New York State Education Department
Office of Special Education
Educational Partnership

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Positive Behavior Interventions and Supports (PBIS)
Tier 2 Social Academic Instructional Groups (SAIG)
Team Training

Developed by the Technical Assistance Partnership for Behavior at the University at Albany, SUNY

Last Updated: 12.2023

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Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Who Are We?
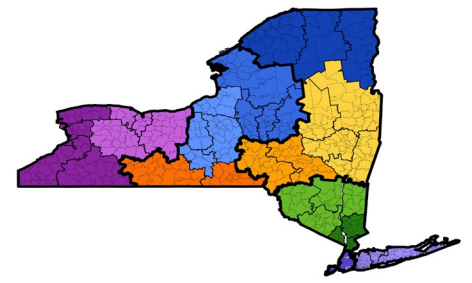
- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families

- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of New York State and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

Today's Facilitators

Participant Introductions

- **Name**
- **Role**
- **District**
- **School**
- **Population Served**

Training Expectations

EXPECTATION	BEHAVIOR
BE RESPONSIBLE	✧ Take care of your personal needs ✧ Return on time and quietly ✧ Sign attendance sheets / complete eval. form ✧ Use electronic devices when necessary
BE RESPECTFUL	✧ Put cell phones to "off" or "vibrate" ✧ Listen to others attentively ✧ Honor confidentiality when applicable ✧ Stay on topic
BE ENGAGED	✧ Be an active participant ✧ Participate with an open mind ✧ Take notes ✧ Make plans to stay until training dismissal

Virtual Training Expectations

EXPECTATION	BEHAVIOR
BE RESPONSIBLE	✧ Take care of your personal needs ✧ Return on time and quietly ✧ Complete evaluation form ✧ Find a quiet place to participate
BE RESPECTFUL	✧ Use "mute" to prevent background noise ✧ Listen to others attentively ✧ Honor confidentiality when applicable ✧ Stay on topic
BE ENGAGED	✧ Be an active participant ✧ Participate with an open mind ✧ Take notes ✧ Make plans to stay until training dismissal

New York State Education Department Office of Special Education

Blueprint for Improved Results for Students with Disabilities

Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Multi-Tiered Support

Schools provide multi-tiered systems of behavioral and academic support.

Inclusive Activities

Schools provide high-quality inclusive programs and activities.

Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Purpose

- **Why is Tier 2 important within PBIS?**
  - Provides targeted support for students who are not successful with Tier 1 supports alone
  - Addresses students' academic, social-emotional, and behavioral skill deficits through group-based interventions
  - Provides structured opportunities for students to practice new skills learned
  - Provides support for students who are at risk for developing more serious problem behavior before they start

PBIS Tier 2 Training Agenda

- **Tier 2: Systems**
  - Day 1: Teaming, Screening, Request for Assistance
  - Day 2: Interventions, Professional Development, Evaluation
- **Tier 2: Practices**
  - Day 3: Check-In/Check-Out (CICO)
  - Day 4: Social Academic Instructional Groups (SAIG)

Day 4 Agenda: SAIG

- **Overview and Getting Started**

- **Foundations of Tier 2 Systems and Review of Check-In/Check-Out (CICO)**

- **TFI Features 2.1-2.13 aligned to Social Academic Instructional Groups (SAIG)**
  - Creating and designing the intervention

- **Wrap-up**
  - Q&A, Technical Assistance/Support, Evaluation

Day 4 Objectives: SAIG

- Understand how SAIGs are embedded within a Multi-Tiered System of Support (MTSS) framework

- Identify critical systems features of SAIG and the necessary steps of implementation and sustainability in a school

- Identify the data for decision making:
  - for identification of students into SAIGs
  - to progress monitor students
  - to exit students out of SAIGs

Handouts

1. Tier 2 SAIG Workbook
2. Tiered Fidelity Inventory (TFI)
3. SAIG Coordinator and Facilitator Responsibilities
4. Reverse Request for Assistance Form
5. SAIG Implementation Process and Cycle
6. Intervention Facilitator Conversation Starters
7. Sample Home Report
8. Skill Deficit Descriptions
9. Steps to an SAIG Lesson
10. SAIG Lesson Plan Template
11. SAIG Handbook Information Sheet
12. Tier 2/3 Tracking Tool
13. Tier 2 Intervention Facilitator Daily Log
14. SAIG Guiding Questions for Problem Solving
15. SAIG-Fidelity of Implementation Measure
16. SAIG Implementation Checklist

Slide Marker Icons

Activity

Handout

Poll

Discussion

Reflection

Action Plan

Vetted/ Policy

PBIS Tier 2 Team Training: SAIG

Overview and Getting Started

Tier 2: Professional Learning Road Map (1)

Interventions

2.5	Options for Tier 2 Interventions
2.6	Tier 2 Critical Features
2.7	Practices Matched to Student Need
2.8	Access to Tier 1 Supports
2.9	Professional Development

Overview and Getting Started

Teams

2.1	Team Composition
2.2	Team Operating Procedures
2.3	Screening
2.4	Request for Assistance

Evaluation

2.10	Level of Use
2.11	Student Performance Data
2.12	Fidelity Data
2.13	Annual Evaluation

Tier 2 SAIG Workbook

Handout

Tiered Fidelity Inventory and Action Plan (TFI) - Tier 2

Directions: The TFI is intended to be completed by members of a school's System Planning Team, with the active presences and guidance of an external (district) SWPBIS Coach.
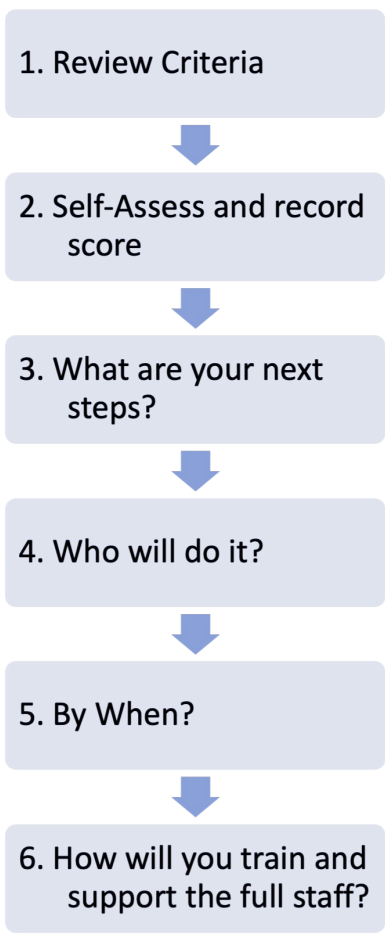
Tiered Fidelity Inventory – Tier 2				
Tier 2 Subscale and Feature	**Definition**	**Possible Data Sources**	**Criteria** *0=Not Implemented; 1=Partially Implemented; 2=Fully Implemented*	**Score 0, 1, 2**
TEAMS				
2.1 Team Composition	Tier 2 (or combined Tier 2/III) team includes a Tier 2 systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of schools across grade levels and programs.	• School organizational chart • Tier 2 team meeting minutes	0 = Tier 2 team does not include coordinator or all 4 core areas of Tier 2 expertise 1 = Tier 2 team does not include coordinator and all 4 core areas of Tier 2 team expertise OR attendance of these members is below 80% 2 = Tier 2 team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%	Score:
2.1 Action Steps:			**By Who:**	**By When:**
• [EXAMPLE] Fully define coordinator and facilitator functions •			Brian	Nov 17
2.2 Team Operating Procedures	Tier 2 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier 2 team meeting agendas and minutes • Tier 2 meeting roles descriptions • Tier 2 action plan	0 = Tier 2 team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1 = Tier 2 team has at least 2 but not all 4 features 2 = Tier 2 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan	Score:
2.2 Action Steps:			**By Who:**	**By When:**
• •				
2.3 Screening	Tier 2 team uses decision rules and multiple sources of data (e.g.: ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier 2 supports.	• Multiple data sources used (e.g., ODRs, time out of instruction, attendance, academic performance) • Team decision rubric • Team meeting minutes	0 = No specific rules for identifying students who qualify for Tier 2 supports 1 = Data decision rules established but not consistently followed or used with only one data source 2 = Written policy exists that (a) uses	Score:

1. Open Tier 2 SAIG Workbook

2. Save a copy to your drive/computer

3. Identify note taker for school team

TFI Action Planning for SAIG

Handout

1. Review Criteria

2. Self-Assess and record score

3. What are your next steps?

4. Who will do it?

5. By When?

6. How will you train and support the full staff?

Tiered Fidelity Inventory and Action Plan (TFI) - Tier 2

Directions: The TFI is intended to be completed by members of a school's System Planning Team, with the active presences and guidance of an external (district) SWPBIS Coach.

Tiered Fidelity Inventory – Tier 2

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SAIG Staff Orientation

Create your own presentation as we go!

- A PowerPoint template will be given to you, which will include foundational Tier 2 SAIG information your team can share with school staff

- Personalization! You will want to include specific implementation components developed by the team that are personalized for your school (e.g., types of skill groups offered, how skills will be transferred from group sessions into classrooms, staff's role in implementing SAIG, etc.)
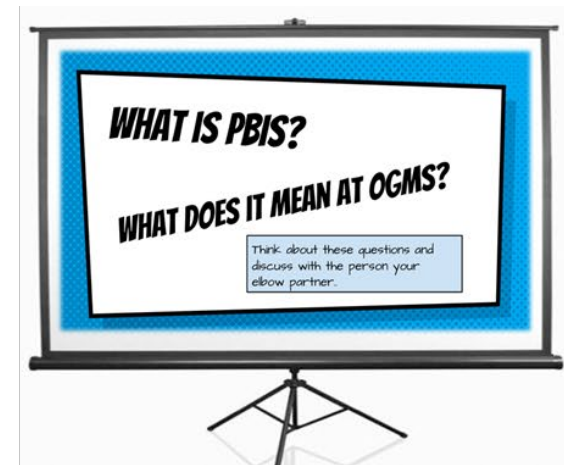
PBIS is an MTSS Framework for Continuous Improvement and Alignment of Initiatives

Supporting culturally knowledgeable **Staff Behavior** through team-based leadership and coordination, professional development, coaching, and content expertise

Supporting culturally equitable **Targets** including social/emotional competence & academic achievement

Supporting culturally valid **Data-based Decision Making** through universal screening, progress monitoring, and evaluation of fidelity

Supporting **Student Behavior** through a three-tiered continuum of culturally relevant evidence-based interventions

CULTURAL EQUITY

CULTURAL KNOWLEDGE

CULTURAL VALIDITY

CULTURAL RELEVANCE

OUTCOMES

SYSTEMS

DATA

PRACTICES

(McIntosh & Goodman, 2016)
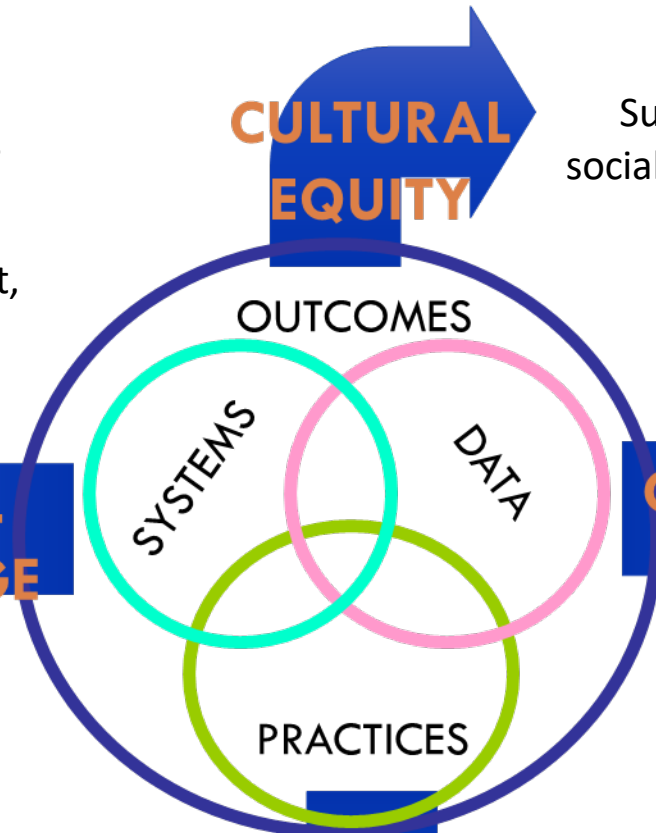
Where are we in the triangle?

Academic Systems

Tier 3 Interventions   1-5%
- Individual students
- Assessment-based
- High intensity

Tier 2 Interventions   5-15%
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1 Interventions   80-90%
- All students
- Preventive, proactive

Behavioral Systems

1-5%   **Tier 3 Interventions**
- Individual students
- Assessment-based
- Intense, durable procedures

5-15%   **Tier 2 Interventions**
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

80- 90%   **Tier 1 Interventions**
- All settings, all students
- Preventive, proactive

Student Profile

Language Matters!

"*This student is receiving Tier 2 support for _____.*"

What does YOUR social, emotional, academic, physical, and/or professional profile look like?

Where do you need Tier 2 Supports?

YOUR TURN
Getting Started

- With your team:

  - Discuss highlights from Tier 2 Systems & CICO training. Generate three to share out.

  - Identify action steps that have happened since last training.

  - What questions do you hope to have answered today?

Discussion

Recap of Tier 2 Systems & CICO

- Tier 2 is the intensification of Tier 1
- Tier 2 team talks about systems, not students
- Tier 2 allows for rapid response
- CICO needs capacity for 5-15% of student population
- CICO is the same for all students
- Data decision rules identify how students enter, are monitored on, and are exited from interventions
- 70% of students responding to interventions indicates fidelity

REMEMBER:

Tier 2 layers on additional supports to the Tier 1 infrastructure

- Teach

- Prompt

- Reinforce

- Monitor

- Communicate

Definition: SAIG

SAIGs are designed to teach students appropriate behaviors that will help them to be successful. Students that participate in these **small group-based learning opportunities** are identified by daily progress monitoring data as needing extra behavior support - these students have been in CICO and still need more assistance.

Why does SAIG work?

- **Improved structure**
  - Prompts are provided throughout the day for correct behavior
  - Connected to CICO and Daily Progress Report
  - Connection and follow-up with families at home

- **Student is "set up for success"**
  - Increase in direct instruction of specific social academic skills
  - Additional opportunities for practice in controlled and natural environments
  - Taught skills that are connected with and supplemental to Tier 1 curriculum

- **Increase in contingent feedback**
  - Feedback occurs more often
  - Feedback is tied to student behavior
  - Scaffolded teaching and support to generalize behaviors in other contexts

(Crone, Hawken, and Horner, 2010)

Why does SAIG work? (Cont'd)

- **Instruction occurs as often as possible in the natural environment**
  - Classroom, playground, cafeteria
  - If instruction is provided in controlled environment, opportunities provided to practice in the natural setting with support

- **Elevated reinforcement for appropriate behavior**
  - Connected to CICO and DPR
  - Adult attention, prompting, feedback, and reinforcement throughout the day

- **Linking behavior support and academic support**
  - Can teach school-wide/classroom procedures and routines, social-emotional skills, and academic skills (organization, seeking help, etc.)

