



New York State Education Department
Office of Special Education
Educational Partnership



PBIS Tier 2 Team Training

**Positive Behavior Interventions and Supports
Social Academic Instructional Groups (SAIG)**



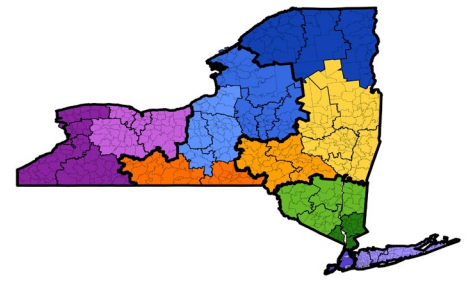
Developed by the Technical Assistance Partnership for Behavior

1/24/2023

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 NYS 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

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Sign attendance sheets / complete eval. form✧ Use electronic devices when necessary
BE RESPECTFUL	<ul style="list-style-type: none">✧ Put cell phones to “off” or “vibrate”✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Complete evaluation form✧ Find a quiet place to participate
BE RESPECTFUL	<ul style="list-style-type: none">✧ Use “mute” to prevent background noise✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Blueprint for Improved Results for Students with Disabilities

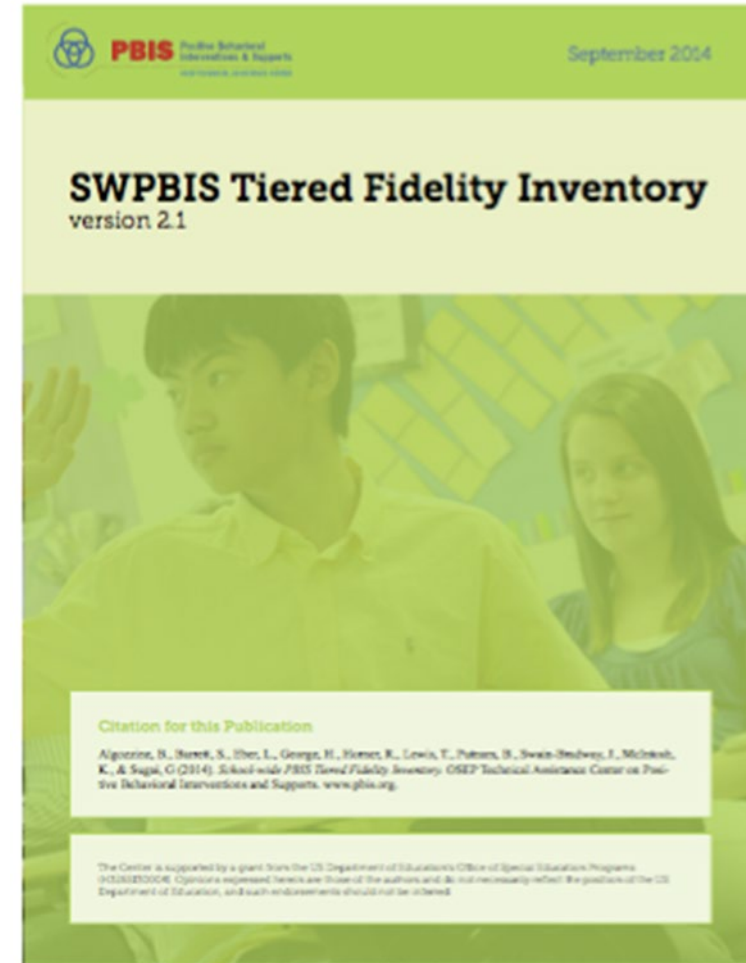
-  **Self-Advocacy**
Students engage in self-advocacy and are involved in determining their own educational goals and plan.
-  **Family Partnership**
Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.
-  **Specially-Designed 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.

