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
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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
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