- **Linking school and home support**
  - Provide format for positive student/parent contact

(Crone, Hawken, and Horner, 2010)

The Research Base for SAIG

- Lo, Loe, and Cartledge (2002) found that all students showed a mean decrease in antisocial behavior at the end of the study

- Lane et al. (2003) found that all students showed a rapid decrease in rates of disruptive behavior between baseline and intervention phases. Effect sizes ranged from -5.87 to -0.38

- Lane et al. (2003) also found increases in rates of academic engaged time. With scores ranging from 0.46 to 3.79, the data also indicates a strong increases in engagement

When and Where

- **When**: The time and frequency of group sessions should be determined by the Tier 2 team based on need and context

- **Where**: As often as possible, instruction should occur in the natural environment but may need to initially take place in a controlled setting (e.g., social worker's office)

Starting with the End in Mind
The TFI

Handout

- Tier 2: Targeted SW-PBIS Features
  - 13 Features (2.1-2.13)
  - 3 Subscales
    - Teams
    - Interventions
    - Evaluation
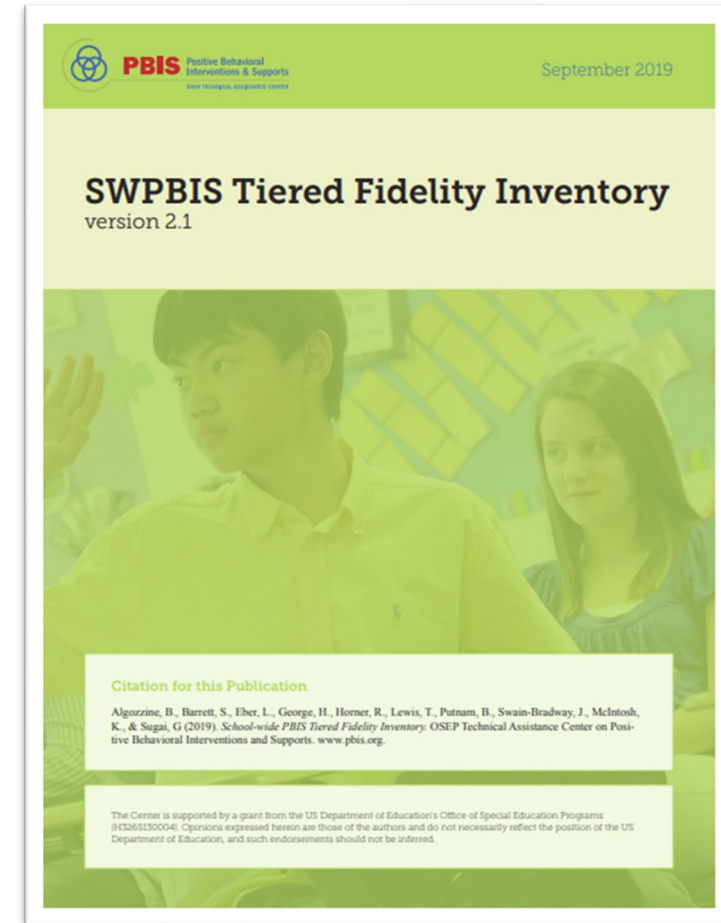
PBIS Tier 2 Team Training: SAIG

TFI 2.1: Team Composition

TFI 2.2: Team Operating Procedures

Tier 2: Professional Learning Road Map (2)

Interventions	
2.5	Options for Tier 2 Interventions
2.6	Tier 2 Critical Features
2.7	Practices Matched to Student Need
2.8	Access to Tier 1 Supports
2.9	Professional Development

Overview and Getting Started

Teams	
2.1	Team Composition
2.2	Team Operating Procedures
2.3	Screening
2.4	Request for Assistance

Evaluation	
2.10	Level of Use
2.11	Student Performance Data
2.12	Fidelity Data
2.13	Annual Evaluation

TFI 2.1 & 2.2 Purpose & Outcomes

- **Purpose**:
  - Develop an effective and efficient leadership team that is representative of your staff and stakeholders

- **Outcomes**:
  - 2.1 Team Composition: Tier 2 (or combined Tier 2/3) team includes a Tier 2 systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.

  - 2.2 Team Operating Procedures: Tier 2 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.

MTSS Teams

Multi-Tiered Systems of Support
Necessary Conversations (Teams)

District Level Leadership Team

Uses fidelity data to manage district-wide implementation efforts

Tier 1 Systems Teams	Tier 2 Systems Team	Tier 2 Problem Solving Team	Tier 3 Systems Team
Plan school-wide & classroom-wide: 1) behavior supports, 2) high quality academic curriculum	Determine overall intervention effectiveness by using: process data (behavior) CBM data (academic)	One team reviews academic and behavior data; uses TIPS decision making process to discuss one student at a time	Determine overall intervention effectiveness by using: process data (behavior) CBM data (academic)
Universal, evidence-based *behavioral* strategies provided to all students, by all adults, in all settings	Check In / Check Out Social/Academic Instructional Groups	Problem solving based upon function of *behavior*; determine if a change in intervention is needed (e.g., skill groups, behavior contracts, etc.)	Individual student-based teams who problem solve based upon function of behavior. Determine and progress monitor intensive interventions for *behavior* (e.g., FBA/BIP, etc.)
Universal evidence-based *academic* curriculum provided for all students	Maintain Tier 2 *academic* and *behavior* interventions system wide that are needed by the student population	Problem solving for *academic* and *behavior* interventions using data-based decision-making process: "*continue, modify, intensify or fade*"	Problem solving for *academic* interventions (increasing frequency or duration) using data-based decision-making process

Tier 2 Problem Solving Agenda

Tier 2 Problem Solving Team – Behavior
Agenda and Minutes

Tier 2 Problem Solving Team Purpose Statement:
Fill yours in HERE

We are Safe	We are Respectful	We are Responsible
• Presume positive intentions • Allow for an equal voice for all • Keep materials in your area	• Start and end meetings on time • Wait your turn to speak • Keep comments constructive • Listen attentively to all	• Come to each meeting prepared • Record notes and ideas • Stick to the agenda • Let someone know in advance if you can't make a meeting

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Meeting Date:										
Meeting Date:										

	Coach/ Facilitator	CICO Coordinator	SAIG Coordinator	Administrator	Data Analyst(s)	Note Taker	Timekeeper	Crossover Member
Team Member:								
Other Active Participants (list attendees):								

Tier 2 Problem-Solving Agenda
Enroll Students and Progress Monitor

PROBLEM SOLVING AGENDA (To discuss individual students (briefly and quickly) using data to determine if a more intensive intervention is needed (Individualized CICO, SAIG group, or being referred for an FBA/BIP); Do we keep student in the intervention? Alter intervention? Graduate from intervention?

1. **Enroll students in CICO or SAIG:**
    Standard Procedure: Referral, Assessment

Student	Grade	Teacher	IEP (Y/N)	Referral Date	Referral Source & Relevant Info.	CICO Facilitator	Start Date

2. **Progress monitor students already enrolled:**

Student	Grade	Intervention / Facilitator / Start Date	Problems & Supporting Data	Actions (*continue, modify, intensify, fade*)	Who?	By When?	Goal & Timeline	Outcomes/Updates

Tier 2 Problem-Solving Agenda
Fading/Ending Intervention, Other Topics, & Meeting Evaluation

3. **Fading and Ending Intervention:**

Student	Grade	Intervention	Supporting Data	Fade or Graduate	Actions & Next Steps	Who?	By when?

Other "Parking Lot" Topics:

Evaluation of Meeting:	Yes	So-So	No
Was today's meeting a good use of our time?			
In general, did we do a good job of *tracking* whether we're completing the tasks we agreed on at previous meetings?			
In general, have we done a good job of actually *completing* the tasks we agreed on at previous meetings?			
In general, are the completed tasks having the *desired effects* on student behavior?			

If some of our ratings are "So-So" or "No", what can we do to improve things?

Team Organization at Tier 2
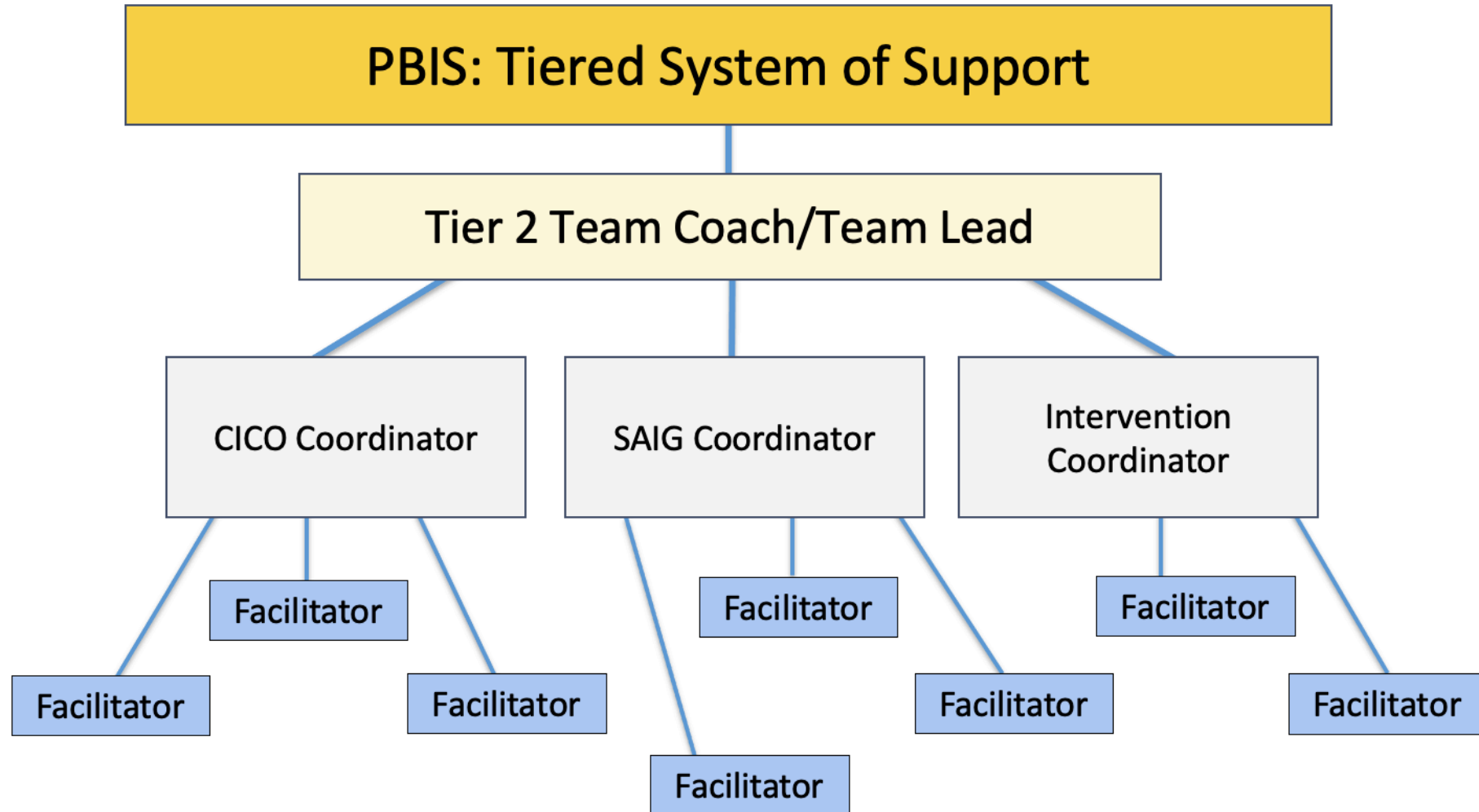
Defining Tier 2 Roles and Responsibilities

Tier 2 Coach/Team Lead:

- Oversee and ensure fidelity of all Tier 2 interventions

- Facilitate Tier 2 Systems Meetings

- ~ 5 hours/week

Intervention Coordinator:

- Oversee and ensure fidelity of one intervention

- Monitors and reports data to Tier 2 Systems Team

- ~ 2-3 hours/ week

Intervention Facilitator:

- Deliver intervention with fidelity

- Submit data to Intervention Coordinator

- ~ 1 hour/week

SAIG Coordinator

Responsibilities Prior to Team Meeting

- Gathers data from facilitators and summarizes data on Tracking Tool

- Prepares systems precision statements for each intervention to bring Tier 2 Team Meeting

- Inquires about system implementation for groups with a response rate lower than 70%.

- Collects and summarizes student outcome data (this is individual rather than systems data) to present at Tier 2 Team Meeting

- Gathers additional information for students not responding and prepares recommendations

SAIG Coordinator

Responsibilities At and Between Team Meetings

- <u>At</u> the team meeting:
    - Active participant in team meeting
    - Summarizes recommendations for Tier 2 Team
    - Leads discussion about system implementation for intervention with a response rate lower than 70%
    - Shares summary statement of individual student response data with team

- <u>Between</u> team meetings:
    - Monitoring fidelity submitted by Intervention Facilitators
    - Providing coaching to Intervention Facilitators to deliver Tier 2 interventions with fidelity

SAIG Facilitator

- Intervention Facilitators may or may not be members of Tier 2 Team
- Deliver intervention to students with fidelity
- Submit data for fidelity (e.g., Facilitator Daily Log)
- Ensure accurate data submitted to Intervention Coordinator
- Request support from Intervention Coordinator as needed

YOUR TURN

Update 2.1 Activity 1 & Complete 2.2 Activity 2

- Use **2.1 Activity 1** to:
  - Update Team Membership to include SAIG Coordinator
  - Brainstorm/solicit volunteers to be SAIG Facilitators

- Complete **2.2 Activity 2** to:
  - Identify the responsibilities for Coordinators and Facilitators

- To Consider:
  - Add Groups to Tier 2 agenda and Tier 2 tracking tool
  - Does SAIG Coordinator need training on data analysis?

Activity

PBIS Tier 2 Team Training: SAIG

TFI 2.3: Screening

TFI 2.4: Request for Assistance

Tier 2: Professional Learning Road Map (3)

Interventions	
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Overview and Getting Started

Teams	
2.1	Team Composition
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TFI 2.3 & 2.4 Purpose & Outcomes

- **Purpose:**
  - Develop a process to identify students in need of Tier 2 supports, including a system for staff, families, and students to specifically ask for support.