Slide Marker Icons



Starting with the End in Mind

- Tiered Fidelity Inventory (TFI)
- Tier 2: Targeted School-wide Positive Behavior Interventions and Supports (SWPBIS) Features
 - 13 Features
 - 3 Subscales
 - Teams
 - Interventions
 - Evaluation



Tier 2: Professional Learning Roadmap

Overview and Getting Started

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

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

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

Tier 2 Team Training Agenda

DAY 1	DAY 2	DAY 3
<p>Tier 2 Systems</p> <p>Tier 2 Teaming</p> <ul style="list-style-type: none"> 2.1 Team Composition & 2.2 Team Operating Procedures <p>CICO as Tier 2 Intervention</p> <ul style="list-style-type: none"> 2.3 Screening & 2.4 Request for Assistance 	<p>Developing CICO</p> <ul style="list-style-type: none"> 2.5 Options for Tier 2 Interventions 2.6 Targeted Critical Features 2.7 Practices Matched to Student Need 2.8 Access to Tier 1 Supports <p>Staff Professional Development</p> <ul style="list-style-type: none"> 2.9 Professional Development <p>Evaluation</p> <ul style="list-style-type: none"> 2.10 Level of Use & 2.11 Student Performance Data & 2.12 Fidelity Data & 2.13 Annual Evaluation <p>Wrap-up & Questions</p>	<ul style="list-style-type: none"> Welcome and Getting Started Foundations of Tier 2 Systems and review of Check In Check Out (CICO) SAIG intervention training aligned to TFI features 2.1-2.13 Action Planning Summary and Questions

Objectives

- Understand how Social Academic Instructional Groups (SAIG) are embedded within a Multi-Tiered System of Support (MTSS)
- 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

Participant Handouts for SAIG

1. Tiered Fidelity Inventory (TFI)
2. SAIG Planning Workbook
3. SAIG Coordinator and Facilitator Responsibilities
4. Skill Deficit Descriptions
5. Guiding Questions for SAIG Systems, Problem Solving and Action Planning
6. Fidelity Check Tool for SAIG
7. TFI Tier 2 Action Plan

Tier 2 Action Planning Workbook

1. Open Tier 2 Action Planning Workbook
2. Save a copy to your drive / computer
3. Identify note taker for school team

School:
Note Recorder:

Date:

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

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 II				
Tier II Subscale and Feature	Definition	Possible Data Sources	Criteria 0=Not Implemented; 1=Partially Implemented; 2=Fully Implemented	Score 0, 1, 2
TEAMS				
2.2 Team Composition	Tier II (or combined Tier II/III) team includes a Tier II 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.	<ul style="list-style-type: none"> School organizational chart Tier II team meeting minutes 	<p>0 = Tier II team does not include coordinator or all 4 core areas of Tier II expertise</p> <p>1 = Tier II team does not include coordinator and all 4 core areas of Tier II team expertise OR attendance of these members is below 80%</p> <p>2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%</p>	Score:
2.1 Action Steps: :			By Who:	By When:
2.2 Team Operating Procedures	Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<ul style="list-style-type: none"> Tier II team meeting agendas and minutes Tier II meeting roles descriptions Tier II action plan 	<p>0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p> <p>1 = Tier II team has at least 2 but not all 4 features</p> <p>2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>	Score:
2.2 Action Steps: :			By Who:	By When:
2.3 Screening	Tier II 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 II supports.	<ul style="list-style-type: none"> Multiple data sources used (e.g., ODRs, time out of instruction, attendance, academic performance) Team decision rubric Team meeting minutes School policy 	<p>0 = No specific rules for identifying students who qualify for Tier II supports</p> <p>1 = Data decision rules established but not consistently followed or used with only one data source</p> <p>2 = Written policy exists that (a) uses multiple data sources for</p>	Score:



