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** |
| Instructional Feedback | Instructional feedback refers to detailed, specific information for students from a teacher or peer to confirm, fine-tune, clarify, and restructure current schemas. Verbal, written, or technology based specific feedback on processes and progress. | 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:**   * Three or more assignments scoring 79% or below within a grading period * AIMSweb: intensive or strategic level (math or reading) * Progress report: Targeted for Growth for academic learning behaviors | Student performance targeted for improvement (e.g., homework grades, quiz grades, test grades, % of work completed, academic engaged time % of intervals).  **Treatment integrity**   * Implementation checklist * Treatment integrity checklist   **Social validity**   * IRP-15 (teacher) * Student-completed survey | * Zero missing assignments in a grading period * All assignments scoring 80% or higher 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 SSiS-PSG |

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** |
| Instructional Feedback | Instructional feedback refers to detailed, specific information for students from a teacher or peer to confirm, fine-tune, clarify, and restructure current schemas. Verbal, written, or technology based specific feedback on processes and progress. | One of more of the following:  **Behavior:**   * SRSS-E7: Moderate (4-8) * SRSS-I7: Moderate *(cut scores coming soon)* * SRSS-E7: High (9-21) * SRSS-I7: High *(cut scores coming soon)* * 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 or more missing assignments in any class * Three or more assignments in any class at C or below * Progress report: Targeted for Growth for academic learning behaviors | Student performance targeted for improvement (e.g., homework grades, quiz grades, test grades, % of work completed, academic engaged time % of intervals).  **Treatment integrity**   * Implementation checklist * Treatment integrity checklist   **Social validity**   * IRP-15 (teacher) * Student-completed survey | * Zero missing assignments in target class(es) for a grading period * 2.5 GPA or higher in a grading period   **and**   * SRSS-E7: Low (0-3) * SRSS-I7: Low (*cut scores coming soon*)   **or**   * Ranking of 4 or 5 on the Motivation to Learn subscale of SSiS-PSG |