# 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** |
| Behavior Contract | A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to - or delivery of - a specific reward. The target behavior can be an academic (e.g., work completion, rate of oral reading fluency), behavioral (e.g., on task), or social (e.g., participate in a group). Contract may involve administrator, teacher, parent, and student. | **Examples of potential target behaviors defined in contract****Behavior*** SRSS-E7 score: Moderate (4-8)
* SRSS-I5 score: Moderate (2-3)

*or** SRSS-E7 score: High (9-21)
* SRSS-I5 score: High (4-15)

*or** 2 or more office discipline referrals (ODR)

**\_\_\_ AND \_\_\_ OR****Academic*** Progress report: 1 or more course failures

*or** Progress report: 2 or more missing assignments

*or** Progress report:

Targeted for Growth for academic learning behaviors *or** AIMSweb: intensive or strategic level (math or reading)
 | Target behavior defined in the behavior contract (e.g., % of assignments completed, rate of oral reading fluency)Passing grades on progress reports**Social Validity**Teacher: IRP-15Student: CIRP**Treatment Integrity**Implementation checklist & treatment integrity checklist | Successful completion of Behavior contractSRSS-E7 score: Low (1-3)SRSS-I5 score: Low (1-2)Passing grade on progress report or report card in the academic area of concern (or target behavior named in the behavior contract) |

# 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 Contract  | A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to - or delivery of - a specific reward. The target behavior can be an academic (e.g., work completion, rate of oral reading fluency), behavioral (e.g., on task), or social (e.g., participate in a group). Contract may involve administrator, teacher, parent, and student. | **Examples of potential target behaviors defined in contract****Behavior*** SRSS-E7 score: Moderate (4-8)

*or** SRSS-E7 score: High (9-21)

*or** 2 or more office discipline referrals (ODR)

*or** 2 or more tardies/absences per quarter

**\_\_\_ AND \_\_\_ OR****Academic*** Report card: 1 or more course failures

*or** Skyward: 2 or more missing assignments

*or** AIMSweb: intensive or strategic level (math or reading)

*or** Below 2.5 GPA
 | Target behavior defined in the behavior contract (e.g., % of assignments completed, rate of oral reading fluency)Passing grades on progress reports**Social Validity**Teacher: IRP-15Student: CIRP**Treatment Integrity**Implementation checklist & treatment integrity checklist | Successful completion of Behavior contractSRSS-E7 score: Low (1-3)Passing grade on progress report or report card in the academic area of concern (or target behavior named in the behavior contract) |