

## Tertiary (Tier 3) Intervention Grid: For Elementary Schools

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Individualized De-escalation Plan	Ongoing strategy involving identifying specific student characteristics for each phase of the De-escalation cycles and implementing appropriate and evidence-based adult responses to managing student acting out behavior.	One or more of the following: <b>Behavior:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> SRSS-E7: High (9-21)</li> <li><input type="checkbox"/> Office discipline referrals (ODRs) 6 or more within a grading period</li> </ul>	Identify a target behavior for the individual student. Include: (a) label for the behavior, (b) definition, (c) examples, and (d) non examples Set behavioral goal based on baseline performance of the behavior. Direct observation of the target behavior with data points graphed for decision making.  <b>Treatment Integrity:</b> Treatment integrity checklist  <b>Social Validity:</b> Teacher: IRP-15 Student: CIRP	SRSS-E7 score: Low (0-3)  Observation data demonstrate behavior is consistently within expected level (per goal; three consecutive data points) – then transition to maintenance plan and monitor behavior during transition.

## Tertiary (Tier 3) Intervention Grid: For Middle and High School Students

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Individualized De-escalation Plan	Ongoing strategy involving identifying specific student characteristics for each phase of the De-escalation cycles and implementing appropriate and evidence-based adult responses to managing student acting out behavior.	One or more of the following: <b>Behavior:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> SRSS-E7: High (9-21)</li> <li><input type="checkbox"/> Office discipline referrals (ODRs) 6 or more within a grading period</li> </ul>	Identify a target behavior for the individual student. Include: (a) label for the behavior, (b) definition, (c) examples, and (d) non examples Set behavioral goal based on baseline performance of the behavior. Direct observation of the target behavior with data points graphed for decision making.  <b>Treatment Integrity:</b> Treatment integrity checklist  <b>Social Validity:</b> Teacher: IRP-15 Student: CIRP	SRSS-E7 score: Low (0-3)  Observation data demonstrate behavior is consistently within expected level (per goal; three consecutive data points) – then transition to maintenance plan and monitor behavior during transition.