

## Tier II Adaptation Plan

**Name:** Brandon Young      **Problem Statement:** Brandon wanders the room, unable to connect with peers in the classroom during unstructured periods on a daily basis. When he does try to interact, he is pushy and sometimes aggressive, because he does not have the social skills needed to initiate a positive interaction.

Tier 1 Practice	Description of intervention / individualization Consider: I) how desired behavior will be a) taught b) practiced 3) prompted 4) reinforced 5) faded & II) parent communication	Staff / schedule
Behavioral expectations/ lesson plans	<i>Review kindness lesson plan and examples / non examples. Role play example behaviors in lesson. (greetings, giving a compliment, help a friend, ask a friend to play etc.). Provide immediate feedback.</i>	<i>Aide reviews lesson plan 3 x weekly AM for 2 weeks, then taper off to 2, 1x weekly</i>
Pre-corrections		
Opportunities to respond	<i>Provide opportunities to engage in “kind behaviors”, prompt behavior with a verbal reminder, fade to a visual signal if verbal reminder is successful.</i>	<i>Teacher plans opportunity and prompts as needed at least 1 structured opportunity during each activity</i>
Behavior specific praise / acknowledgement / feedback	<i>Acknowledge instances of kind behavior immediately with heart card and behavior specific praise. Work with peers to acknowledge kindness. Collaborate with family to use heart card to record example of kind behavior and send to school.</i>	<i>Teacher, aide and peers acknowledge using heart card Minimally 5 -1 ratio. Peers are taught and practice the behavior during group instruction.</i>
Adult / child relationship		
Calm corner, calm down kit, calming choices		
Visual schedules and support		
Feelings chart	<i>Use feeling chart for 3x daily check in</i>	<i>Teacher checks in with feelings chart, validates feelings/ supports expression of feelings.</i>
Problem solving / solution kit		

**Data Collection Strategy:** Schedule & review date: Aide documents teaching / practice sessions, Teacher records prompting required to elicit a kind statement, Number and length of positive peer interactions during unstructured periods are charted on a daily basis. Review data in 8 weeks.