

Tier 2 Intervention Grid – Worked Example

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria (Decision Rules)
Check-in Check-out	<p>Designed for students with persistent behavior concerns that are not dangerous; provides a daily check-in/check-out system that helps provide students with immediate feedback on behavior by completing a daily progress report and additional opportunities for positive adult interactions.</p> <p>Parents participate by signing off on daily sheets; students are assigned a staff member to check in and out with daily</p>	<p>Behavior:</p> <ul style="list-style-type: none"> More than 3 ODRs and student seeks adult attention (check motivation on referrals) <p>Academic</p> <ul style="list-style-type: none"> Report Cards: “N” on study skills or organization 	Daily progress reports collected by CICO staff member and viewed by parents/ guardians	<p>Meets goal on the daily progress report for 3 consecutive – move to self-monitoring phase</p> <p>Self-monitoring phase exited at the end of the next marking period as long as student continues to maintain behavior</p>
Lunch Buddies	<p>Volunteers recruited through the Communities in School program meet once a week with students during lunch</p> <p>Volunteers provide increased attention to students (either 1:1 or in small groups) and model appropriate social skill of the month with the students</p>	<p>Academics:</p> <ul style="list-style-type: none"> Report cards: “N” on peer interactions 	Lunch Buddy progress reports on specific social skill of the month submitted by volunteers and viewed by parents/ guardians	Meets goal on the Lunch Buddy progress report at least 3 of 4 weeks each month during a report card marking period

Based off the work of:

Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2012). *Systematic screenings of behavior to support instruction: From preschool to high school*. New York, NY: Guilford Press.