Secondary (Tier 2) Intervention Grid: For Elementary Students

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>SCHOOL-WIDE DATA: ENTRY CRITERIA</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Contract</td>
<td>A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to - or delivery of - a specific reward. The target behavior can be an academic (e.g., work completion, rate of oral reading fluency), behavioral (e.g., on task), or social (e.g., participate in a group). Contract may involve administrator, teacher, parent, and student.</td>
<td><strong>Examples of potential target behaviors defined in contract</strong>&lt;br&gt;&lt;strong&gt;Behavior&lt;/strong&gt;&lt;br&gt;☐ SRSS-E7 score: Moderate (4-8)&lt;br&gt;☐ SRSS-I5 score: Moderate (2-3)&lt;br&gt;or&lt;br&gt;☐ SRSS-E7 score: High (9-21)&lt;br&gt;☐ SRSS-I5 score: High (4-15)&lt;br&gt;or&lt;br&gt;☐ 2 or more office discipline referrals (ODR)&lt;br&gt;___ AND ___ OR&lt;br&gt;&lt;strong&gt;Academic&lt;/strong&gt;&lt;br&gt;☐ Progress report: 1 or more course failures&lt;br&gt;or&lt;br&gt;☐ Progress report: 2 or more missing assignments&lt;br&gt;or&lt;br&gt;☐ Progress report: Targeted for Growth for academic learning behaviors&lt;br&gt;or&lt;br&gt;☐ AIMSweb: intensive or strategic level (math or reading)</td>
<td>Target behavior defined in the behavior contract (e.g., % of assignments completed, rate of oral reading fluency)</td>
<td>Successful completion of Behavior contract&lt;br&gt;SRSS-E7 score: Low (1-3)&lt;br&gt;SRSS-I5 score: Low (1-2)&lt;br&gt;Passing grade on progress report or report card in the academic area of concern (or target behavior named in the behavior contract)</td>
</tr>
</tbody>
</table>
## Secondary (Tier 2) Intervention Grid: For Middle and High School Students

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>School-wide Data: Entry Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
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<td>Behavior Contract</td>
<td>A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to - or delivery of - a specific reward. The target behavior can be an academic (e.g., work completion, rate of oral reading fluency), behavioral (e.g., on task), or social (e.g., participate in a group). Contract may involve administrator, teacher, parent, and student.</td>
<td><strong>Examples of potential target behaviors defined in contract</strong>&lt;br&gt;<strong>Behavior</strong>&lt;br&gt;☐ SRSS-E7 score: Moderate (4-8)&lt;br&gt;☐ SRSS-E7 score: High (9-21)&lt;br&gt;☐ 2 or more office discipline referrals (ODR)&lt;br&gt;☐ 2 or more tardies/absences per quarter&lt;br&gt;___ AND ___ OR&lt;br&gt;<strong>Academic</strong>&lt;br&gt;☐ Report card: 1 or more course failures&lt;br&gt;☐ Skyward: 2 or more missing assignments&lt;br&gt;☐ AIMSweb: intensive or strategic level (math or reading)&lt;br&gt;☐ Below 2.5 GPA</td>
<td>Target behavior defined in the behavior contract (e.g., % of assignments completed, rate of oral reading fluency)&lt;br&gt;Passing grades on progress reports&lt;br&gt;<strong>Social Validity</strong>&lt;br&gt;Teacher: IRP-15&lt;br&gt;Student: CIRP&lt;br&gt;<strong>Treatment Integrity</strong>&lt;br&gt;Implementation checklist &amp; treatment integrity checklist</td>
<td>Successful completion of Behavior contract&lt;br&gt;SRSS-E7 score: Low (1-3)&lt;br&gt;Passing grade on progress report or report card in the academic area of concern (or target behavior named in the behavior contract)</td>
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