Elementary Example:

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Opportunities to respond	Increasing students' opportunities to respond (OTR) is a strategy that helps students review material, acquire skill fluency, and commit information to memory while simultaneously increasing on-task behavior and reducing misbehavior. OTR strategy is designed to offer students frequent opportunities (i.e., 3 or more OTR per min) using either single-student (e.g., hand raising) or unison responding (e.g., choral responding), within a set time period (e.g., 10 min.) to respond to teacher questions or prompts about targeted academic material. This is best done with materials or concepts in which students have a basic understanding.	One or more of the following: Behavior: ☐ SRSS-E7: Moderate (4-8) ☐ SRSS-I5: Moderate (2-3) ☐ SRSS-E7: High (9-21) ☐ SRSS-I5: High (4-15) ☐ SSiS-PSG Ranking of 1, 2, or 3 on the Motivation to Learn ☐ Office discipline referrals (ODRs) 2 or more within a grading period AND/OR Academic: ☐ Missing Assignments 2 of more within a grading period ☐ Progress report: Passing (K-3 Progressing or higher; 4-5 C or higher) in subject area targeted	Student behavior targeted for improvement (e.g., academic engaged time, on-task, disruption; % of intervals) or weekly progress monitoring (e.g., weekly quiz score) Treatment integrity • Implementation checklist • Treatment integrity checklist Social validity • IRP-15 (teacher) • CIRP or OTR Social Validity Form(student)	• ODRs 0-1 in a grading period and • No missing assignments in a grading period and • SRSS-E7: Low (0-3) • SRSS-I5: Low (0-1) or • SSiS-PSG Ranking of 4 or 5 on the Motivation to Learn subscale

Secondary Example:

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Opportunities to respond	Increasing students' opportunities to respond (OTR) is a strategy that helps students review material, acquire skill fluency, and commit information to memory while simultaneously increasing on-task behavior and reducing misbehavior. OTR strategy is designed to offer students frequent opportunities (i.e., 3 or more OTR per min) using either single-student (e.g., hand raising) or unison responding (e.g., choral responding), within a set time period (e.g., 10 min.) to respond to teacher questions or prompts about targeted academic material. This is best done with materials or concepts in which students have a basic understanding.	One or more of the following: **Behavior:** ❑ SRSS - E7: Moderate (4-8) ❑ SRSS - E7: High (9-21) ❑ SSiS – PSG Ranking of 1, 2, or 3 on the Motivation to Learn subscale ❑ Office discipline referrals (ODRs) 2 or more within a grading period **AND/OR** **Academic:** ❑ Missing Assignments: 2 or more within a grading period in a class ❑ AIMSweb: intensive or strategic level (math or reading) ❑ GPA Below 2.5 ❑ Progress report: C or higher in subject area targeted	Student behavior targeted for improvement (e.g., academic engaged time, on-task, disruption; % of intervals) or weekly progress monitoring (e.g., weekly quiz score) **Treatment integrity** • Implementation checklist • Treatment integrity checklist **Social validity** • IRP-15 (teacher) • CIRP or OTR Social Validity Form (student)	• ODRs 0-1 in a grading period **and** • GPA 2.5 or higher • No missing assignments the target class in a grading period **and** • SRSS - E7: Low (0-3) **or** • SSiS-PSG Ranking of 4 or 5 on the Motivation to Learn subscale