## Secondary (Tier 2) Intervention Grid: For Elementary Students

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| 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 |
### 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.

#### School-wide Data: Entry Criteria

- 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

#### Data to Monitor Progress

- 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)

#### Exit Criteria

- 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