- **Outcomes:**
  - <u>2.3 Screening</u>: Tier 2 team uses decision rules and multiple sources of data (e.g., Office Discipline Referrals (ODRs), academic progress, screening tools, attendance, teacher/ family/student nominations) to identify students who require Tier 2 supports.

  - <u>2.4 Request for Assistance</u>: Tier 2 planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.

Which students will we put into SAIGs?

- Lack of response to CICO
  - Part of the Reverse Request Process

- All-school data gathered reveals a specific behavioral skill (or skills) needs to be taught to several students in the school

- A request from a stakeholder to enter into a group
  - This should be the exception not the rule

Which students might we consider for SAIGs? Why?

First Quarter of School Year				CICO % of pts. % of the time
Name	Grade Level	Time out of Class (nurse, counselor visits, etc.)		
Alexis	2	Average 3 nurse visits/week		20 / 60
David	3	0		80 / 80
Sarah	3	0		85 / 78
Jonathon	6	0		15 / 70
Kelly	1	0		82 / 79
Miguel	6	Average 2 nurses visits / week		60 / 75
Rachel	6	0		90 / 90
Benton	4	0		75 / 90
Kiley	1	0		79 / 81
Knox	2	0		83 / 80

Communication is critical!
Make sure you have all the pieces to the puzzle!

Student Enrollment into SAIG

- Decision rules for access

- Request for Assistance

  - Staff referral

  - Parent referral

  - Counselor referral

- Will you allow students to go directly into an SAIG? What will that systematic process look like?

TIER 2 INTERVENTIONS AND SUPPORTS
Request for Assistance Form

Student Name: _____ Grade: _____

Teacher Name: _____ Date: _____

Does the student have an IEP? (Circle one)   YES   NO

Situations	Problem Behaviors	Most Common Result

What have you tried/used? How has it worked? Why do you think the behavior keeps happening?

What is your behavioral goal/expectation for this student?

Reverse Request for Assistance

- Sent by Tier 2 Coach to teacher

- Teacher uses function-based thinking to assist in identifying the next layer of intervention

- Sends back to the Tier 2 Coach who will then review with the Intervention Coordinator and Tier 2 team at the next scheduled meeting

Reverse Request for Assistance
(To be completed by the lead Teacher(s) of this student)

Student Name: _____ Grade: _____

Date: _____ IEP (circle one)   Yes   No

Teacher(s): _____

_____

Based on preliminary data, it has come to our attention that the _____ Intervention (CICO) is NOT having a significantly positive effect on your student (i.e. he/she "is not responding" well to the intervention). Please identify which additional support you feel would be the best fit for trying next (layering up) with this youth.

1) _____No change in behavior support requested at this time, please continue CICO.

2) **Social/Academic Instructional Groups:**

   _____Problem-Solving: To learn replacement behaviors for fighting, arguing etc. (externalizing behaviors)

   _____Pro-social Skills: To learn replacement behaviors for avoidance, withdrawal etc. (internalizing behaviors)

   _____Academic Behavior: To learn replacement behaviors for calling out, getting out of seat, behaviors related to homework etc.

   _____Academic skills/content area

3) **Modified Check-In/Check-Out: Same CICO with one or more of the following changes:**

   _____Change location of Check-In and/or Check-Out

   _____Change Check-In/Check-Out person (change adult or use a peer instead)

   _____Change Check-In and/or Check-Out time (or add addition time/s)

   _____Check in with a peer buddy

   _____Get a snack during Check-in/Check-out time

YOUR TURN
Update 2.3 Activity 1 & Update 2.4 Activity 1

Activity

- Use **2.3 Activity 1** to develop data decision rules for SAIG:
  - Will you consider additional entry rules other than lack of response to CICO?
  - How will you monitor students' progress?
  - Identify what data will be used, how often it will be collected, by whom and process for fading SAIG supports

- Use **2.4 Activity 1** to review both your Request for Assistance and Reverse Request for Assistance forms:
  - Timely (response within 3 days)
  - Available to all staff, families, and students
  - How will it address both CICO and SAIG?

PBIS Tier 2 Team Training: SAIG

TFI 2.5: Options for Tier 2 Interventions

TFI 2.6: Tier 2 Critical Features

Tier 2: Professional Learning Road Map (4)

Interventions

2.5	Options for Tier 2 Interventions
2.6	Tier 2 Critical Features
2.7	Practices Matched to Student Need
2.8	Access to Tier 1 Supports
2.9	Professional Development

Overview and Getting Started

Teams

2.1	Team Composition
2.2	Team Operating Procedures
2.3	Screening
2.4	Request for Assistance

Evaluation

2.10	Level of Use
2.11	Student Performance Data
2.12	Fidelity Data
2.13	Annual Evaluation

TFI 2.5 & 2.6 Purpose & Outcomes

- **Purpose:**
  - Learn how a continuum of interventions is needed for Tier 2 supports.
  - Ensure each Tier 2 Intervention includes the three critical features

- **Outcomes:**
  - 2.5 Options for Tier 2 Interventions: Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.
  - 2.6 Tier 2 Critical Features: Tier 2 behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report (DPR))
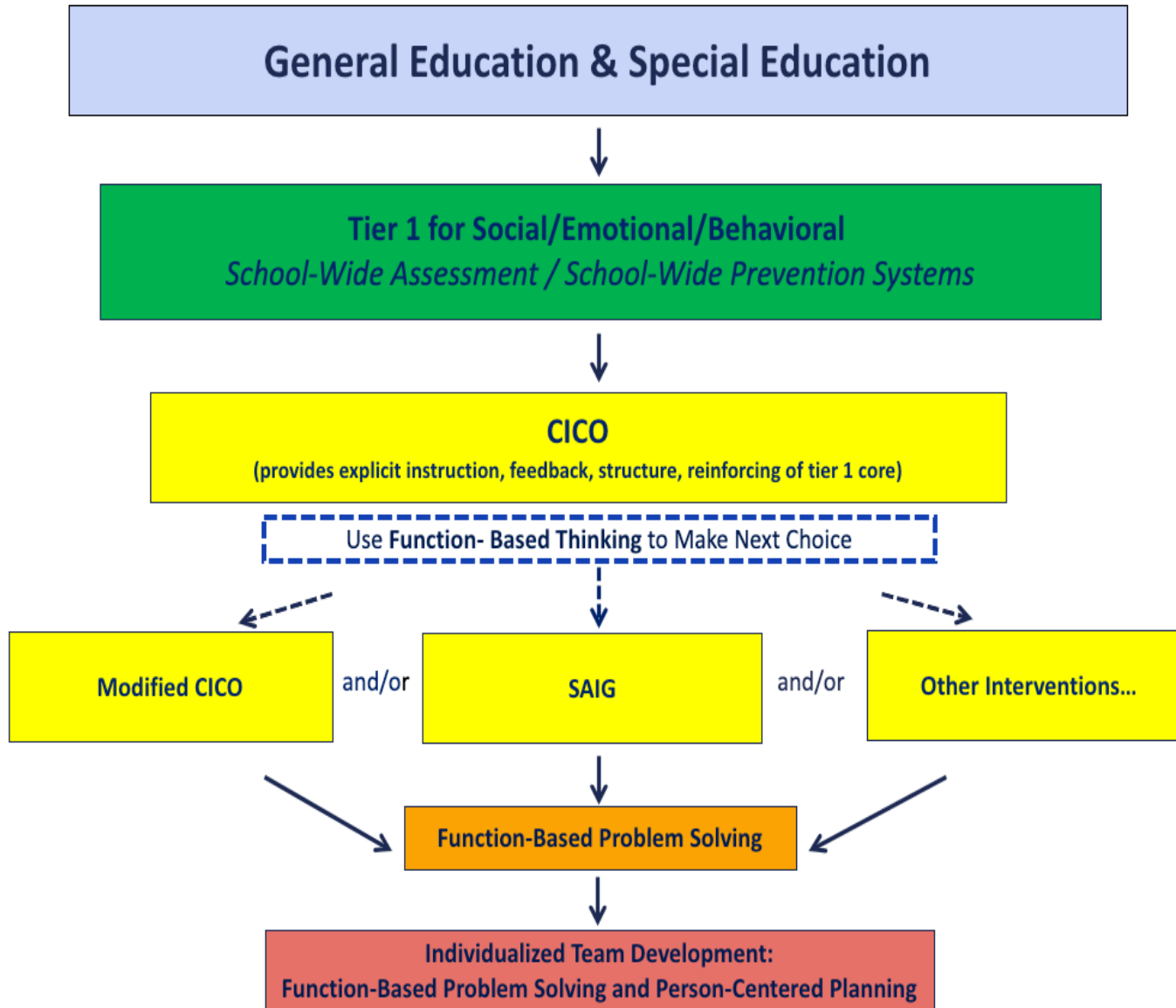
Practices are Matched to Need

- Make sure that there is a formal process to select the intervention that is
  - Matched to student need
  - Adapted to improve the contextual fit (i.e., school environment)

- Think about the function of the student's behavior:
  - Access to adult attention
  - Access to peer attention
  - Access to a choice of alternatives/activities
  - Option for avoiding aversive activities
  - Structural prompts for "what to do" throughout the day
  - At least 5 times during the day when positive feedback is set up
  - A school-home communication system
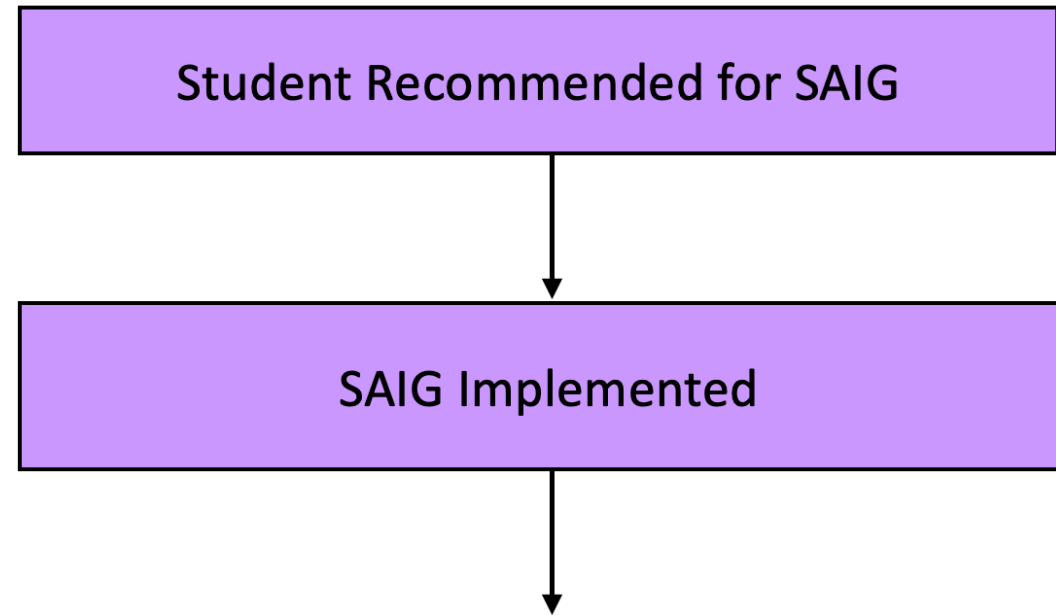 - Opportunity for adaptation into a self-management system

Checklist of Tier 2 Interventions

Handout

- Addresses the critical features of the interventions matched with student need

- Appendix B of the TFI

Targeted Interventions Reference Guide Map

This Reference Guide is designed to be used as a map when discussing function based support needs for students. Use this Reference Guide when trying to determine intervention options for individual students.

School: _____   Date: _____

Targeted Intervention					
Access to Adult Attention					
Access to Peer Attention					
Access to Choice of Alternatives/Activities					
Option for Avoiding Aversive Activities					
Option for Avoiding Aversive Social Peer/Adult Attention					
Structural Prompts for 'What To Do' Throughout the Day					
At Least 5 Times During the Day When Positive Feedback is Set Up					
A School-Home Communication System					
Opportunity for Adaptation into a Self-Management System					

Critical Features Aligned with SAIG

Critical Features	Social Academic Instructional Groups
• Additional instruction time for student skill development	• Students attend intensified social skills instruction groups for 30 minutes once per week
• Additional structure/predictability	• Morning check-in and afternoon check-out still takes place. Group meets once or twice per week.
• Increased opportunity for feedback	• The DPR prompts the teachers to provide feedback to student
• A school-to-home communication system	• DPR graphs get sent home with student on Fridays
• Structured prompts for what to do throughout the day	• The specific skills being taught in group are written on the DPR card to help guide staff towards **more** specific feedback being provided

