# 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-15  Student: CIRP  **Treatment Integrity**  Implementation checklist & treatment integrity checklist | Successful completion of Behavior contract  SRSS-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-15  Student: CIRP  **Treatment Integrity**  Implementation checklist & treatment integrity checklist | Successful completion of Behavior contract  SRSS-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) |