

Secondary (Tier 2) Intervention Grid: Elementary Students

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
<p>Direct Behavior Rating (DBR) or Daily Behavior Report Card (DBRC)</p>	<p>DBR is typically completed daily following specified observation period(s) (e.g., math intervention; ELA core instruction). The most appropriate rater is a person who can directly observe the student during the observation period, typically the teacher. DBR is used to monitor specific behaviors identified as relevant for the student and setting. For example, many DBRs monitor academic engagement, respect, and disruption as core school-based behavioral competencies, and may adapt or add a behavior based on the student’s specific needs. After each observation period, the rater uses the provided scale to indicate the degree to which the student displayed each behavior. When used as part of a Tier 2 intervention, the rater reminds the students of the expected behaviors prior beginning the observation. At the conclusion of each observation, the rater uses the provided scale to indicate the degree to which the student displayed each behavior. The rater meets briefly with the student to share the DBR rating, providing behavior specific praise and instructional feedback. Home-school communication procedures may be established (e.g., information is shared with parent/caregiver daily, with return acknowledgement and possible home consequences).</p>	<p>Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) and/or <input type="checkbox"/> SRSS-I5 score: Moderate (2-3) <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of teacher implementation of Ci3T primary (Tier 1) plan [treatment integrity: direct observation] <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent permission, in accordance with district policy 	<p>Student measures</p> <ul style="list-style-type: none"> • Direct Behavior Rating (DBR; daily) <p>Social validity</p> <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: DBR Student Social Validity form/interview <p>Treatment integrity</p> <ul style="list-style-type: none"> • DBR treatment integrity measure 	<ul style="list-style-type: none"> <input type="checkbox"/> Student goals met for 10-12 weeks (team review of progress to determine) <input type="checkbox"/> SRSS-E7 and I5 scores are in the low risk category

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

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
<p>Direct Behavior Rating (DBR) or Daily Behavior Report Card (DBRC)</p>	<p>DBR is typically completed daily following specified observation period(s) (e.g., second period Math). The most appropriate rater is a person who can directly observe the student during the observation period, typically the teacher. DBR is used to monitor specific behaviors identified as relevant for the student and setting. For example, many DBRs monitor academic engagement, respect, and disruption as core school-based behavioral competencies, and may adapt or add a behavior based on the student’s specific needs. After each observation period, the rater uses the provided scale to indicate the degree to which the student displayed each behavior. When used as part of a Tier 2 intervention, the rater reminds the students of the expected behaviors prior beginning the observation. At the conclusion of each observation, the rater uses the provided scale to indicate the degree to which the student displayed each behavior. The rater meets briefly with the student to share the DBR rating, providing behavior specific praise and instructional feedback. Home-school communication procedures may be established (e.g., information is shared with parent/caregiver daily, with return acknowledgement and possible home consequences).</p>	<p>Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) and/or <input type="checkbox"/> SRSS-I6 score: Moderate (4-5) <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of teacher implementation of Ci3T primary (Tier 1) plan [treatment integrity: direct observation] <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent permission, in accordance with district policy 	<p>Student measures</p> <ul style="list-style-type: none"> • Direct Behavior Rating (DBR; daily) <p>Social validity</p> <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: DBR Student Social Validity form/interview <p>Treatment integrity</p> <ul style="list-style-type: none"> • DBR treatment integrity measure 	<ul style="list-style-type: none"> <input type="checkbox"/> Student goals met for 10 – 12 weeks (team review of progress to determine) <input type="checkbox"/> SRSS-E7 and I6 scores are in the low risk category