SAIG Implementation Process

Handout

Student Recommended for SAIG

SAIG Implemented

Morning Check-In/ DPR Pick-up

Parent Feedback

Regular Teacher Feedback

Afternoon Check-out

Students participate in SAIG groups with SAIG Facilitator

SAIG Coordinator Summarizes Data For Decision Making

Bi-weekly SAIG Meeting to Discuss Student Progress

Continue Program

Revise Program

Exit Program

(Hawken, L., 2015)
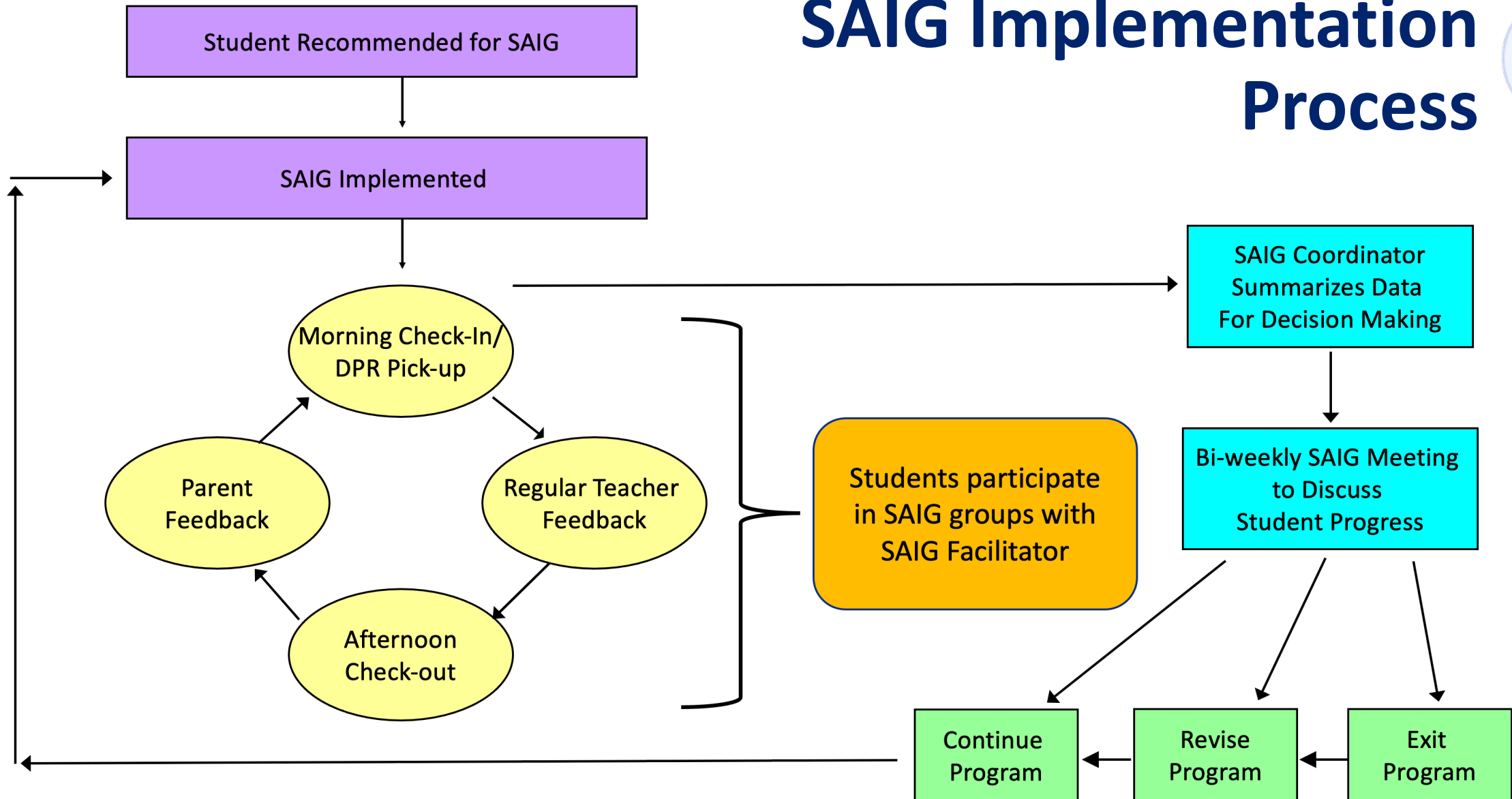
SAIG Implementation Process
Student Referral and Start of Implementation

SAIG Implementation Process
Daily Cycle – Morning Check-In and DPR Pick-up

**Check-In with assigned adult
(SAIG Facilitator) upon arrival to school**

- Adult positively greets student
- Review school-wide expectations
  (daily goals)
- Students pick up new DPR card
- Provide materials (pencil etc.) if needed
- Turn in previous day's signed form
- Provide reinforcer for check-in
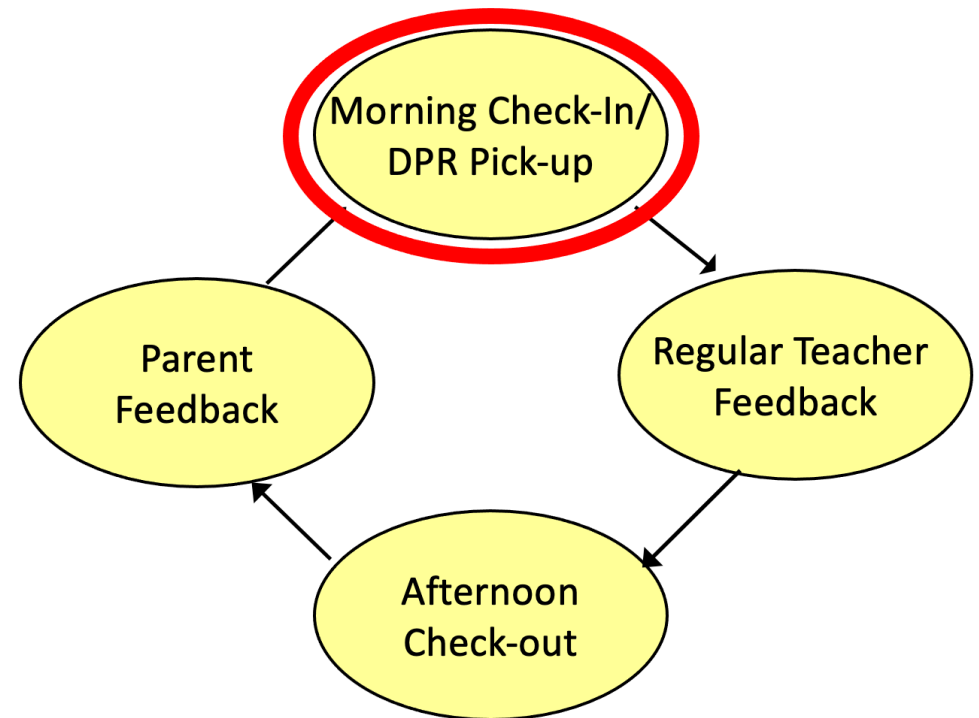
Things to Say at Check-In...

- You are here on time again...GREAT
- Looks like you are all set to go today
- It is great to see you this morning
- Looks like you are ready for a good day
- You are off to a good start today
- You look so nice this morning
- You look happy to be here today
- I like the way you said good morning when I saw you today
- Thanks for coming to check-in with me
- Sounds like you had a good weekend
- I missed seeing you yesterday (if student was absent) and it is nice to see you today
- I look forward to talking to you and hearing about your day
- You are doing a great job. Keep up the good work
- You can meet your goals today by...

SAIG Implementation Process
Daily Cycle – Regular Teacher Feedback

At each class:

- Teacher provides positive and/or corrective behavioral feedback pertaining to student goals; use tickets
- Teacher completes DPR, or Student completes self-monitoring DPR/teacher checks and initials card (self-monitoring normally happens as students begin to successfully exit the intervention)


(Hawken, L., 2015)
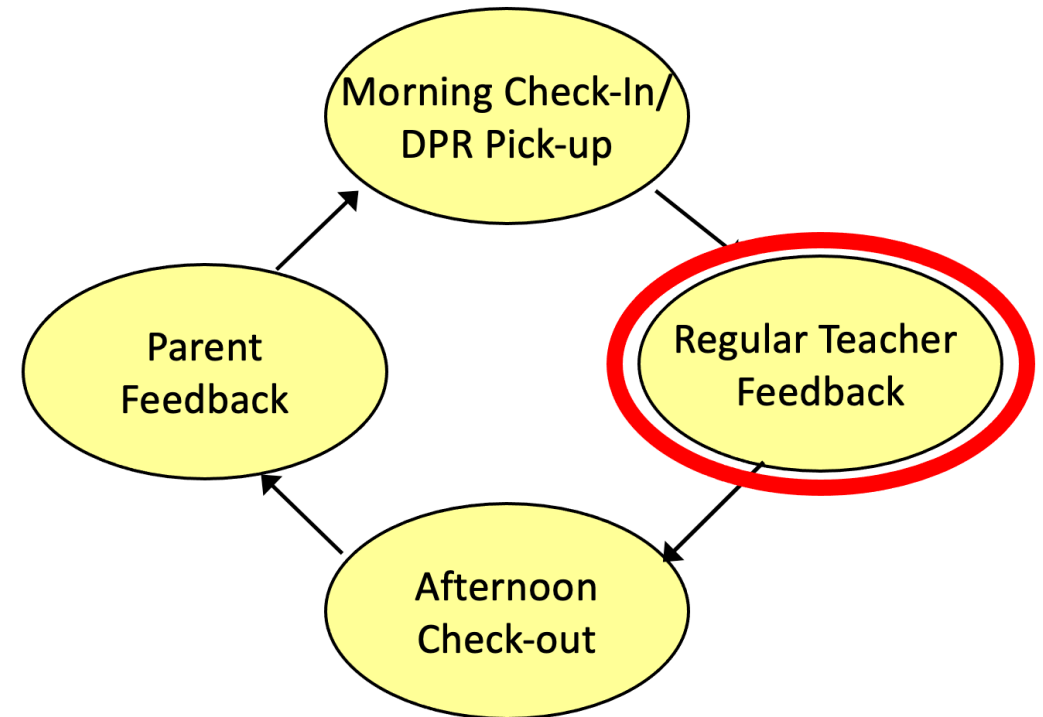
SAIG Implementation Process
Daily Cycle – Afternoon Check-Out

Check-Out with assigned adult (SAIG Facilitator) at the end of the day

- Greet student; Review point card and have a conversation with student about their day; *"how did your day go?, what was the best part?, etc."*
- Review points & goals
- If student had a difficult day/period, have a conversation about it. Encourage them that tomorrow is a fresh start
- Reinforce students for checking-out (ticket/verbal recognition)
- Student takes DPR card home
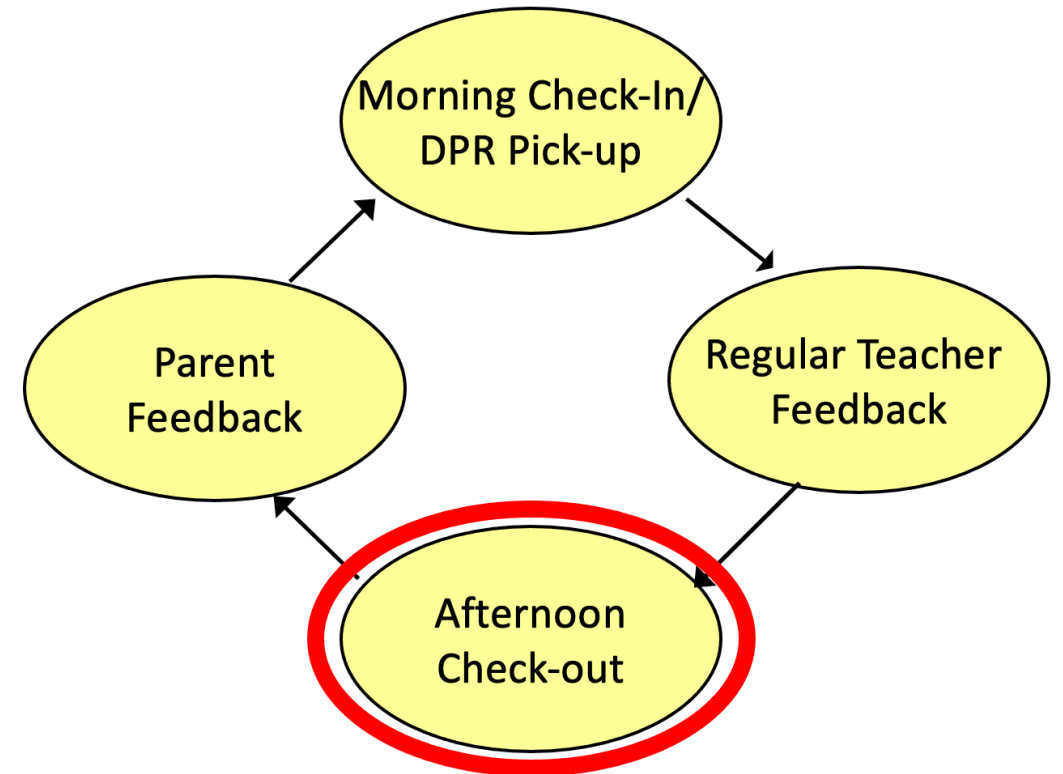
Things to Say at Check-Out...

Handout

- You had a great (awesome, terrific, etc.) day

- You are right on target

- Your mom/dad is going to be so proud of you

- You are really working hard

- You made your goal...WOW

- Looks like today did not go so well. We all have bad days. I know you can do better tomorrow

- I know it was a tough day. Thanks for coming to check-out with me

- You look a little frustrated. What happened?

- Maybe I can help you with your feelings
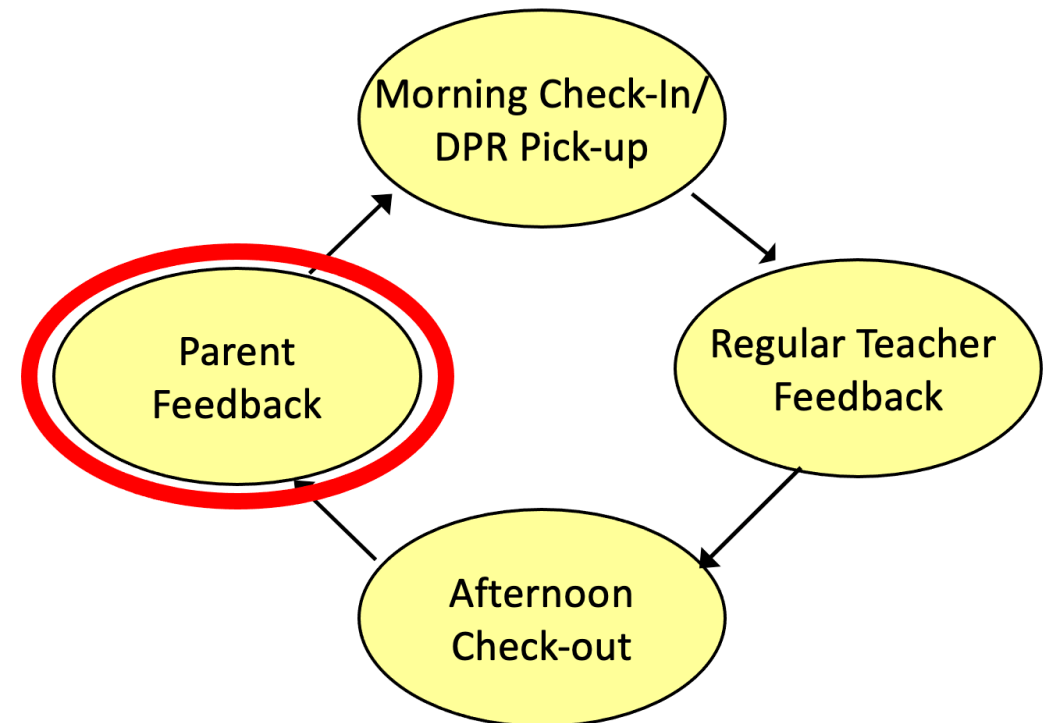
SAIG Implementation Process

Daily Cycle – Parent Feedback

Handout

DPR card gets sent home with any notes from teachers or the SAIG Facilitator

Optional Steps:

