

## Elementary Example:

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Behavior specific praise	Behavior specific praise (BSP) refers to sincere praise statements that acknowledge the student and reference the specific, desirable behavior being recognized, praising effort (not ability). BSP is most effective when consistently delivered immediately after desired behavior has been performed. Example: "Suzi, great job showing your work on all the division steps." Non-example: "Good job!"	<p>One of more of the following:</p> <p><b>Behavior:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SRSS-E7: Moderate (4-8)</li> <li><input type="checkbox"/> SRSS-I5: Moderate (2-3)</li> <li><input type="checkbox"/> SRSS-E7: High (9-21)</li> <li><input type="checkbox"/> SRSS-I5: High (4-15)</li> <li><input type="checkbox"/> Ranking of 1, 2, or 3 on the Motivation to Learn subscale of the SSiS-PSG</li> <li><input type="checkbox"/> Two or more office discipline referrals (ODRs) within a grading period</li> </ul> <p style="text-align: center;"><b>AND/OR</b></p> <p><b>Academic:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Two of more missing assignments within a grading period</li> <li><input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading)</li> <li><input type="checkbox"/> Progress report: Targeted for Growth for academic learning behaviors</li> </ul>	<p>Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs).</p> <p><b>Treatment integrity</b></p> <ul style="list-style-type: none"> <li>• Implementation checklist</li> <li>• Treatment integrity checklist</li> </ul> <p><b>Social validity</b></p> <ul style="list-style-type: none"> <li>• IRP-15 (teacher)</li> <li>• Student-completed survey</li> </ul>	<ul style="list-style-type: none"> <li>• 0-1 ODRs in a grading period</li> </ul> <p style="text-align: center;"><b>and</b></p> <ul style="list-style-type: none"> <li>• Zero missing assignments in a grading period</li> </ul> <p style="text-align: center;"><b>and</b></p> <ul style="list-style-type: none"> <li>• SRSS-E7: Low (0-3)</li> <li>• SRSS-I5: Low (0-1)</li> </ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>• Ranking of 4 or 5 on the Motivation to Learn subscale of the SSiS-PSG</li> </ul>

## Secondary Example:

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Behavior specific praise	Behavior specific praise (BSP) refers to sincere praise statements that acknowledge the student and reference the specific, desirable behavior being recognized, praising effort (not ability). BSP is most effective when consistently delivered immediately after desired behavior has been performed. Example: "Suzi, great job showing your work on all the division steps." Non-example: "Good job!"	<p>One of more of the following:</p> <p><b>Behavior:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SRSS: Moderate (4-8)</li> <li><input type="checkbox"/> SRSS: High (9-21)</li> <li><input type="checkbox"/> Ranking of 1, 2, or 3 on the Motivation to Learn subscale of the SSiS-PSG</li> <li><input type="checkbox"/> 2 office discipline referrals (ODRs) within a grading period</li> </ul> <p><b>AND/OR</b></p> <p><b>Academic:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Report card: 1 or more course failures</li> <li><input type="checkbox"/> Two of more missing assignments within a grading period in a class</li> <li><input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading)</li> <li><input type="checkbox"/> Below 2.5 GPA</li> </ul>	<p>Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs).</p> <p><b>Treatment integrity</b></p> <ul style="list-style-type: none"> <li>• Implementation checklist</li> <li>• Treatment integrity checklist</li> </ul> <p><b>Social validity</b></p> <ul style="list-style-type: none"> <li>• IRP-15 (teacher)</li> <li>• Student-completed survey</li> </ul>	<ul style="list-style-type: none"> <li>• 0-1 ODRs in a grading period</li> </ul> <p style="text-align: center;"><b>and</b></p> <ul style="list-style-type: none"> <li>• 2.5 GPA or higher</li> <li>• Zero missing assignments per class in a grading period</li> </ul> <p style="text-align: center;"><b>and</b></p> <ul style="list-style-type: none"> <li>• SRSS: Low (0-3)</li> </ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>• Ranking of 4 or 5 on the Motivation to Learn subscale of the SSiS-PSG</li> </ul>