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** |
| High-probability request sequence | Adult requests three to five behaviors student is likely to respond to (high-*p*) followed by verbal praise for compliance, high-*p* requests are delivered in quick succession (10 seconds). When student complies with three consecutive high-*p* requests, adult delivers a low probability (low-*p*) request (target behavior) in close succession to the previous reinforcement (e.g., within 10 seconds). Praise the low-*p* behavior upon compliance or demonstration. High-*p* requests may be verbal or written. | One or more of the following:  **Behavior (any of the below)**   * SRSS-E7: Moderate (4-8) * SRSS-I5: Moderate (2-3) * SSiS-PSG Ranking of 1, 2, or 3 on Motivation to Learn * Office discipline referrals (ODRs) 2 or more within a grading period (related to non-compliance)   **AND/OR**  **Academic**   * Progress report: unsatisfactory or progressing in work completion and/or independent work habits | **Student Performance**   * Using direct behavior observation to monitor latency (i.e., time to begin assignment after directions given and a check for understanding) * Percentage of work completed   **Treatment Integrity** Component checklist  **Social Validity**  Student- and teacher-completed surveys | 6 consecutive weeks of average latency at less than 30 seconds  **and**  work completion at 90% or better  **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 |

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** |
| High-probability request sequence | Adult requests three to five behaviors student is likely to respond to (high-*p*) followed by verbal praise for compliance, high-*p* requests are delivered in quick succession (10 seconds). When student complies with three consecutive high-*p* requests, adult delivers a low probability (low-*p*) request (target behavior) in close succession to the previous reinforcement (e.g., within 10 seconds). Praise the low-p behavior upon compliance or demonstration. High-*p* requests may be verbal or written. | One or more of the following:  **Behavior:**   * SRSS-E7: Moderate (4-8) * SRSS-I6: Moderate (4-5) * Office discipline referrals (ODRs) 2 or more within a grading period   **AND/OR**  **Academic:**   * C or below in subject area due to lack of work completion | **Student Performance**   * Using direct behavior observation to monitor latency (i.e., time to begin assignment after directions given and a check for understanding) * Percentage of work completed   **Treatment Integrity** Component checklist  **Social Validity**  Student- and teacher-completed surveys | 6 consecutive weeks of average latency at less than 30 seconds  **and**  work completion at 90% or better  **and**   * SRSS-E7: Low (0-3) * SRSS-I6: Low (0-3) |