- DPR card is initialed or signed by parent

- DPR card is returned to school the following school day

- The Home Report can be used as alternate means of school-home communication

Morning Check-In/ DPR Pick-up

Regular Teacher Feedback

Afternoon Check-out

Parent Feedback

(Hawken, L., 2015)
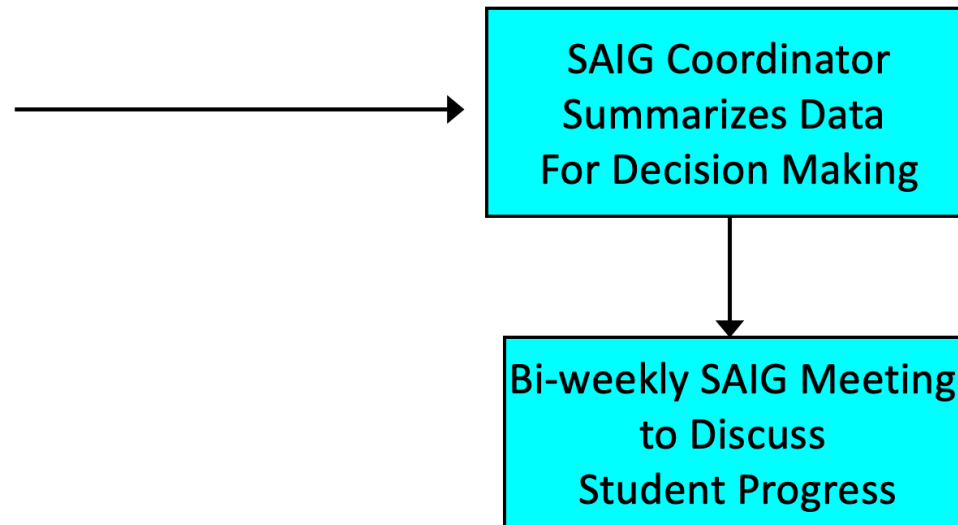
SAIG Implementation Process
Group Sessions

- SAIG sessions are opportunities for students to learn and practice skills with the SAIG Facilitator

- SAIG sessions are typically offered multiple times (2-3 times) per week, but dosage is based on student need

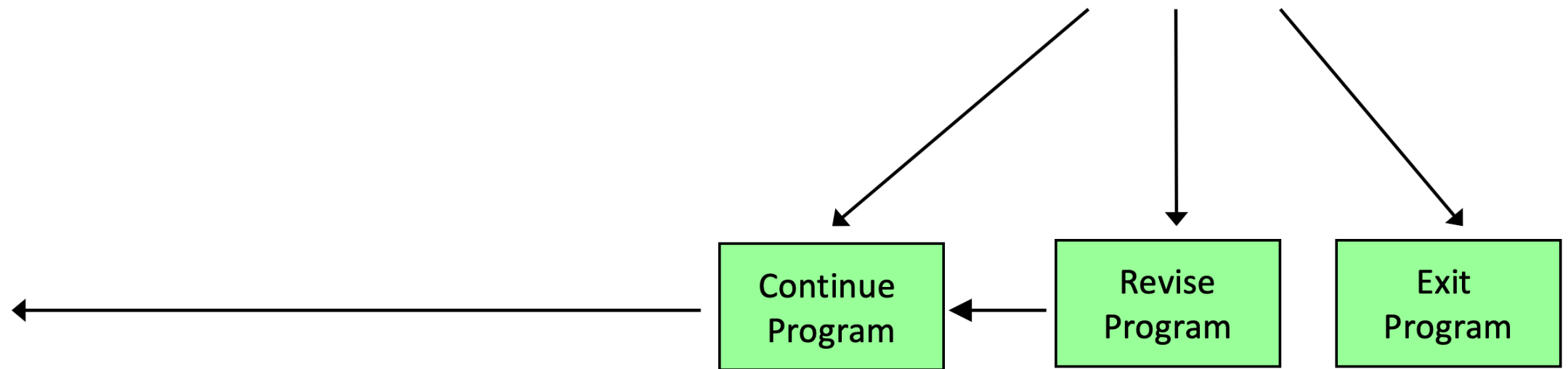Students participate in SAIG groups with SAIG Facilitator

SAIG Implementation Process
Data for Decision Making and Assessing Student Progress

(Hawken, L., 2015)

SAIG Implementation Process
Data-Based Decision Making to Continue, Revise, or Exit Intervention

YOUR TURN

Update 2.6 Activity 1 & Update 2.6 Activity 2

- Use **2.6 Activity 1** to identify how SAIG in your Tier 2 system meets each critical feature

- Use **2.6 Activity 2** to ensure each Tier 2 intervention meets the function of the student's behavior.

  - How does SAIG meet the function of the student's behavior?

PBIS Tier 2 Team Training: SAIG

TFI 2.7: Practices Matched to Student Need

TFI 2.8: Access to Tier 1 Supports

Tier 2: Professional Learning Road Map (5)

Interventions

2.5	Options for Tier 2 Interventions
2.6	Tier 2 Critical Features
2.7	**Practices Matched to Student Need**
2.8	**Access to Tier 1 Supports**
2.9	Professional Development

Overview and Getting Started

Teams

2.1	Team Composition
2.2	Team Operating Procedures
2.3	Screening
2.4	Request for Assistance

Evaluation

2.10	Level of Use
2.11	Student Performance Data
2.12	Fidelity Data
2.13	Annual Evaluation

TFI 2.7 & 2.8 Purpose & Outcomes

Purpose:

- Identify the best Tier 2 interventions for student needs, and ensure those interventions are linked to Tier 1 supports

Outcomes:

- 2.7 Practices Matched to Student Need: A formal process is in place to select Tier 2 interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level)

- 2.8 Access to Tier 1 Supports: Tier 2 supports are explicitly linked to Tier 1 supports, and students receiving Tier 2 supports have access to, and are included in, Tier 1 supports

Selecting and Identifying Groups

Understanding SAIG

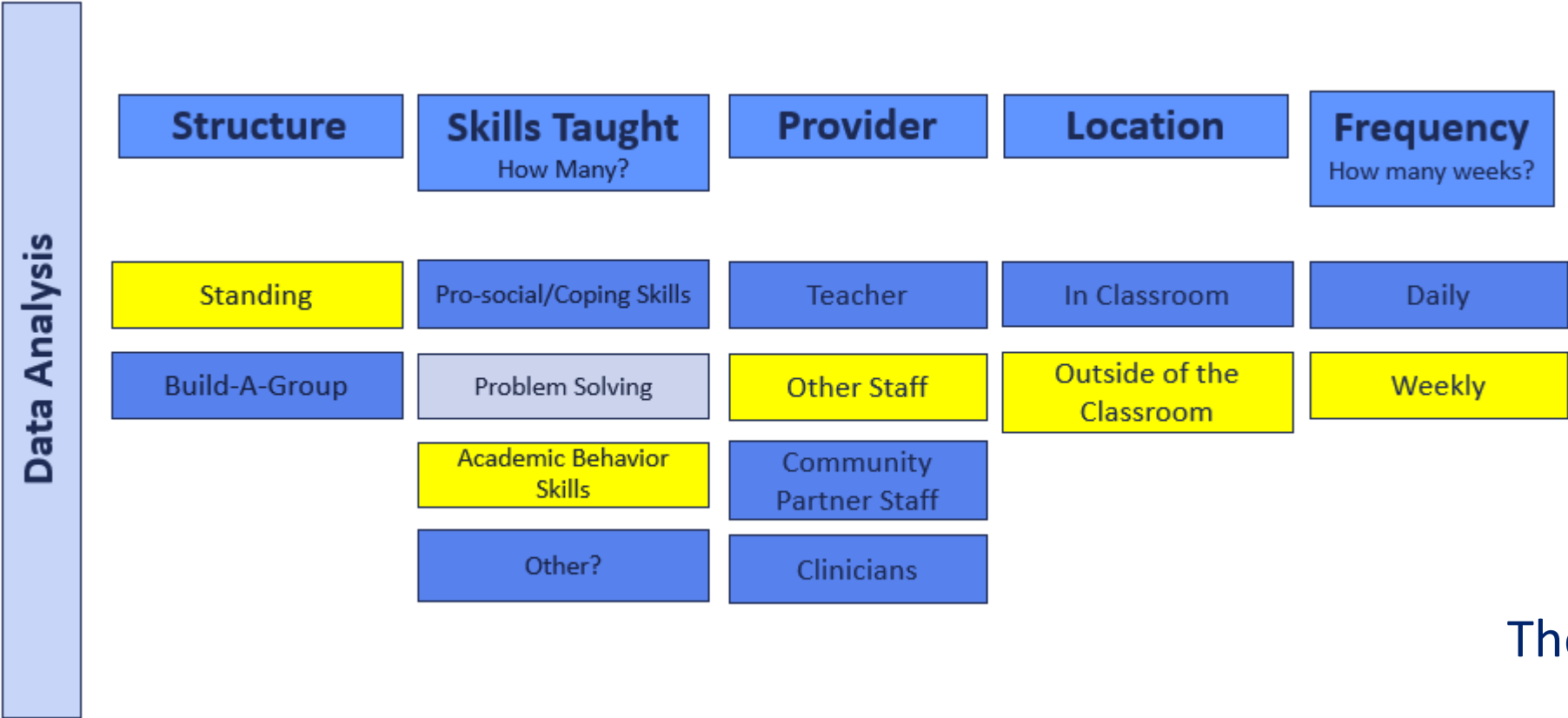# Before you Start Developing NEW, Assess What's Currently in Place

- What groups are currently running?

- Who are they led by?

- What data is gathered to assess:
  - If students are responding?
  - If the intervention is being done with fidelity?

- Is the intervention being done with fidelity?

- Are students responding?
  - IF YES- keep it!
  - IF NO - Consider modifying or adding NEW

Example of a School Assessment of SAIG

Name of Group	How many students have received intervention?	How many students responded to intervention?	Is the curriculum evidence-based?	Is the group being implemented with fidelity?
Problem Solving	20	10	YES	NO
Pro-Social	30	25	YES	YES
Divorce Group	7	3	NO	DNO
Coping Cat	12	12	YES	YES
Girls Group	30	10	NO	NO

Activity

Example A: Standing Group

Data Analysis	Structure	Skills Taught How Many?	Provider	Location	Frequency How many weeks?
	Standing	Pro-social/Coping Skills	Teacher	In Classroom	Daily
	Build-A-Group	Problem Solving	Other Staff	Outside of the Classroom	Weekly
		Academic Behavior Skills	Community Partner Staff		
		Other?	Clinicians		

The Bottom Line…

What **data** will you use to determine a) what groups to install, and b) which student to put into each group?

Then… how will you design those groups to meet the needs?

Types of SAIG

2 Options

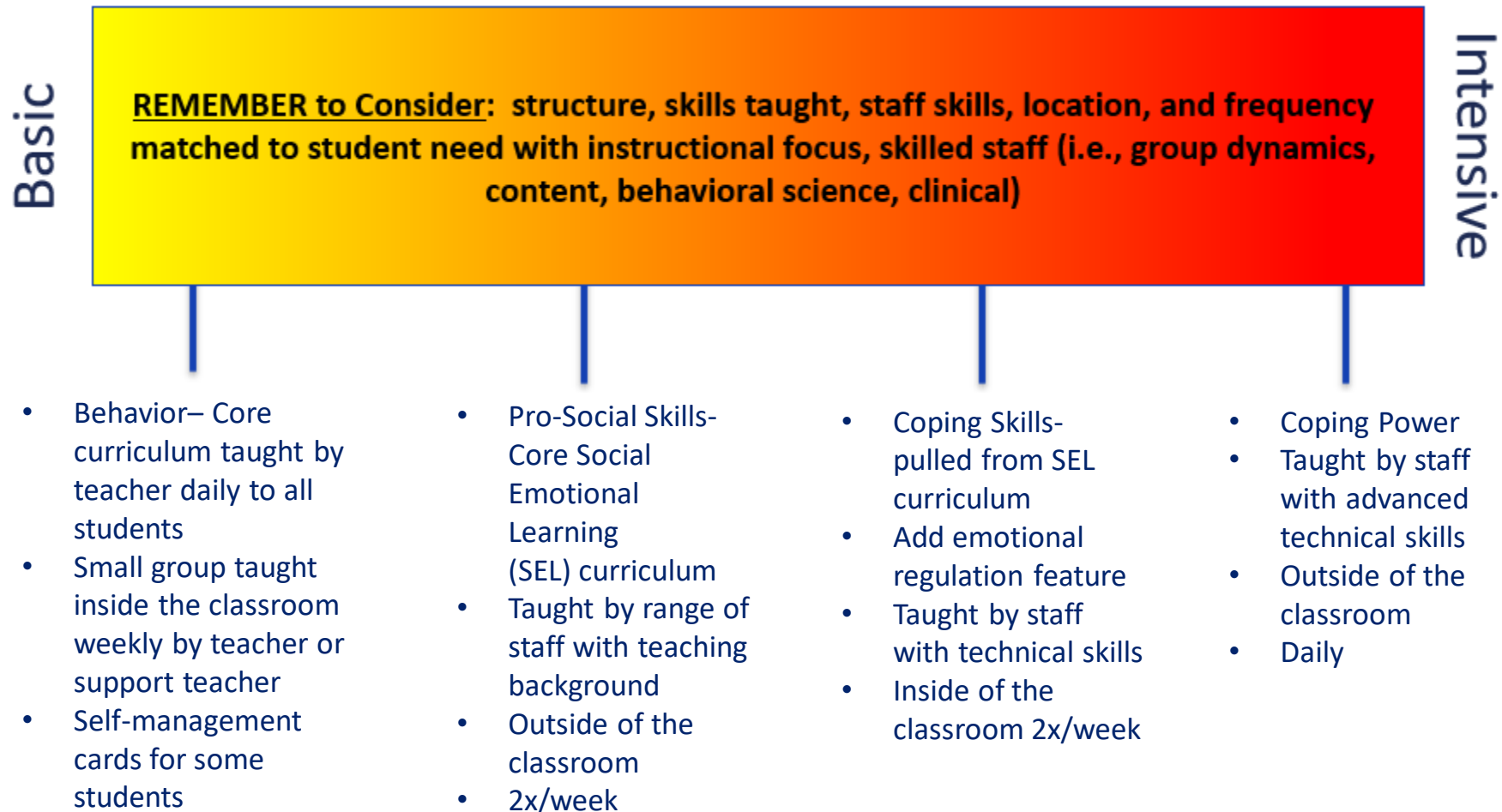**OPTION 1** Basic SAIG

OPTION 2 Intensive SAIG

Understanding Types of Groups
Monitor Data, Select Practice, Install Systems

Basic

Intensive

REMEMBER to Consider: structure, skills taught, staff skills, location, and frequency matched to student need with instructional focus, skilled staff (i.e., group dynamics, content, behavioral science, clinical)

- Behavior– Core curriculum taught by teacher daily to all students
- Small group taught inside the classroom weekly by teacher or support teacher
- Self-management cards for some students

- Pro-Social Skills- Core Social Emotional Learning (SEL) curriculum
- Taught by range of staff with teaching background
- Outside of the classroom
- 2x/week

- Coping Skills- pulled from SEL curriculum
- Add emotional regulation feature
- Taught by staff with technical skills
- Inside of the classroom 2x/week

- Coping Power
- Taught by staff with advanced technical skills
- Outside of the classroom
- Daily

Key Point!