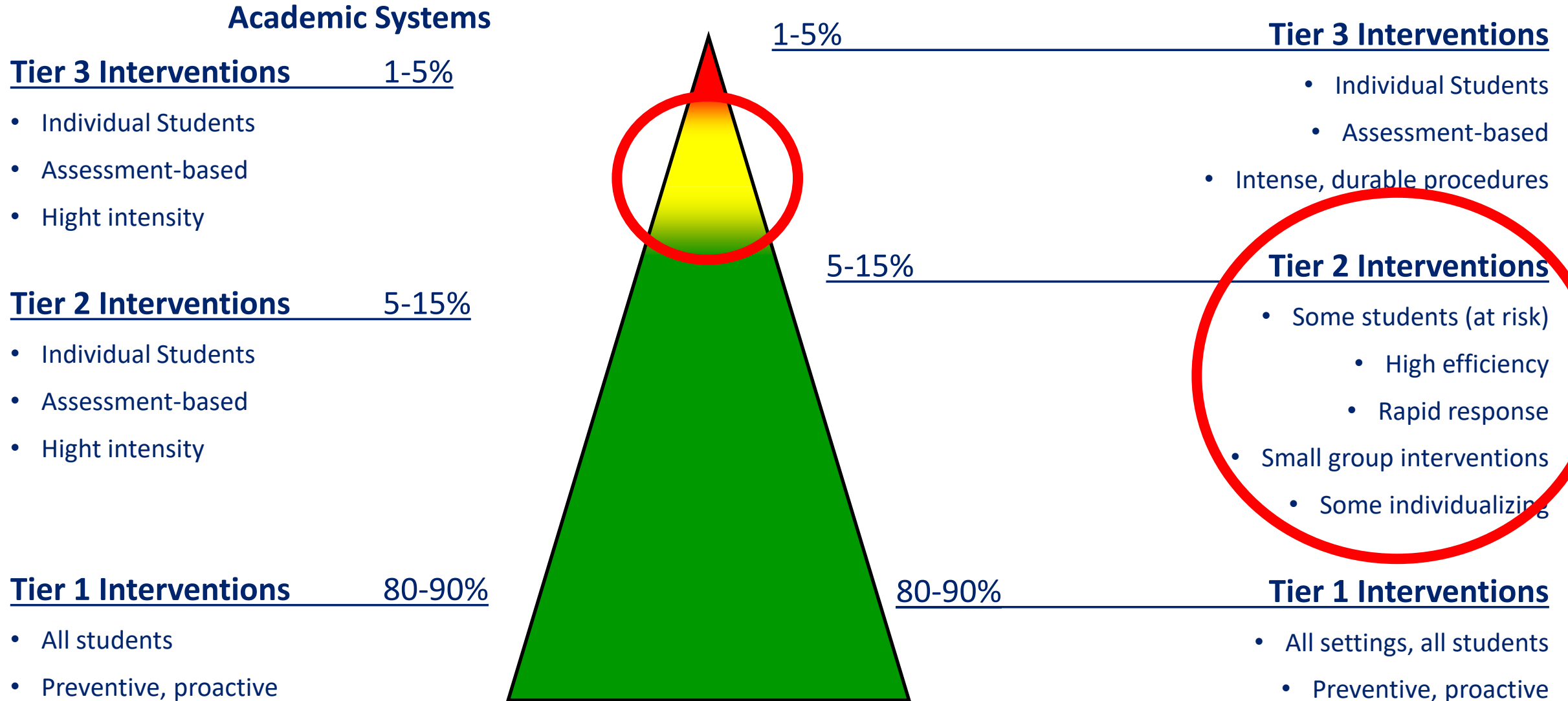
Getting Started

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?

Where we are in the triangle



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 Tier 1 infrastructure.

- Teach
- Prompt
- Reinforce
- Monitor
- Communicate

Professional Learning Roadmap, 2.1 & 2.2

Teams	
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2.2	Team Operating Procedures
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Interventions	
2.5	Options for Targeted Interventions
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2.7	Practices Matched to Student Need
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So, what is SAIG?



S – Social
A – Academic
I – Instructional
G – Group

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.

