

## Template to Help Staff Support the Development of Student Behavioral Skills

| Steps to Supporting a Student With Tier 2 Supports                                                                                                                                                                                                                                                                                                   | Notes |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1. Determine on what behavior the staff and student will focus.                                                                                                                                                                                                                                                                                      |       |
| 2. Describe how the specific expectations associated with the target behavior will be retaught and by whom and when. <ul style="list-style-type: none"> <li>Utilize the instructional resources and minilessons that proved most successful at Tier 1.</li> <li>Confer with staff who have had success with teaching the target behavior.</li> </ul> |       |
| 3. Specify precorrections (see chapter 3, page 75) that have direct applicability to the target behavior.                                                                                                                                                                                                                                            |       |
| 4. Specify de-escalation strategies (see chapter 3, page 87) that have direct applicability to the target behavior.                                                                                                                                                                                                                                  |       |
| 5. Target an improvement strategy to the target behavior (see chapter 3, page 79).                                                                                                                                                                                                                                                                   |       |
| 6. Build the student's capacity to use the strategy.                                                                                                                                                                                                                                                                                                 |       |
| 7. Ensure that all staff can support the student with knowledge of the strategy and the plan. Support staff with any ideas, resources, or strategies that may assist in ensuring the student succeeds.                                                                                                                                               |       |
| 8. Monitor the success using a <i>check-in/check-out</i> process (see page 116).                                                                                                                                                                                                                                                                     |       |