Ideally, the skills being taught in groups should be a re-boost of the skills already learned at Tier 1.

Basic SAIG

Understanding SAIG

Basic SAIG Characteristics

- Low-level Tier 2 intervention where students are re-taught school-wide expectations

- Need based on data decision rules

- Topics based on top problem areas by Location and Problem Behavior

- Re-teach universal lesson plans

- Quickly done; 2-3 lessons

- Rolling enrollment-students can enter at any time (and ideally within 3 days of identification)

- Use of Daily Progress Monitoring much like CICO

Basic SAIG
Re-teaching of core expectations and rules

Expectations
- We are Safe
- We are Respectful
- We are Responsible

Common Areas of Need
- Common areas (playground, hallway, cafeteria)
- Classroom procedures (based on classroom data)
- Staff identified need (top 3 behavioral challenges; what interferes with learning?)

Decisions based on data

- What support do your students need in order to follow school-wide expectations (based on data)?

- Look at your top problem behaviors and top problem locations based on available school-wide data

Referrals based on data
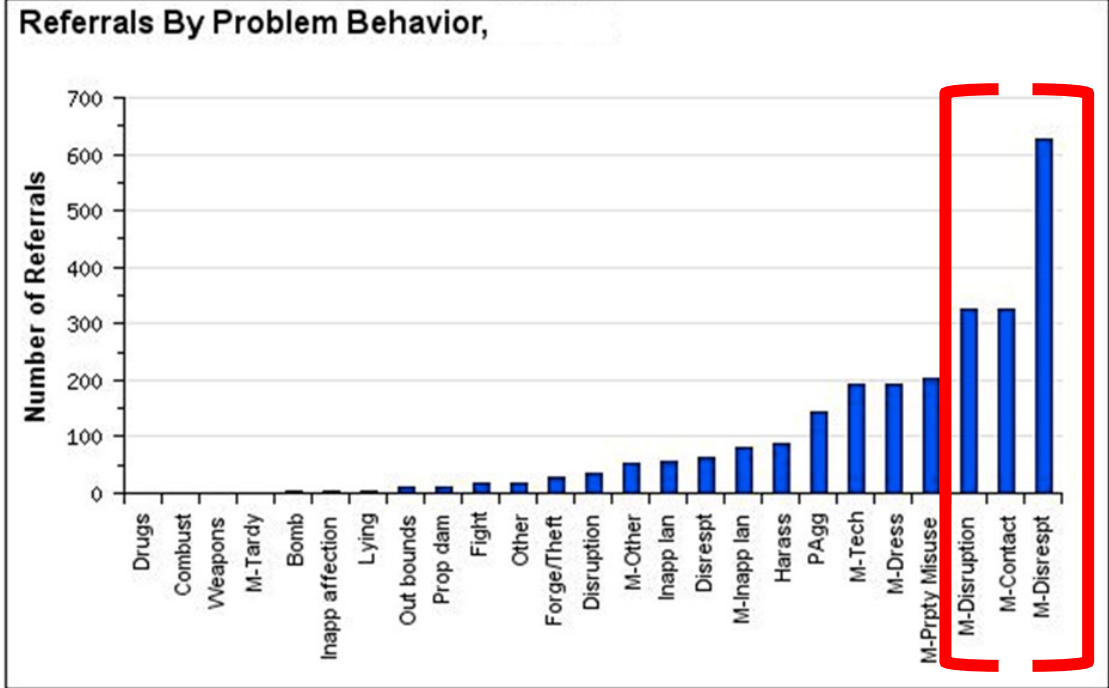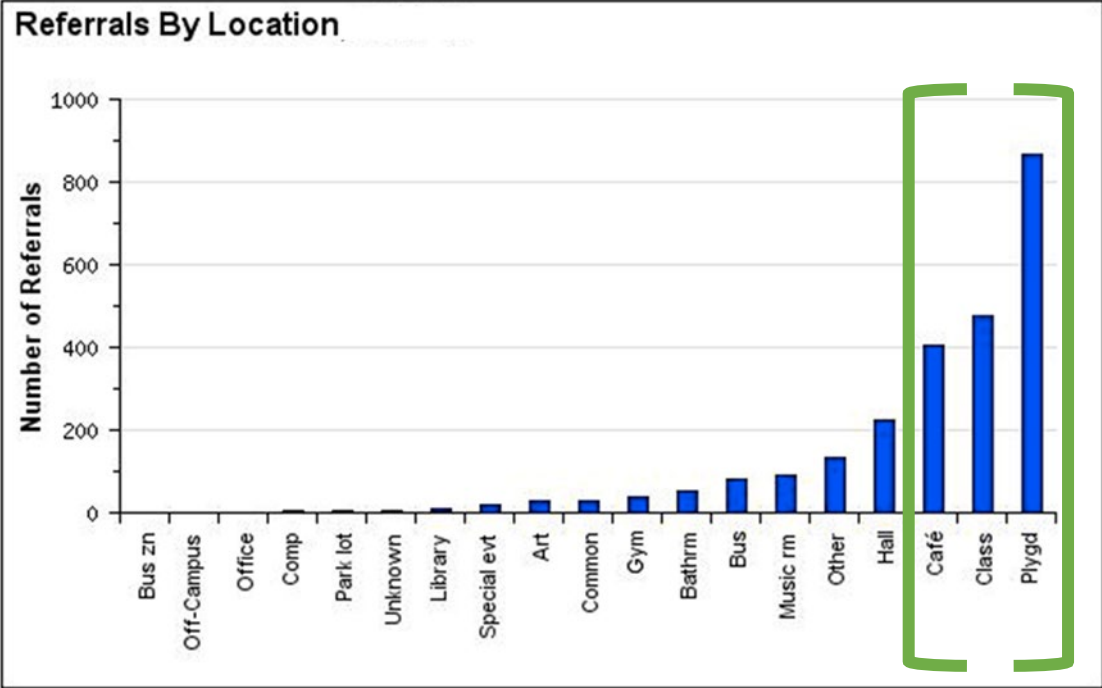
How Basic SAIG Groups Might Be Formed

- **LOCATION**
  - Cafeteria
  - Classroom
  - Playground
  - Hallway

- **PROBLEM BEHAVIOR**
  - Disruption
  - Physical Contact
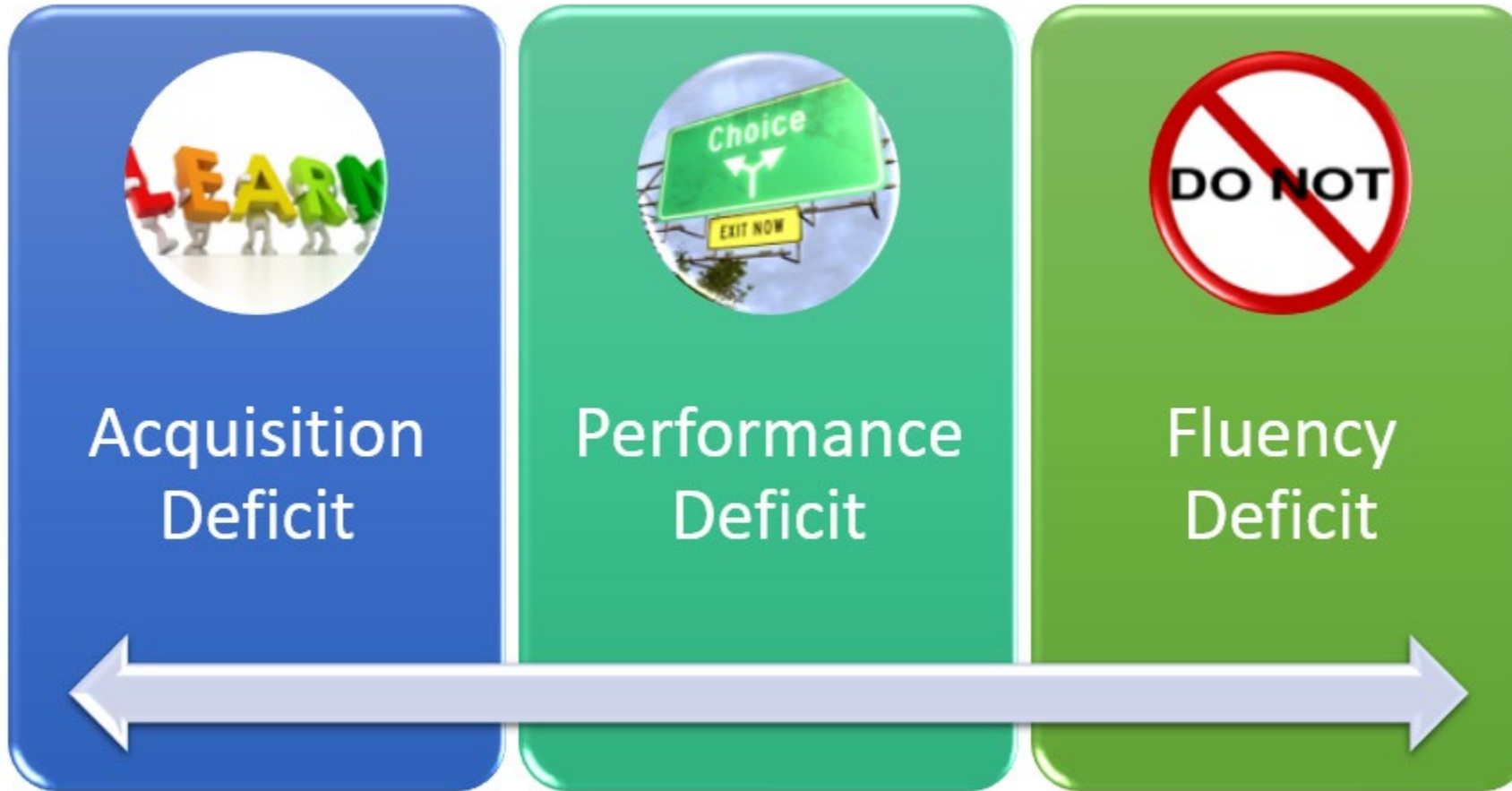 - Disrespect/Non-Compliance/Defiance

SAIG Facilitation

Who in your school can lead Basic SAIG?

Anyone!

- Librarian
- Office worker/Secretary
- Paraprofessionals
- Teacher
- Custodian
- Resource officer
- Cafeteria worker
- Volunteers
- Community Agency Partners

Consider having a clinician model how to lead the group first...

Understanding Skill Deficits

Handout

Acquisition Deficit

Performance Deficit

Fluency Deficit

Re-Teach lesson plans that are linked to expectations on our school-wide matrix

DPR and Scoring

Daily Progress Sheet **Respect/Compliance** Social/Academic Instructional Group (Basic)

Student Name _____ Date _____

Daily Goal_____ 80%		GREAT!		O.K.		RETEACH		Total Points _____		
		2 Points		1 Point		0 Point		Daily Goal Reached? Yes No		
		Early Morning	Recess	Late Morning	Lunch	Early Afternoon	Recess	Late Afternoon	Specials	Specials	Specials
Daily Goals											
●	Take responsibility for actions / tell the truth **(Respect Self)**										
●	Follow directions of adults/Compliance **(Respect Others)**										
●	Use Problem Solving Skills **(Respect Self, Others, and Environment)**										
Totals:											
Parent Signature:		_____									

Follow Lesson Plan Format to Teach and Practice

- Lesson plan format includes examples, non-examples, role plays, opportunities for guided and independent practice

- Skill Streaming and Second Step lessons can be used if lessons address building-wide behavioral expectations (e.g., how to be respectful, how to make wise choices, how to keep hands and feet to self, etc.)

Entrance / Exit Criteria

- **Entrance Criteria** – use building-wide behavioral data, SWIS data and DPR percentages as set in your Tier 2 data decision rules

- **Exit Criteria** - Use same Scoring System as CICO and enter DPR scores into behavioral tracking system, or SWIS, to modify or discontinue

Working "Smarter vs. Harder"

Consider taking your Tier 1 lesson plans and re-teaching them in your Social/Academic Instructional groups!

- For example:

    - The first week in February a lesson was taught to ALL students about how to take a deep breath and count to 5 when you feel frustrated.

    - In the "Problem Solving" standing group one of the lessons could be the same exact "take a deep breath and count to 5" when you feel frustrated lesson.

    - This lesson would be re-taught to those students who were identified as needing that skill. Those students would be taught that lesson twice.

Example B: Build-A-Group

Structure	Skills Taught How Many?	Provider	Location	Frequency How many weeks?
Standing	Pro-social/Coping Skills	Teacher	In Classroom	Daily
Build-A-Group	Problem Solving Skills	Other Staff	Outside of the Classroom	Weekly
	Academic Behavior Skills	Community Partner Staff		Multiple Times Per Week
	Other?	Clinicians		

Data Analysis

Happy Days Elementary school has used data to identify that 5 students (2 in 1st grade, and 3 in 2nd grade) have been displaying disrespectful behavior and having disagreements with peers on the bus. These students are struggling with meeting bus expectations. Mrs. Knoll, the clinician, has pulled together 6 lessons that will re-teach the bus expectations and problem-solving skills (i.e.: choosing a seat on the bus, disagreeing with a peer, asking for help). Miss Noble, the interventionist will lead a group with these 5 students for 3 weeks to teach bus expectations. The group will meet in library during intervention block on Tuesdays and Thursdays.

Example C: Build-A-Group

Data Analysis	Structure	Skills Taught How Many?	Provider	Location	Frequency How many weeks?
	Standing	Pro-social/Coping Skills	Teacher	In Classroom	Daily
	Build-A-Group	Problem Solving Skills	Other Staff	Outside of the Classroom	Weekly
		Academic Behavior Skills	Community Partner Staff		
		Other?	Clinicians		

Lincoln Elementary school has used data to identify that 6 students (4 in 3rd grade and 2 in 2nd grade) have been avoiding the cafeteria during lunch time 3-4 days of the week. These students are struggling with skills related to social interactions and success with peer relationships. Mrs. Inkwell, the clinician, has pulled together 8 lessons that will teach specific skills around pro-social behaviors (how to ask someone to play, how to say hello, how to ask for help, etc.). Mr. Black, the art teacher will lead a group with these 6 students for 4 weeks to teach pro-social skills. The group will be held in the cafeteria, daily.

