# 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>
| Precorrection | Plan to modify teacher behavior and environmental contexts where problem behaviors are likely to occur by providing supports, prompts, and reinforcement for appropriate student behavior, preventing problem behaviors from occurring | 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)  
- 2 or more office discipline referrals per day in a class  

___ AND ___ OR  
**Academic**  
- Consistent, predictable pattern of academic errors | **Student Performance**  
- direct measure of student behavior targeted for improvement  
**Treatment integrity**  
- implementation checklist  
- treatment integrity checklist  
**Social validity**  
- IRP-15 (teacher)  
- student-completed survey | Meets targeted behavior criterion for 3 consecutive weeks  
Two consecutive weeks of zero discipline referrals during target time / activity  
and  
- SRSS-E7: low risk (0-3)  
- SRSS-I5: low risk (0-1) |
## 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>
</tr>
</thead>
<tbody>
<tr>
<td>Precorrection</td>
<td>Plan to modify teacher behavior and environmental contexts where problem behaviors are likely to occur by providing supports, prompts, and reinforcement for appropriate student behavior, preventing problem behaviors from occurring</td>
<td>One or more of the following: <strong>Behavior</strong>&lt;br&gt; - SRSS-E7: Moderate (4-8)&lt;br&gt; - SRSS-E7: High (9-21)&lt;br&gt; - 1 or more office discipline referral per day in a class  ___ AND ___ OR <strong>Academic</strong>&lt;br&gt; - Consistent, predictable pattern of academic errors</td>
<td><strong>Student Performance</strong>&lt;br&gt; - direct measure of student behavior targeted for improvement&lt;br&gt; <strong>Treatment integrity</strong>&lt;br&gt; - implementation checklist&lt;br&gt; - treatment integrity checklist&lt;br&gt; <strong>Social validity</strong>&lt;br&gt; - IRP-15 (teacher)&lt;br&gt; - student-completed survey</td>
<td>Meets targeted behavior criterion for 3 consecutive weeks&lt;br&gt; Two consecutive weeks of zero discipline referrals during target time / activity and SRSS-E7: low risk (0-3)</td>
</tr>
</tbody>
</table>