

## Secondary (Tier 2) Intervention Grid: For Elementary Students

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Precorrection	Plan to modify teacher behavior and environmental contexts where problem behaviors are likely to occur by providing supports, prompts, and reinforcement for appropriate student behavior, preventing problem behaviors from occurring	<p>One or more of the following:</p> <p><b>Behavior</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SRSS-E7: Moderate (4-8)</li> <li><input type="checkbox"/> SRSS-I5: Moderate (2-3)</li> <li><input type="checkbox"/> SRSS-E7: High (9-21)</li> <li><input type="checkbox"/> SRSS- I5: High (4-15)</li> <li><input type="checkbox"/> 2 or more office discipline referrals per day in a class</li> </ul> <p style="text-align: center;">___ <b>AND</b> ___ <b>OR</b></p> <p><b>Academic</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consistent, predictable pattern of academic errors</li> </ul>	<p><b>Student Performance</b></p> <ul style="list-style-type: none"> <li>• direct measure of student behavior targeted for improvement</li> </ul> <p><b>Treatment integrity</b></p> <ul style="list-style-type: none"> <li>• implementation checklist</li> <li>• treatment integrity checklist</li> </ul> <p><b>Social validity</b></p> <ul style="list-style-type: none"> <li>• IRP-15 (teacher)</li> <li>• student-completed survey</li> </ul>	<p>Meets targeted behavior criterion for 3 consecutive weeks</p> <p>Two consecutive weeks of zero discipline referrals during target time / activity</p> <p style="text-align: center;"><b>and</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SRSS-E7: low risk (0-3)</li> <li><input type="checkbox"/> SRSS- I5: low risk (0-1)</li> </ul>

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

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Precorrection	Plan to modify teacher behavior and environmental contexts where problem behaviors are likely to occur by providing supports, prompts, and reinforcement for appropriate student behavior, preventing problem behaviors from occurring	<p>One or more of the following:</p> <p><b>Behavior</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SRSS-E7: Moderate (4-8)</li> <li><input type="checkbox"/> SRSS-E7: High (9-21)</li> <li><input type="checkbox"/> 1 or more office discipline referral per day in a class</li> </ul> <p style="text-align: center;">__ AND __ OR</p> <p><b>Academic</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consistent, predictable pattern of academic errors</li> </ul>	<p><b>Student Performance</b></p> <ul style="list-style-type: none"> <li>• direct measure of student behavior targeted for improvement</li> </ul> <p><b>Treatment integrity</b></p> <ul style="list-style-type: none"> <li>• implementation checklist</li> <li>• treatment integrity checklist</li> </ul> <p><b>Social validity</b></p> <ul style="list-style-type: none"> <li>• IRP-15 (teacher)</li> <li>• student-completed survey</li> </ul>	<p>Meets targeted behavior criterion for 3 consecutive weeks</p> <p>Two consecutive weeks of zero discipline referrals during target time / activity</p> <p style="text-align: center;"><b>and</b></p> <p>SRSS-E7: low risk (0-3)</p>