

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

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Self-Regulated Strategy Development (SRSD) for Writing	Students engage in small group strategic intervention focusing on specific writing instruction (e.g., story writing, persuasive writing) using the Self-Regulated Strategies Development approach to help students plan and write. Identified students meet 3-4 days/week for 30-min lessons over 3-6 week period (10-15 lessons).	<p>One of more of the following:</p> <p><b>Academic:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> AIMSweb: intensive or strategic level (written expression)</li> <li><input type="checkbox"/> Two or more missing writing assignments within a grading period</li> </ul>	<p><b>Academic Measures:</b> Weekly writing probes scored on quality, total words written, number of writing elements, and correct writing sequence</p> <p><b>AND</b> Work completion</p> <p><b>Treatment Integrity:</b> Implementation &amp; treatment integrity checklist</p> <p><b>Social Validity:</b> Teacher: IRP-15 Student: CIRP</p>	<p>Completion of intervention curriculum. Writing goals met for increased gains in quality, number of total words written, writing elements, and correct writing sequence</p> <p><b>AND</b></p> <p>Passing grade on progress report or report card in writing or the academic area of concern</p> <p><b>AND/OR</b></p> <p>Zero missing assignments in a grading period</p>

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

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Self-Regulated Strategy Development (SRSD) for Writing	Students engage in small group strategic intervention focusing on specific writing instruction (e.g., story writing, persuasive writing) using the Self-Regulated Strategies Development approach to help students plan and write. Identified students meet 3-4 days/week for 30-min lessons over 3-6 week period (10-15 lessons).	<p>One of more of the following:</p> <p><b>Academic:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Report card: 1 or more course failures</li> <li><input type="checkbox"/> Below 2.5 GPA</li> <li><input type="checkbox"/> Two or more missing writing assignments within a grading period</li> </ul>	<p><b>Academic Measures:</b> Weekly writing probes scored on total words written, number of writing elements, and correct writing sequences</p> <p><b>AND</b> Work completion</p> <p><b>Treatment Integrity:</b> Implementation &amp; treatment integrity checklist</p> <p><b>Social Validity:</b> Teacher: IRP-15 Student: CIRP</p>	<p>Completion of intervention curriculum. Writing goals met for increased gains in quality, number of total words written, writing elements, and correct writing sequence</p> <p><b>AND</b></p> <p>Passing grade on progress report or report card in the academic area of concern</p> <p><b>AND/OR</b></p> <p>Zero missing assignments in a grading period</p>