Questions and Answers

Intensive SAIG

Understanding SAIG

Intensive SAIG Characteristics

- A focus on building skills (vs. therapeutic)

- Consider having these groups facilitated by staff other than clinicians! These groups are to develop social skills and are not therapeutic or diagnostic in nature. Perhaps a clinician leads the first round and then models it for another staff member to lead

- Use of packaged curriculums to focus on skill-specific instruction

- Best if involves use of DPR (generalize)

- Rolling enrollment- students can enter at any time (and ideally within 3 days of identification)

- Typically, more than 3 lessons

How Intensive SAIG Groups Might Be Formed

- **Pro-social skills** - replacement behaviors for avoidance, withdrawal, etc.
  - Friendship Skills/Social Awareness/Relationship Building
  - Introducing self
  - Beginning a conversation
  - Ending a conversation
  - Offering help
  - Accepting a compliment
  - Offering a compliment
  - Apologizing

- **Problem-solving skills** – replacement behaviors for fighting, arguing, etc.
  - Conflict Resolution Skills/Anger Management Skills/Self-Management
  - Expressing feelings
  - Asking permission
  - Accepting consequences
  - Following instructions
  - Asking for a break
  - Using self-control

- **Academic Behavioral skills** - replacement behaviors for getting out of seat, poor study habits, talking out during instruction, etc.
  - Study/Organizational Skills/Self-Management/Responsible Decision-Making/Focusing
  - Ignoring distractions
  - Bringing materials to class
  - Completing assignments
  - Following instructions

Example of an SAIG DPR

"Social & Academic Instructional Groups" (academic skills group)

EXPECTATIONS	1st block	2nd block	3rd block	4th block	5th block	6th block	7th block
We are Safe **Walk to class** **Keep hands to self**	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
We are Respectful **Use appropriate language** **Raise hand to speak**	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
We are Responsible **Bring materials** **Fill out assignment notebook**	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points							
Teacher Initials							

Curriculum Considerations

- **Create your own curriculum** using your Tier 1 social/emotional curriculum
  - Either your previously developed Behavioral Lesson Plans or another evidence-based curriculum (i.e., Second Step)
  - A "re-teaching" or higher dose of what is being given at Tier 1

- Use a **ready-made curriculum** and pull-out lessons based on what your data tells you your students need
  - Second Step
  - Skill Streaming
  - Coping Cat

- Connect back to behavioral expectations set at Tier 1

Create Your Own Lesson Plans: Teaching Behavioral Expectations

Handout

1. State behavioral expectations

2. Specify observable student behaviors (rules)

3. Model appropriate student behaviors

4. Students practice appropriate behaviors

5. Reinforce appropriate behaviors

Examples of Packaged Behavioral Lesson Plans

- Second Step (Grades preK-8)

- Thinking, Feeling, Behaving (Grades 1-12)

- Tough Kids Social Skills (Grades 3-7)

- Walker Social Skills Curriculum (Grades 6-12)

- Skills Streaming (Grades prek-12)

- Stop & Think Social Skills (Grades prek-8)

- Passport (Grades 1-12)

- I Can Problem Solve (Grades preK-6)

- Aggression Replacement Training

- Academic Seminar (Grades 5-12)

Each of these examples could be used to develop behavioral lesson plans

Notice that there are curriculums available for all grade levels

Pro-Social Skills

Friendship

- **From Skill Streaming**
  - Introducing Yourself
  - Beginning a Conversation
  - Ending a Conversation
  - Joining In
  - Playing a Game
  - Asking a Favor
  - Offering Help to a Classmate
  - Giving a Compliment
  - Accepting a Compliment
  - Suggesting an Activity
  - Sharing
  - Apologizing

- **From Strong Kids**
  - About My Feelings
  - Ways of Showing Feelings

Problem-Solving Skills

- **From Skill Streaming**
  - Knowing Your Feelings
  - Expressing Your Feelings
  - Recognizing Another's Feelings
  - Showing Understanding of Another's Feelings
  - Expressing Concern for Another
  - Dealing with Your Anger
  - Dealing with Another's Anger
  - Expressing Affection
  - Dealing with Fear
  - Rewarding Yourself
  - Using Self-Control
  - Asking Permission
  - Responding to Teasing
  - Avoiding Trouble
  - Staying Out of Fights
  - Problem Solving
  - Accepting Consequences
  - Dealing with an Accusation
  - Negotiating

- **The PEACE Curriculum**
  - Using Positive Self-Talk to Control Anger
  - Homework #3 Anger Control: Consequences for Your Actions
  - Keeping Out of Fights

- **Academic Seminar**
  - Asking for help
  - Greeting a Teacher

Academic Behavior Skills

- **From Skill Streaming**
  - Listening
  - Asking for Help
  - Saying Thank You
  - Bringing Materials to Class
  - Following Instructions
  - Completing Assignments
  - Contributing to Discussions
  - Offering Help to an Adult
  - Asking a Question
  - Ignoring Distractions
  - Making Corrections
  - Deciding on Something to Do
  - Setting a Goal

- **Getting Organized without Losing It**
  - Homework Checklist
  - After School Scheduler
  - 9 Great Reasons to Use a Student Planner

- **Academic Seminar**
  - Using a Planner
  - Goal Setting
  - Tracking Your Progress
  - Organizing your Notebook

District Example

Milwaukee SAIG Curriculum

- Free access
- Based on Skill Streaming and other evidence-based methods
- Scripted Lessons: Emotional Management Skills, Classroom Survival Skills
- All levels: ES/MS/HS

SAIG Facilitation

Who in your school can lead Intensive SAIG?

Usually, clinicians or instructional staff!

- General Education Teacher
- Special Education Teacher
- Teacher Assistant
- Counselor
- Social Worker
- School Psychologist
- Administrator

> Consider having a clinician model how to lead the group first...

Example D: Standing Group

Data Analysis

Structure	Skills Taught How Many?	Provider	Location	Frequency How many weeks?
Standing	Pro-social/Coping Skills	Teacher	In Classroom	Daily
Build-A-Group	Problem Solving	Other Staff	Outside of the Classroom	Weekly
	Academic Behavior Skills	Community Partner Staff		
	Other?	Clinicians		

Hearn Middle School has identified that many students in the building (more than 10%) struggle with skills related to organization. Some students regularly need extra support around skills related to academic organization. Ms. Mitchell, the Special Education teacher has pulled together 8 lessons that will teach specific skills around academic behaviors (i.e., organization of locker, bringing materials to class, etc.) The group will be taught on Mondays during lunch by a paraprofessional in the math lab.

Questions and Answers (2)

YOUR TURN

Update 2.7 Activity 2 & Update 2.7 Activity 3

Activity

- Analyze school-wide data to determine need and priority of group development

- Use **2.7 Activity 2** to align skills taught in SAIG to School-Wide Expectations and develop DPR cards for each group

- Use **2.7 Activity 3** to further plan and develop each group

Guiding Questions:

Refer to last page of your SAIG Implementation Workbook


Handout

Appendix B: Guiding Questions for SAIG

Social/Academic Instructional Groups (SAIG)			
Implementation Tasks	What task needs to be completed?	Who will help complete the task?	When will the task be completed?
TFI 2.1 Team Composition • Identify an individual to be the Coordinator of SAIG, sitting on the Tier 2 Systems team to report-out on SAIG updates and action steps			
TFI 2.2 Team Operating Procedures • Are SAIG fidelity checks an item on the Tier 2 Systems team agenda			
TFI 2.3 Screening • How will the determination be made as to which youth go into which group being offered? • Will there be another way to get into groups other than the Reverse Request for Assistance form? • What other data will gain students access into groups?			
TFI 2.4 Request for Assistance • Will "groups" be listed on the Reverse Request for Assistance form, to be used after a lack of response to CICO? • Who will train the staff on how to make an educated selection of which group should come next for a youth who is not responding to CICO? • When will this training and support take place?			

TFI 2.6 Tier 2 Critical Features
∉ Additional instruction/time for skill development:
  ⊄ What skills are being taught in each group?
∉ Additional structure/predictability
  ⊄ Create Daily Progress Report for each group with skills aligned to school-wide expectations
∉ Increased opportunity for feedback
  ⊄ How will teachers be trained to provide specific feedback on skills taught in groups?			

TFI 2.7 Practices Matched to Student Need • What school-wide and community data will guide the process of group intervention selection? • Will the Tier 2 Systems team create and implement the protocol for intervention selection, or will it be a different District/Building Leadership team? • What tool/process will the team use? • Is the curriculum evidence-based?			
TFI 2.8 Access to Tier 1 Supports • How will you ensure that the curriculum of the Groups is linked directly to the school-wide expectations • How will you make sure that teachers are giving direct specific and positive feedback to youth who are in groups, on the specific skills being taught in the group (i.e., the			

Connecting SAIG to Tier 1

What connections do you see?

Discussion

Tier 1 Practices

SAIG
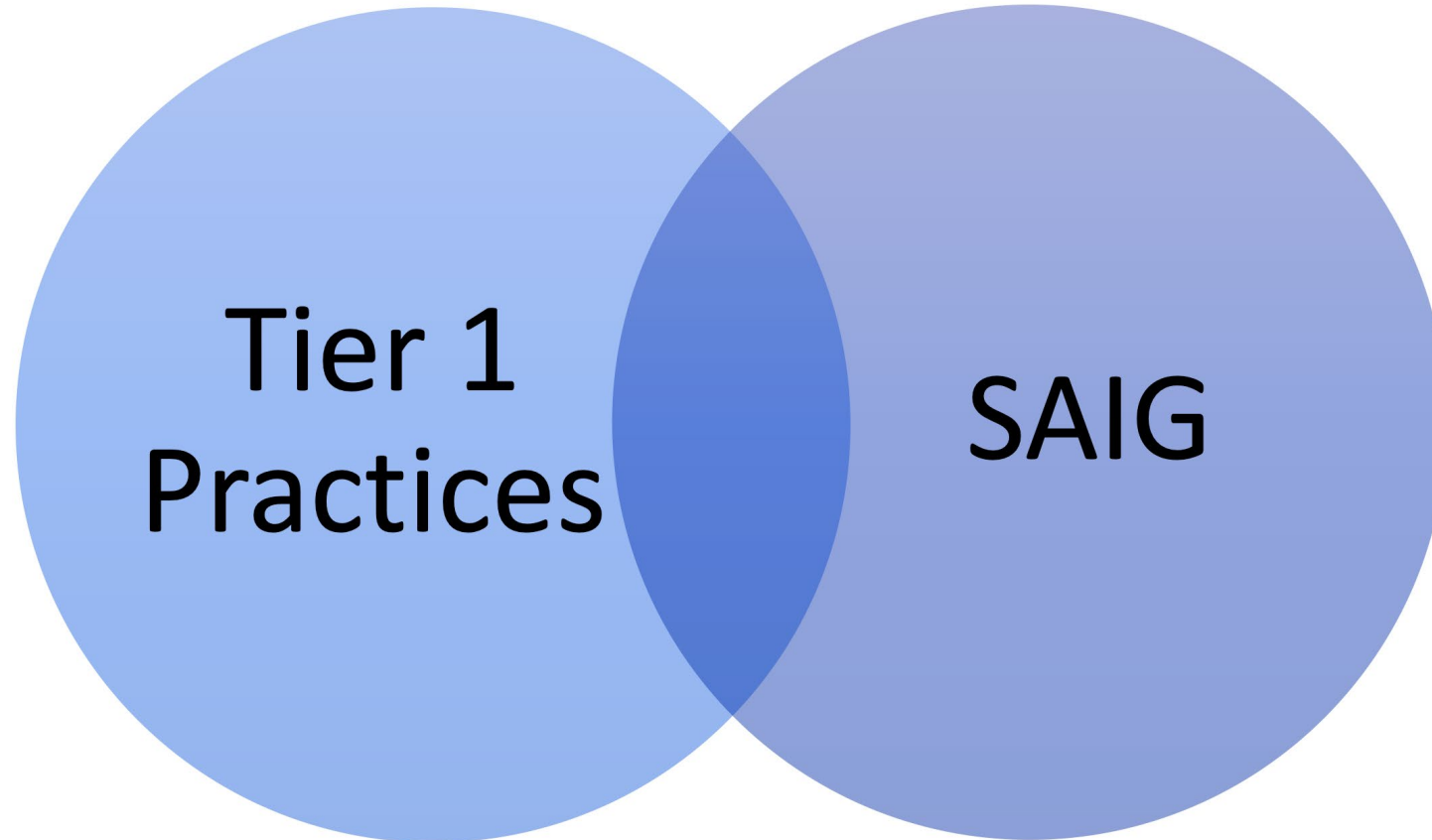
Example of Bobby

Not Accessing Tier 1 Supports	Accessing Tier 1 Supports
• During the time of day when the Tier 1 behavioral lesson plans are taught, Bobby is in his Social Skills Instructional Group (COG) • Bobby has an IEP and is in a self-contained setting in the school. The teacher in this classroom uses a different token economy than the rest of the school uses. • When Bobby did not turn in his homework, he was not allowed to attend the all-school celebration	• Bobby's group facilitator uses some of the all-school behavioral lesson plans in his Problem-Solving Group (re-teaching) • Bobby's teachers are prompted to provide even higher doses of the specific positive and corrective feedback to Bobby than they give to all students. • When Bobby comes to group, he receives a Bee Buck (the all-school acknowledgment) which he uses towards purchasing extra gym time

YOUR TURN

2.8 Activity 1: Ensuring Access to Tier 1 Supports

- How will you ensure all students in SAIG have access to Tier 1 supports and that SAIG is higher dosage of Tier 1 for students?
    - School wide expectations are on DPR
    - Adults are giving behavior specific praise or error correction
    - Students receiving SAIG receive additional school wide acknowledgement
    - Students receiving SAIG have continued access to Tier 1 teaching

Activity

PBIS Tier 2 Team Training: SAIG

TFI 2.9: Professional Development

Tier 2: Professional Learning Road Map (6)

Overview and Getting Started

Interventions	
2.5	Options for Tier 2 Interventions
2.6	Tier 2 Critical Features
2.7	Practices Matched to Student Need
2.8	Access to Tier 1 Supports
2.9	**Professional Development**

Teams	
2.1	Team Composition
2.2	Team Operating Procedures
2.3	Screening
2.4	Request for Assistance

Evaluation	
2.10	Level of Use
2.11	Student Performance Data
2.12	Fidelity Data
2.13	Annual Evaluation

TFI 2.9 Purpose & Outcomes

Purpose:
- Organize PBIS features into a cohesive plan

Outcomes:
- <u>2.9 Professional Development</u>: A written process is followed for teaching all relevant staff how to:
  1. refer students
  2. implement each Tier 2 intervention that is in place

Teaching Teachers

SAIG Information

Social Academic Instructional Groups (SAIG)

Program Description	
Social Academic Instructional Groups are run by school counselors and/or teachers to support students who need additional direct instruction and discussion on various behavior related topics. SAIG groups are formed to teach lessons to students related to either academic behavior skills, problem solving skills, or pro-social skills.	
For Students Who...	
Did not meet their 80% goal on their CICO plan for 4 weeks, or "trips" the above DDR during their CICO plan. *AND* Need to build skills in one of five areas: 1. Pro-Social Skills 2. Problem-Solving Skills 3. Academic Behavioral Skills *OR* Are having a behavioral reaction to a life circumstance	
Frequency of Intervention	
Students attend groups 1-2 times per week depending on need.	
How It Works	
In addition to attending their group sessions, students carry their Daily Progress Report (DPR) to each period throughout the day. Teachers and staff provide verbal feedback to the student on the success of their goals on the DPR. If students reach their % goal by the end of the day OR by the end of the week then they receive a reinforcer. Students check in and out daily with a facilitator similar to CICO intervention.	
Data Collected	
Points earned daily through the success of goals. Grades, ODRs and attendance collected weekly.	
Entry Criteria	
Students can be identified after not graduating from another Tier 2 Intervention using data from the previous Tier 2 Intervention.	
Incentives	
Students are able to choose an added reinforcer for when they achieve their daily/weekly % points on their DPR. This is above and beyond the regular tickets/cash they receive for engaging in everyday expected behaviors (Tier 1).	
Exit Criteria	
Upon completion of the 4-6 week group, student has improved in the qualifying area (academic, behavior, attendance) AND shows success in reaching his or her goals over 4 consecutive weeks.	

