

# Intervention Plan Tier 2 Behavior & Connection

Self Awareness, Problem Solving, Replacement Skills

<b>Student Name:</b>	<b>School:</b>	<b>Grade:</b>	<b>Date:</b>
<b>Function of Behavior:</b> (Indicated on the Behavior Assessment Functional Analysis Form)			
<b>Identify the behavior(s) that need addressed (Do not choose more than 2)</b> When does it occur most & least? What happens before and after? How often does it occur?			
<b>Replacement behaviors:</b> What needs to happen instead?			

**Implementation:**

Things the Teacher will do to help the student be successful in the classroom and at what point does the student need skills intervention work outside the classroom. What will that look like: (empowering statements to own and fix it “Take a deep breath and think it through. You’ve got this” or “You’re getting better-just keep working on it” and “No worries, head to the skills and they can help you.”)

Things the Student will do to be successful in the classroom and if needed, outside the classroom:

**Restorative practices:**

**Implementation to strengthen the teacher & student relationship 3:1 ratio (Noncontingent positive interactions and purposeful positive feedback):**

(examples: morning greeting, class responsibilities, smiles, talk about interests, positive feedback “Good people do that and you're a good person”, intermittent celebrate success etc)

**Consequences that occur if needed to teach and restore the relationship. Outline which behaviors will earn which consequences (they should be mild consequences that can be quick and consistent and delivered WITH NO EMOTION IN VOICETONE OR BODY LANGUAGE):**

(examples: verbal redirection, time owed, time out, service given, verbal or written apologies etc)

**How will data be collected on targeted behavior and how often?**

**How often will the teacher communicate with the student and with the intervention team the outcomes and what will that look like?**