

Elementary Example:

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Instructional Feedback	Instructional feedback refers to detailed, specific information for students from a teacher or peer to confirm, fine-tune, clarify, and restructure current schemas. Verbal, written, or technology based specific feedback on processes and progress.	<p>One of more of the following:</p> <p>Behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-I5: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-I5: High (4-15) <input type="checkbox"/> Ranking of 1, 2, or 3 on the Motivation to Learn subscale of the SSiS-PSG <input type="checkbox"/> Two or more office discipline referrals (ODRs) within a grading period <p style="text-align: center;">___ AND ___ OR</p> <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Three or more assignments scoring 79% or below within a grading period <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) <input type="checkbox"/> Progress report: Targeted for Growth for academic learning behaviors 	<p>Student performance targeted for improvement (e.g., homework grades, quiz grades, test grades, % of work completed, academic engaged time % of intervals).</p> <p>Treatment integrity</p> <ul style="list-style-type: none"> • Implementation checklist • Treatment integrity checklist <p>Social validity</p> <ul style="list-style-type: none"> • IRP-15 (teacher) • Student-completed survey 	<ul style="list-style-type: none"> • Zero missing assignments in a grading period • All assignments scoring 80% or higher in a grading period <p style="text-align: center;">and</p> <ul style="list-style-type: none"> • SRSS-E7: Low (0-3) • SRSS-I5: Low (0-1) <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • Ranking of 4 or 5 on the Motivation to Learn subscale of SSiS-PSG

Middle / High School Example:

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Instructional Feedback	Instructional feedback refers to detailed, specific information for students from a teacher or peer to confirm, fine-tune, clarify, and restructure current schemas. Verbal, written, or technology based specific feedback on processes and progress.	<p>One of more of the following:</p> <p>Behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-I7: Moderate (<i>cut scores coming soon</i>) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-I7: High (<i>cut scores coming soon</i>) <input type="checkbox"/> Ranking of 1, 2, or 3 on the Motivation to Learn subscale of the SSiS-PSG <input type="checkbox"/> Two or more office discipline referrals (ODRs) within a grading period <p style="text-align: center;">___ AND ___ OR</p> <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Two or more missing assignments in any class <input type="checkbox"/> Three or more assignments in any class at C or below <input type="checkbox"/> Progress report: Targeted for Growth for academic learning behaviors 	<p>Student performance targeted for improvement (e.g., homework grades, quiz grades, test grades, % of work completed, academic engaged time % of intervals).</p> <p>Treatment integrity</p> <ul style="list-style-type: none"> • Implementation checklist • Treatment integrity checklist <p>Social validity</p> <ul style="list-style-type: none"> • IRP-15 (teacher) • Student-completed survey 	<ul style="list-style-type: none"> • Zero missing assignments in target class(es) for a grading period • 2.5 GPA or higher in a grading period <p style="text-align: center;">and</p> <ul style="list-style-type: none"> • SRSS-E7: Low (0-3) • SRSS-I7: Low (<i>cut scores coming soon</i>) <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • Ranking of 4 or 5 on the Motivation to Learn subscale of SSiS-PSG