Consider Creating a PD Timeline

- Think of all key stakeholders:
  - Parents/Families
  - Staff
  - Students
  - Community Members

- How will do provide PD to these stakeholders?

- What will you use to develop your timeline of PD delivery?

- What about SAIGs need to be on that timeline?

YOUR TURN

2.9 Activities 1-4 on Professional Development

- Use **2.9 Activities 1-4** to revise your professional development plan for Tier 2 to build staff's capacity to:

  - Know skills taught and purpose of each SAIG

  - Know their roles in teaching and reinforcing skills taught in group

  - Consider teach, model, practice and evaluation procedure

Activity

PBIS Tier 2 Team Training: SAIG

TFI 2.10: Level of Use

TFI 2.11: Student Performance Data

TFI 2.12: Fidelity Data

TFI 2.13: Annual Evaluation

Tier 2: Professional Learning Road Map (7)

Interventions	
2.5	Options for Tier 2 Interventions
2.6	Tier 2 Critical Features
2.7	Practices Matched to Student Need
2.8	Access to Tier 1 Supports
2.9	Professional Development

Overview and Getting Started

Teams	
2.1	Team Composition
2.2	Team Operating Procedures
2.3	Screening
2.4	Request for Assistance

Evaluation	
2.10	Level of Use
2.11	Student Performance Data
2.12	Fidelity Data
2.13	Annual Evaluation

TFI 2.10, 2.11, 2.12 & 2.13 Purpose & Outcomes

- **Purpose**:
  - Prepare for facilitating implementation of data analysis, and measure fidelity and outcomes of all Tier 2 efforts using multiple forms of data

- **Outcomes**:
  - 2.10 Level of Use: Team follows written process to track proportion of students participating in Tier 2 supports, and access is proportionate.

  - 2.11 Student Performance Data: Tier 2 team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier 2 intervention outcomes data and decision rules for progress monitoring and modification.

  - 2.12 Fidelity Data: Tier 2 team has a protocol for ongoing review of fidelity for each Tier 2 practice.

  - 2.13 Annual Evaluation: At least annually, Tier 2 team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers; and evaluations are shared with staff and district leadership.

Tier 2/Tier 3 Intervention Tracking Tool

Handout

School Name: _____   **Total School Population as of October 1:**_____
PLEASE NOTE, enter number and Percentages for each Intervention. Also provide the averages in the last row.

Interventions	Check-in/Check-out (CICO) # and %		Social/Academic Instructional Groups # / %		Individualized Check-In/Check-Out # / %		Other: _____ # / %		FBA/BIP # / %		Other: _____ # / %	
	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding
July	/	/	/	/	/	/	/	/	/	/	/	/
August	/	/	/	/	/	/	/	/	/	/	/	/
September	/	/	/	/	/	/	/	/	/	/	/	/
October	/	/	/	/	/	/	/	/	/	/	/	/
November	/	/	/	/	/	/	/	/	/	/	/	/
December	/	/	/	/	/	/	/	/	/	/	/	/
January	/	/	/	/	/	/	/	/	/	/	/	/
February	/	/	/	/	/	/	/	/	/	/	/	/
March	/	/	/	/	/	/	/	/	/	/	/	/
April	/	/	/	/	/	/	/	/	/	/	/	/
May	/	/	/	/	/	/	/	/	/	/	/	/
June	/	/	/	/	/	/	/	/	/	/	/	/
Averages for year	/	/	/	/	/	/	/	/	/	/	/	/

Tier 2/Tier 3 Tracking Tool Worksheet

Tier 2/Tier 3 Intervention Tracking Tool
WORKSHEET

Groups

Group 1 Name:		Group 2 Name:		Group 3 Name:		Group 4 Name:		Group 5 Name:		Total for Social/Academic Instructional Groups:	
# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding

Data-based Decision-rule/s for defining "response to intervention":

Responding to Group 1:

Responding to Group 2:

Responding to Group 3:

Responding to Group 4:

Responding to Group 5:

Individualized CICO, Group with Individualized Feature, & Mentoring

Type/Name 1:		Type/Name 2:		Type/Name 3:		Type/Name 4:		Type/Name 5:		Total for 3rd Type of Tier 2 Interventions	
# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding

Data-based Decision-rule/s for defining "response to intervention":

Responding to Type 1:

Responding to Type 2:

Responding to Type 3:

Responding to Type 4:

Responding to Type 5:

Tier 2 Intervention Facilitator Daily Log

Today's Date:

Student	Checked-in and received DPR	Goal for today	Checked-out	% Of Points earned	Goal met	Received reinforcer if goal was met	Family signed

Facilitator Fidelity Check:

Morning/Check-in	Classroom	Afternoon/Check-out
☐ Students checked in with adult	☐ Students received teacher feedback throughout day	☐ Students checked out with adult
☐ Staff members provided daily point card	☐ Teachers assigned points to student	☐ Students presented complete card to adult

Tier 2 Systems SAIG Data

- 70% of students are responding
- Coordinator comes with precision statement:
  - 30 students are being supported through groups. 70% are responding (21 students)
    - 16 students are making progress (upward trend) and we will continue to progress monitor until goal is met (80% points earned over 4 consecutive weeks),
    - 5 students have met their goal (80% of points earned over 4 consecutive weeks and will fade/graduate,
    - 9 students are not responding and will be referred to problem solving team for FBA-BIP (modify/intensify)

Is the problem…
a student issue OR a system(s) issue?

Data-Based Problem Solving

- Progress monitoring data are necessary to answer important questions:

  - Is the student making progress towards the goal?

  - Is the intervention effective for most of the students receiving the intervention?

  - Is the intervention being implemented with fidelity?

Sample Student Data Outcome Sources

- DPR scores
- Classes passed, credits earned, grades
- Attendance- classes and days
- Behavior problems (SWIS)
- Employment, internships, clubs
- Community participation
- Other activities that relate to post-school goals
  - (College visits or applications, driver's license, etc.)
- Tracking performance on assignments, quizzes, tests, homework (check in/check out)
- Behavior problems
- Employment, internships, vocational programs
- Housing, relationships at home
- What the student needs

Important Point!

**The point card is NOT the intervention...
It is a tool to help with the intervention.**

SPECIFIC positive/corrective feedback provided by classroom teachers, connected to the skills being taught

SAIG Fidelity Walkthrough Tool

To be used with the TFI

Social/Academic Instructional Groups (SAIG) Fidelity of Implementation Measure
Scoring Guide

School:_____ Date:_____ Pre:_____ Post:_____

District:_____ Data collector:_____

Evaluation Question	Data Source P = permanent product; I = Interview; O= Observation	Score 0-2
School Systems		
1. Does the school employ a SAIG coordinator who job is to manage the SAIG with at least some release time per week allocated? 0 = no Coordinator, 1 = Coordinator(s) with no time, 2 = Coordinator(s) with time	Interviews with Administrator & SAIG Coordinator I	
2. Does an administrator serve on the Tier 2 team and review the SAIG data at least monthly? 0 = no, 1 = yes, but not consistently, 2 = yes	Interview P / I	
3. Has the SAIG system been taught/reviewed to staff on an annual basis? 0 = no, 2 = yes	PBIS Tier 2 Handbook I	
4. Did the Tier 2 team use the SAIG data for decision making? 0 = no, 2 = yes	SAIG Referrals & SAIG Start dates P	
5. Was the data entered into data system at least once a week? 0 = no, 2 = yes	Interview I	
Student Based		
6. Did students attend group weekly? 0 = no, 1 = some, 2 = yes	SAIG weekly report P	
7. Did students use the DPR daily? 0 = <50%, 1 = 51% - 80%, 2 = more than 80%	SAIG recording form P	
8. Did students receive reinforcement for meeting weekly goals? 0 = no, 2 = yes	SAIG recording form P	
9. Did students receive regular constructive feedback from teachers? 0 = no, 2 = yes	Interview P	
10. Did students receive feedback from a parent/guardian? 0 = no, 2 = yes	SAIG Daily Progress Reports P	
11. Did students receive support within 2 weeks of the referral? 0 = no support, 1 = student is identified to receive services within two weeks, 2 = receives services within 2 weeks	SAIG Daily Progress Reports P	

Adapted from Deanne A. Crone, Leanne S. Hawken, and Robert H. Horner (2010). Responding to Problem Behavior.

(Adapted from Horner, Todd, Filter, McKenna, Benedict, & Hawken, 2004)

Handout

Creating an Action Plan

Action Plan

Action Planning Form

Item	Current Score	Action	Who	When
Tier I				
1.1 Team Composition				
1.2 Team Operating Procedures				
1.3 Behavioral Expectations				
1.4 Teaching Expectations				
1.5 Problem Behavior Definitions				
1.6 Discipline Policies				
1.7 Professional Development				
1.8 Classroom Procedures				
1.9 Feedback and Acknowledgement				
1.10 Faculty Involvement				
1.11 Student/ Family/ Community/ Involvement				
1.12 Discipline Data				
1.13 Data-Based Decision Making				
1.14 Fidelity Data				
1.15 Annual Evaluation				
Tier II				
2.1 Team Composition				
2.2 Team Operating Procedures				
2.3 Screening				
2.4 Request for Assistance				
2.5 Options for Tier II Interventions				
2.6 Tier II Critical Features				
2.7 Practices Matched to Student Need				

Item	Current Score	Action	Who	When
2.8 Access to Tier I Supports				
2.9 Professional Development				
2.10 Level of Use				
2.11 Student Performance Data				
2.12 Fidelity Data				
2.13 Annual Evaluation				
Tier III				
3.1 Team Composition				
3.2 Team Operating Procedures				
3.3 Screening				
3.4 Student Support Team				
3.5 Staffing				
3.6 Student/ Family/ Community Involvement				
3.7 Professional Development				
3.8 Quality of Life Indicators				
3.9 Academic, Social, and Physical Indicators				
3.10 Hypothesis Statement				
3.11 Comprehensive Support				
3.12 Formal and Natural Supports				
3.13 Access to Tier I and Tier II Supports				
3.14 Data System				
3.15 Data-Based Decision Making				
3.16 Level of Use				
3.17 Annual Evaluation				

YOUR TURN

2.10 and 2.11, Activities 1 & 2: Developing Level of Use and Monitoring Intervention Progress

Activity

- How will ensure students have access to SAIG?

- Utilize the Tier 2/3 Tracking Tool

- Will you have enough facilitators for each group?

- How will you monitor student performance data?
  - SAIG data system
  - Other: grades, attendance, etc.

YOUR TURN

Activity

- Use **2.12 & 2.13 Activity 1** to outline your plan for monitoring fidelity of SAIG and annual evaluation
    - How often will you use the fidelity checklists?
    - Who will conduct, analyze data, and how will it be shared back with team?
    - When will the team complete the TFI each year? 1, 2, 3 times a year?
    - When will the team meet to review all data from Tier 2 Interventions to plan for next year? (SAIG-FIM, TFI scores, DPR data, # of facilitators to student population, Tier 2/3 Tracking Tool, etc.)
    - Who will gather data for Systems Response Tool?
    - How often will team monitor Systems Response Tool data?

Wrap Up

Questions

Follow Up and Technical Assistance

Contact Information

Evaluation

Review of Objectives

- Understand how SAIGs are embedded within an MTSS framework
- Identify critical systems features of SAIG and the necessary steps of implementation and sustainability in a school

- Identify the data for decision making:
  - identification of students into SAIGs,
  - to progress monitor students while in,
  - exit students out of SAIGs

Team Tips!

Guidance on how to start

- Begin with a small sample of students
  - Allows time to work through the process before scaling up

- Select students you know will be successful
  - When you start out, do not go right to your students with the greatest need
  - Orientation process and introduction to materials is provided for students as they begin the intervention

Team Tips! (Cont'd)

Guidance on how to start

- Make sure staff understand which students are most likely to succeed with attending skills groups

- Make sure the connection to Tier 1 is clear and strong

- Use the TFI as a fidelity check for how you are doing along the way. If it isn't done with fidelity, your students can't respond!

Action Planning

Time to Go Do the Work!

- Complete your Tier 2 Implementation Workbook

- Train staff, parents, students

- Begin implementation

- Complete the Tier 2 fidelity measures

- Come back for more Tier 2 trainings!

SAIG Implementation Checklist

Social Academic Instructional Groups (SAIG) Implementation Checklist

School: _____ SAIG Coordinator: _____ Date: _____

Once systems are established, the **team** should customize the SAIG intervention to fit the culture and needs of their school. The following activities represent the major materials and tasks that comprise SAIG, and for the team and coordinator to complete.

SAIG implementation guidance pages should be developed and placed into the PBIS Tier 2 handbook to organize and represent the completion of these materials, procedures, and examples.

Assess school-wide readiness for implementation of SAIG.

Tasks	Not in Place	Partially in Place	In Place	Action Steps
Review the **PBIS Tier 2 Readiness Checklist** to ensure the **systems** components for Tier 2 are in place (i.e., team development, agendas, working agreements, meeting schedule, staffing)				
Commitment to SAIG: • Staff commitment evident • Administrative support is demonstrated by time allotted, funding, etc.				
Identify a SAIG Coordinator				
Identify SAIG Facilitators				

Develop SAIG program to align with individual school context/culture (e.g., age, grades, demographics).

Tasks	Not in Place	Partially in Place	In Place	Action Steps
Incorporate **existing 3-5, positively stated, school-wide expectations** (e.g., Be respectful, Be responsible, Show pride in yourself and your school)				
Develop **SAIG implementation guidance pages** that includes all procedures, materials, and examples				

Questions and Answers (3)

Technical Assistance Days

Contact Us

Meeting Evaluation Survey

Link here