Secondary (Tier 2) Intervention Grid: For Elementary Students

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| **Support** | **Description** | **School-wide Data:**  **Entry Criteria** | **Data to Monitor Progress** | **Exit Criteria** |
| Opportunities to respond | Increasing students’ opportunities to respond (OTR) is a strategy that helps students review material, acquire skill fluency, and commit information to memory while simultaneously increasing on-task behavior and reducing misbehavior. OTR strategy is designed to offer students frequent opportunities (i.e., 3 or more OTR per min) using either single-student (e.g., hand raising) or unison responding (e.g., choral responding), within a set time period (e.g., 10 min.) to respond to teacher questions or prompts about targeted academic material. This is best done with materials or concepts in which students have a basic understanding. | One or 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) * SSiS-PSG Ranking of 1, 2, or 3 on the Motivation to Learn * Office discipline referrals (ODRs) 2 or more within a grading period   **AND/OR**  **Academic:**   * Missing Assignments 2 of more within a grading period * Progress report: Passing (K-3 Progressing or higher; 4-5 C or higher) in subject area targeted | Student behavior targeted for improvement (e.g., academic engaged time, on-task, disruption; % of intervals) or weekly progress monitoring (e.g., weekly quiz score)    **Treatment integrity**   * Implementation checklist * Treatment integrity checklist     **Social validity**   * IRP-15 (teacher) * CIRP or OTR Social Validity Form(student) | * ODRs 0-1 in a grading period   **and**   * No missing assignments in a grading period   **and**   * SRSS-E7: Low (0-3) * SRSS-I5: Low (0-1)   **or**   * SSiS-PSG Ranking of 4 or 5 on the Motivation to Learn subscale |

Secondary (Tier 2) Intervention Grid: For Middle and High School Students

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| **Support** | **Description** | **School-wide Data:**  **Entry Criteria** | **Data to Monitor Progress** | **Exit Criteria** |
| Opportunities to respond | Increasing students’ opportunities to respond (OTR) is a strategy that helps students review material, acquire skill fluency, and commit information to memory while simultaneously increasing on-task behavior and reducing misbehavior. OTR strategy is designed to offer students frequent opportunities (i.e., 3 or more OTR per min) using either single-student (e.g., hand raising) or unison responding (e.g., choral responding), within a set time period (e.g., 10 min.) to respond to teacher questions or prompts about targeted academic material. This is best done with materials or concepts in which students have a basic understanding. | One or more of the following:  **Behavior:**   * SRSS - E7: Moderate (4-8) * SRSS - E7: High (9-21) * SSiS – PSG Ranking of 1, 2, or 3 on the Motivation to Learn subscale * Office discipline referrals (ODRs) 2 or more within a grading period     **AND/OR**    **Academic:**   * Missing Assignments: 2 or more within a grading period in a class * AIMSweb: intensive or strategic level (math or reading) * GPA Below 2.5 * Progress report: C or higher in subject area targeted | Student behavior targeted for improvement (e.g., academic engaged time, on-task, disruption; % of intervals) or weekly progress monitoring (e.g., weekly quiz score)    **Treatment integrity**   * Implementation checklist * Treatment integrity checklist     **Social validity**   * IRP-15 (teacher) * CIRP or OTR Social Validity Form (student) | * ODRs 0-1 in a grading period   **and**   * GPA 2.5 or higher * No missing assignments the target class in a grading period   **and**   * SRSS - E7: Low (0-3)   **or**   * SSiS-PSG Ranking of 4 or 5 on the Motivation to Learn subscale |