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| **Support** | **Description** | **School-wide Data:**  **Entry Criteria** | **Data to Monitor Progress** | **Exit Criteria** |
| Behavior specific praise | Behavior specific praise (BSP) refers to sincere praise statements that acknowledge the student and reference the specific, desirable behavior being recognized, praising effort (not ability). BSP is most effective when consistently delivered immediately after desired behavior has been performed. Example: “Suzi, great job showing your work on all the division steps.” Non-example: “Good job!” | One of more of the following:  **Behavior:**   * SRSS-E7: Moderate (4-8) * SRSS-I5: Moderate (2-3) * SRSS-E7: High (9-21) * SRSS-I5: High (4-15) * Ranking of 1, 2, or 3 on the Motivation to Learn subscale of the SSiS-PSG * Two or more office discipline referrals (ODRs) within a grading period   **AND/OR**  **Academic:**   * Two of more missing assignments within a grading period * AIMSweb: intensive or strategic level (math or reading) * Progress report: Targeted for Growth for academic learning behaviors | Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs).  **Treatment integrity**   * Implementation checklist * Treatment integrity checklist   **Social validity**   * IRP-15 (teacher) * Student-completed survey | * 0-1 ODRs in a grading period   **and**   * Zero missing assignments in a grading period   **and**   * SRSS-E7: Low (0-3) * SRSS-I5: Low (0-1)   **or**   * Ranking of 4 or 5 on the Motivation to Learn subscale of the SSiS-PSG |

Secondary (Tier 2) Intervention Grid: For Elementary Students

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** |
| Behavior specific praise | Behavior specific praise (BSP) refers to sincere praise statements that acknowledge the student and reference the specific, desirable behavior being recognized, praising effort (not ability). BSP is most effective when consistently delivered immediately after desired behavior has been performed. Example: “Suzi, great job showing your work on all the division steps.” Non-example: “Good job!” | One of more of the following:  **Behavior:**   * SRSS: Moderate (4-8) * SRSS: High (9-21) * Ranking of 1, 2, or 3 on the Motivation to Learn subscale of the SSiS-PSG * 2 office discipline referrals (ODRs) within a grading period   **AND/OR**  **Academic:**   * Report card: 1 or more course failures * Two of more missing assignments within a grading period in a class * AIMSweb: intensive or strategic level (math or reading) * Below 2.5 GPA | Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs).  **Treatment integrity**   * Implementation checklist * Treatment integrity checklist   **Social validity**   * IRP-15 (teacher) * Student-completed survey | * 0-1 ODRs in a grading period   **and**   * 2.5 GPA or higher * Zero missing assignments per class in a grading period   **and**   * SRSS: Low (0-3)   **or**   * Ranking of 4 or 5 on the Motivation to Learn subscale of the SSiS-PSG |