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** |
| Self-Regulated Strategy Development (SRSD) for Writing | Students engage in small group strategic intervention focusing on specific writing instruction (e.g., story writing, persuasive writing) using the Self-Regulated Strategies Development approach to help students plan and write. Identified students meet 3-4 days/week for 30-min lessons over 3-6 week period (10-15 lessons).  | One of more of the following:**Academic:** * AIMSweb: intensive or strategic level (written expression)
* Two or more missing writing assignments within a grading period
 | **Academic Measures:**Weekly writing probes scored on quality, total words written, number of writing elements, and correct writing sequence**AND**Work completion **Treatment Integrity:**Implementation & treatment integrity checklist**Social Validity:** Teacher: IRP-15Student: CIRP | Completion of intervention curriculum. Writing goals met for increased gains in quality, number of total words written, writing elements, and correct writing sequence**AND**Passing grade on progress report or report card in writing or the academic area of concern**AND/OR**Zero missing assignments in a grading period |

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** |
| Self-Regulated Strategy Development (SRSD) for Writing | Students engage in small group strategic intervention focusing on specific writing instruction (e.g., story writing, persuasive writing) using the Self-Regulated Strategies Development approach to help students plan and write. Identified students meet 3-4 days/week for 30-min lessons over 3-6 week period (10-15 lessons).  | One of more of the following:**Academic:** * Report card: 1 or more course failures
* Below 2.5 GPA
* Two or more missing writing assignments within a grading period
 | **Academic Measures:**Weekly writing probes scored on total words written, number of writing elements, and correct writing sequences**AND**Work completion **Treatment Integrity:**Implementation & treatment integrity checklist**Social Validity:** Teacher: IRP-15Student: CIRP | Completion of intervention curriculum. Writing goals met for increased gains in quality, number of total words written, writing elements, and correct writing sequence**AND**Passing grade on progress report or report card in the academic area of concern**AND/OR**Zero missing assignments in a grading period |