

Secondary (Tier 2) Intervention Grid: For Elementary Students

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Self-monitoring	Strategy implemented by student and teacher to improve academic performance (completion/ accuracy), academic behavior, or other target behavior.	<p>Behavior:</p> <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <input type="checkbox"/> SRSS-I5 score: Moderate (2-3) <i>or</i> <input type="checkbox"/> SRSS-E7 score: High (9-21) <input type="checkbox"/> SRSS-I5 score: High (4-15) <i>or</i> <input type="checkbox"/> 2 or more office discipline referrals (ODR) <p>AND/OR</p> <p>Academic:</p> <input type="checkbox"/> Progress report: 1 or more course failures <i>or</i> <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) <i>or</i> <input type="checkbox"/> Progress report: Targeted for Growth for academic learning behaviors	<p>Work completion and accuracy of the academic area of concern (or target behavior named in the self-monitoring plan)</p> <p>Passing grades on progress reports</p> <p>Social Validity: Teacher: IRP-15 Student: CIRP</p> <p>Treatment Integrity: Implementation & treatment integrity checklist</p>	<p>SRSS-E7 score: Low (1-3) SRSS-I5 score: Low (1-2)</p> <p>Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan)</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-monitoring	Strategy implemented by student and teacher to improve academic performance (completion/ accuracy), academic behavior, or other target behavior.	<p>Behavior:</p> <p><input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <i>or</i></p> <p><input type="checkbox"/> SRSS-E7 score: High (9-21) <i>or</i></p> <p><input type="checkbox"/> 2 or more office discipline referrals (ODR) <i>or</i></p> <p><input type="checkbox"/> Skyward: 2 or more missing assignments</p> <p>AND/ OR</p> <p>Academic:</p> <p><input type="checkbox"/> Report card: 1 or more course failures <i>or</i></p> <p><input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) <i>or</i></p> <p><input type="checkbox"/> Below 2.5 GPA</p>	<p>Work completion and accuracy of the academic area of concern (or target behavior named in the self-monitoring plan)</p> <p>Passing grades on progress reports</p> <p>Social Validity: Teacher: IRP-15 Student: CIRP</p> <p>Treatment Integrity: Implementation & treatment integrity checklist</p>	<p>SRSS-E7 score: Low (1-3)</p> <p>Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan)</p>