

Secondary (Tier 2) Intervention Grid: For Elementary Students

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
<p>BEP (Check – In, Check-Out)</p>	<p>Participating students check in and out with a mentor each day on targeted goals. During check- in, students receive a daily progress report that they take to each class for feedback on their progress meeting the school-wide Ci3T model expectations.</p>	<p>Behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <input type="checkbox"/> SRSS-I5 score: Moderate (2-3) <p>or</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7 score: High (9-21) <input type="checkbox"/> SRSS-I5 score: High (4-15) <p>or</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2 or more office discipline referrals (ODR) in a 5-week period <p>Or</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2 or more tardies or absences per quarter <p>AND/OR</p> <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress report: 1 or more course failures <input type="checkbox"/> Progress report: Targeted for Growth for academic learning behaviors 	<p>Student measures:</p> <p>Daily progress reports</p> <p>Treatment integrity:</p> <p>Coach completes checklist of all BEP steps and whether they were completed each day (percentage of completion computed)</p> <p>Social Validity:</p> <p>Teacher: IRP-15</p> <p>Student: CIRP</p>	<p>SRSS-E7 score: Low (0-3)</p> <p>SRSS-I5 score: Low (0-1)</p> <p>With 8 weeks of data, student has made their CICO goal 90% of the time and there have not been any office discipline referrals. The teacher is then contacted for their opinion about if exiting is appropriate or if CICO should continue.</p>

Secondary (Tier 2) Intervention Grid: For Middle and High School Students

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
BEP (Check – In, Check-Out)	Participating students check in and out with a mentor each day on targeted goals. During check- in, students receive a daily progress report that they take to each class for feedback on their progress meeting the school-wide Ci3T model expectations.	<p>Behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <input type="checkbox"/> SRSS-I6 score: Moderate (4-5) <p>or</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7 score: High (9-21) <input type="checkbox"/> SRSS-I6 score: High (6-18) <p>or</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2 or more office discipline referrals (ODR) in a 5-week period <p>Or</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2 or more tardies or absences per quarter <p>AND/OR</p> <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress report: 1 or more course failures <input type="checkbox"/> Progress report: <p>Targeted for Growth for academic learning behaviors</p>	<p>Student measures:</p> <p>Daily progress reports</p> <p>Treatment integrity:</p> <p>Coach completes checklist of all BEP steps and whether they were completed each day (percentage of completion computed)</p> <p>Social Validity:</p> <p>Teacher: IRP-15</p> <p>Student: CIRP</p>	<p>SRSS-E7 score: Low (0-3)</p> <p>SRSS-I6 score: Low (0-3)</p> <p>With 8 weeks of data, student has made their CICO goal 90% of the time and there have not been any office discipline referrals. The teacher is then contacted for their opinion about if exiting is appropriate or if CICO should continue.</p>