### 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>
</table>
| Instructional Feedback | Instructional feedback refers to detailed, specific information for students from a teacher or peer to confirm, fine-tune, clarify, and restructure current schemas. Verbal, written, or technology based specific feedback on processes and progress. | One of more of the following: **Behavior:**  
- SRSS-E7: Moderate (4-8)  
- SRSS-I5: Moderate (2-3)  
- SRSS-E7: High (9-21)  
- SRSS-I5: High (4-15)  
- Ranking of 1, 2, or 3 on the Motivation to Learn subscale of the SSiS-PSG  
- Two or more office discipline referrals (ODRs) within a grading period  
  ___ AND ___ OR  
  **Academic:**  
- Three or more assignments scoring 79% or below within a grading period  
- AIMSweb: intensive or strategic level (math or reading)  
- Progress report: Targeted for Growth for academic learning behaviors  
  | Student performance targeted for improvement (e.g., homework grades, quiz grades, test grades, % of work completed, academic engaged time % of intervals).  
  **Treatment integrity**  
  - Implementation checklist  
  - Treatment integrity checklist  
  **Social validity**  
  - IRP-15 (teacher)  
  - Student-completed survey  
  | Zero missing assignments in a grading period  
  All assignments scoring 80% or higher in a grading period  
  __________________ands____________________  
  SRSS-E7: Low (0-3)  
  SRSS-I5: Low (0-1)  
  ___ or ___  
  Ranking of 4 or 5 on the Motivation to Learn subscale of SSiS-PSG  
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- SRSS-E7: Moderate (4-8)  
- SRSS-I7: Moderate (*cut scores coming soon*)  
- SRSS-E7: High (9-21)  
- SRSS-I7: High (*cut scores coming soon*)  
- Ranking of 1, 2, or 3 on the Motivation to Learn subscale of the SSiS-PSG  
- Two or more office discipline referrals (ODRs) within a grading period ___ AND ___ OR  
**Academic:**  
- Two or more missing assignments in any class  
- Three or more assignments in any class at C or below  
- Progress report: Targeted for Growth for academic learning behaviors | Student performance targeted for improvement (e.g., homework grades, quiz grades, test grades, % of work completed, academic engaged time % of intervals).  
**Treatment integrity**  
- Implementation checklist  
- Treatment integrity checklist  
**Social validity**  
- IRP-15 (teacher)  
- Student-completed survey | - Zero missing assignments in target class(es) for a grading period  
- 2.5 GPA or higher in a grading period and  
- SRSS-E7: Low (0-3)  
- SRSS-I7: Low (*cut scores coming soon*)  
- Ranking of 4 or 5 on the Motivation to Learn subscale of SSiS-PSG |