done, but sometimes she ends up getting demerits for distracting friends. The impact of Sonya learning this skill is that she’ll be able to focus right away, avoid distractions and making distracts, and ultimately do better in class.  |
| Name the discrete steps.(1 min) | The steps to starting your work right away are:Step 1: Reread the directions.Step 2: Underline the key directions.Step 3: Take FEWER THAN 5 SECONDS to SCAN the assignment.Step 4: Put my pencil on the paper and THINK, “Ready, set, GO!” *silently in my head*.Step 5: Start immediately. GOOOOO!!!!!Though the plan lives with Mr. Sharkey, I’ve created a SKILL Card for each of you to keep in your room. The SKILL cards are in a plastic sheet cover and I printed them on florescent yellow paper so they are easy to spot. Sonya will also have a SKILL card in her binder. |
| Explain how the teachers can help reinforce this skill.(1 min) | There are a few ways that you can help teach Sonya to use this skill.* At the beginning of independent work, you can remind Sonya to do this skill by pulling your ear. This is the SECRET SIGNAL that she and I agreed to use to remind her.
* If you see Sonya using her SKILL, give her specific positive praise using the discrete steps.
* If you see Sonya has not started her work and is not responding to the signal, direct and TEACH Sonya to do the discrete steps of her skill.

Let’s practice each of these quickly. |
| Model and Practice the teacher moves (11.5 min) | Quick Practice 1: (1.5 min)* First let’s practice the secret signal or cue, which is pulling your ear. You should do it in a way that is exaggerated. Make eye contact with Sonya and then exaggeratedly pull your ear.
* Watch me.

MODEL: [make eye contact and pull ear]* Now you try. (partner practice)
* Look Fors:
	+ Eye Contact
	+ Clear / exaggerated gesture

Quick Practice 2: (4 min)* Second, let’s practice giving specific positive praise to Sonya for using her skill. You should name the specific step she is using, praise, and then tell her to “keep it up.”
* Watch me.

MODEL: “Sonya, I see you underlining the directions. Nice job – keep it up.”* Now you try. (partner practice)

Look Fors: * + 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

 (Watch for this PITFALL – just saying “Sonya, I see you starting your work – nice job.”)Quick Practice 4: (6 min)* Lastly, let’s practice using these steps to TEACH Sonya to use her skill – you’ll do this if you see her not starting her work right away and she is not responding to the signal. Notice how I will prompt her to do each of the discrete steps.
* Watch me.

MODEL: “Sonya, I know you’re working on starting your work right away. Let’s use your steps [gets out skill card and points to first step]. The first step is to reread the directions. Re-read the directions. [Teacher points to directions. Sonya reads.] OK, now we have to underline key directions. Show me which directions you’ll underline. [Sonya underlines and teacher nods.] Now, take fewer than 5 seconds to scan the entire assignment. I’ll count down from 5 on my fingers while you scan. GO. [count down from 5 on fingers while Sonya scans] Do you have any questions? [Answer them if necessary] Now, let’s think to ourselves, Ready, Set, Go – pencil to paper, get started … [As soon as her pencil goes to paper, say] Keep going. [Monitor for 20 more seconds before continuing circulating.]* Now you try. (partner practice)

Look Fors: * + 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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| Name how you will followup.(30 seconds) | I’ll be checking in with Sonya in the morning and afternoon about how she is doing using her skills. If you have a question, please reach out to me. I’ll reach out at the end of the week to ask if you see her using this skill in your class. |