

Elementary Intervention Grid Example

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>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> AIMSweb: intensive or strategic level (written expression) <input type="checkbox"/> Two or more missing writing assignments within a grading period 	<p>Academic Measures: Weekly writing probes scored on quality, total words written, number of writing elements, and correct writing sequence</p> <p>AND Work completion</p> <p>Treatment Integrity: Implementation & treatment integrity checklist</p> <p>Social Validity: 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>AND Passing grade on progress report or report card in writing or the academic area of concern</p> <p>AND/OR Zero missing assignments in a grading period</p>

Middle/ High School Intervention Grid Example

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>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Report card: 1 or more course failures <input type="checkbox"/> Below 2.5 GPA <input type="checkbox"/> Two or more missing writing assignments within a grading period 	<p>Academic Measures: Weekly writing probes scored on total words written, number of writing elements, and correct writing sequences</p> <p>AND Work completion</p> <p>Treatment Integrity: Implementation & treatment integrity checklist</p> <p>Social Validity: 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>AND Passing grade on progress report or report card in the academic area of concern</p> <p>AND/OR Zero missing assignments in a grading period</p>