

Secondary (Tier 2) Intervention Grid: For Elementary Students

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- <i>p</i>) followed by verbal praise for compliance, high- <i>p</i> requests are delivered in quick succession (10 seconds). When student complies with three consecutive high- <i>p</i> requests, adult delivers a low probability (low- <i>p</i>) request (target behavior) in close succession to the previous reinforcement (e.g., within 10 seconds). Praise the low- <i>p</i> behavior upon compliance or demonstration. High- <i>p</i> requests may be verbal or written.	<p>One or more of the following:</p> <p>Behavior (any of the below)</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-I5: Moderate (2-3) <input type="checkbox"/> SSiS-PSG Ranking of 1, 2, or 3 on Motivation to Learn <input type="checkbox"/> Office discipline referrals (ODRs) 2 or more within a grading period (related to non-compliance) <p style="text-align: center;">AND/OR</p> <p>Academic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress report: unsatisfactory or progressing in work completion and/or independent work habits 	<p>Student Performance</p> <ul style="list-style-type: none"> • 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 <p>Treatment Integrity Component checklist</p> <p>Social Validity Student- and teacher-completed surveys</p>	<p>6 consecutive weeks of average latency at less than 30 seconds and work completion at 90% or better and</p> <ul style="list-style-type: none"> • SRSS-E7: Low (0-3) • SRSS-I5: Low (0-1) <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • SSiS-PSG Ranking of 4 or 5 on the Motivation to Learn subscale

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

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- <i>p</i>) followed by verbal praise for compliance, high- <i>p</i> requests are delivered in quick succession (10 seconds). When student complies with three consecutive high- <i>p</i> requests, adult delivers a low probability (low- <i>p</i>) request (target behavior) in close succession to the previous reinforcement (e.g., within 10 seconds). Praise the low- <i>p</i> behavior upon compliance or demonstration. High- <i>p</i> requests may be verbal or written.	<p>One or more of the following:</p> <p>Behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-I6: Moderate (4-5) <input type="checkbox"/> Office discipline referrals (ODRs) 2 or more within a grading period <p style="text-align: center;">AND/OR</p> <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> C or below in subject area due to lack of work completion 	<p>Student Performance</p> <ul style="list-style-type: none"> • 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 <p>Treatment Integrity Component checklist</p> <p>Social Validity Student- and teacher-completed surveys</p>	<p>6 consecutive weeks of average latency at less than 30 seconds and work completion at 90% or better and</p> <ul style="list-style-type: none"> • SRSS-E7: Low (0-3) • SRSS-I6: Low (0-3)