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** |
| **BEP (Check –In, Check-Out)** | Participating students check in and out with a mentor each day on targeted goals. During check- in, students receive a daily progress report that they take to each class for feedback on their progress meeting the school-wide Ci3T model expectations. | **Behavior:** * SRSS-E7 score: Moderate (4-8)
* SRSS-I5 score: Moderate (2-3)

or* SRSS-E7 score: High (9-21)
* SRSS-I5 score: High (4-15)

or* 2 or more office discipline referrals (ODR) in a 5-week period

Or* 2 or more tardies or absences per quarter

AND/OR**Academic:** * Progress report: 1 or more course failures
* Progress report:

Targeted for Growth for academic learning behaviors  | **Student measures:**Daily progress reports**Treatment integrity:**Coach completes checklist of all BEP steps and whether they were completed each day (percentage of completion computed) **Social Validity:** Teacher: IRP-15Student: CIRP  | SRSS-E7 score: Low (0-3)SRSS-I5 score: Low (0-1) With 8 weeks of data, student has made their CICO goal 90% of the time and there have not been any office discipline referrals. The teacher is then contacted for their opinion about if exiting is appropriate or if CICO should continue.  |

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** |
| **BEP (Check –In, Check-Out)** | Participating students check in and out with a mentor each day on targeted goals. During check- in, students receive a daily progress report that they take to each class for feedback on their progress meeting the school-wide Ci3T model expectations. | **Behavior:** * SRSS-E7 score: Moderate (4-8)
* SRSS-I6 score: Moderate (4-5)

or* SRSS-E7 score: High (9-21)
* SRSS-I6 score: High (6-18)

or* 2 or more office discipline referrals (ODR) in a 5-week period

Or* 2 or more tardies or absences per quarter

AND/OR**Academic:** * Progress report: 1 or more course failures
* Progress report:

Targeted for Growth for academic learning behaviors  | **Student measures:**Daily progress reports**Treatment integrity:**Coach completes checklist of all BEP steps and whether they were completed each day (percentage of completion computed) **Social Validity:** Teacher: IRP-15Student: CIRP  | SRSS-E7 score: Low (0-3)SRSS-I6 score: Low (0-3) With 8 weeks of data, student has made their CICO goal 90% of the time and there have not been any office discipline referrals. The teacher is then contacted for their opinion about if exiting is appropriate or if CICO should continue.  |