Tier 2 Systems Team Roles

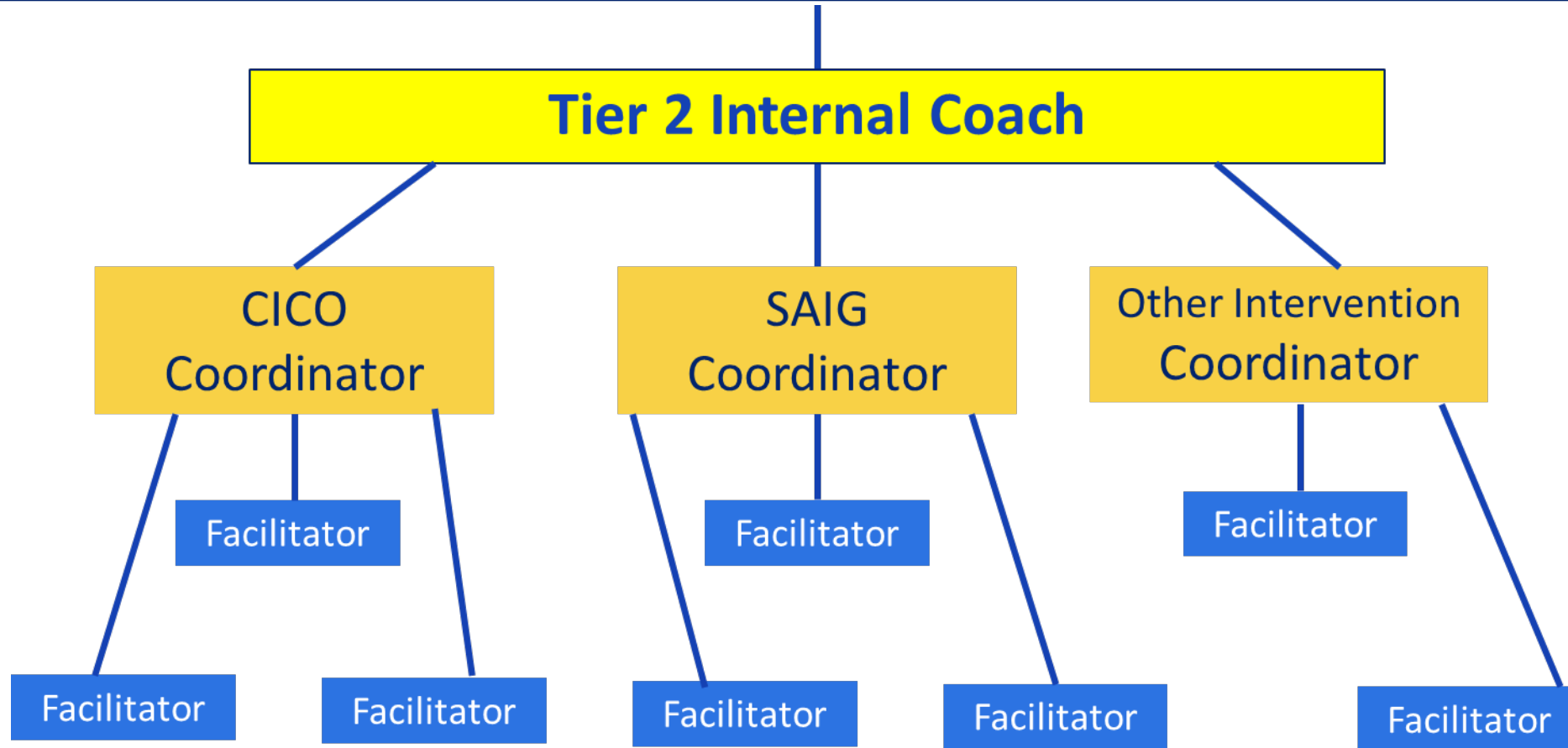
Roles Needed:

- Team leader / Tier 2 Couch
- Intervention Coordinators
 - CICO
 - Data? Communication?
 - SAIG
 - Data? Communication?
 - Mentoring
 - Data? Communication?
- Timekeeper
- Action plan recorder
- Family representative
- Student representative
- Community partner

Who can fill these roles?

- General Education Teachers
- Special Education Teachers
- Paraprofessionals
- Special area Teachers (music, PE, librarian, etc.)
- Administrators
- Volunteers
- Mental Health Agency partners
- Social Workers, psychologists, school counselors, psychotherapists, etc.

PBIS Tier 2 Systems Team





SAIG Coordinator & Facilitators

- Review 2.2 Activity 2 in workbook: *SAIG Coordinator and Facilitator Roles and Responsibilities*
 - *Using the workbook, review the roles and responsibilities for the role of the coordinator and facilitators*
- What questions do you have?

Time to Go Do the Work! 2.1 & 2.2



- Update 2.1 Activity 1 and 2.2 Activity 1 & 2 in Tier 2 Implementation Workbook
 - Update Team Membership to include Groups Coordinator
 - Consider other team roles to add:
 - Tier 2 Coach
 - Applied behavioral expertise
 - Administrative authority
 - Knowledge of students
 - Knowledge about operation of school across grade levels and programs
- Add Groups to agenda and tracking tool (TIPS)
- Does SAIG Coordinator need training on data analysis?

Professional Learning Roadmap, 2.3 & 2.4

Teams	
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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:

- ✓ **2.3 Screening:** 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
- ✓ **2.4 Request for Assistance:** Tier 2 planning team uses written request for assistance form and process that is 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

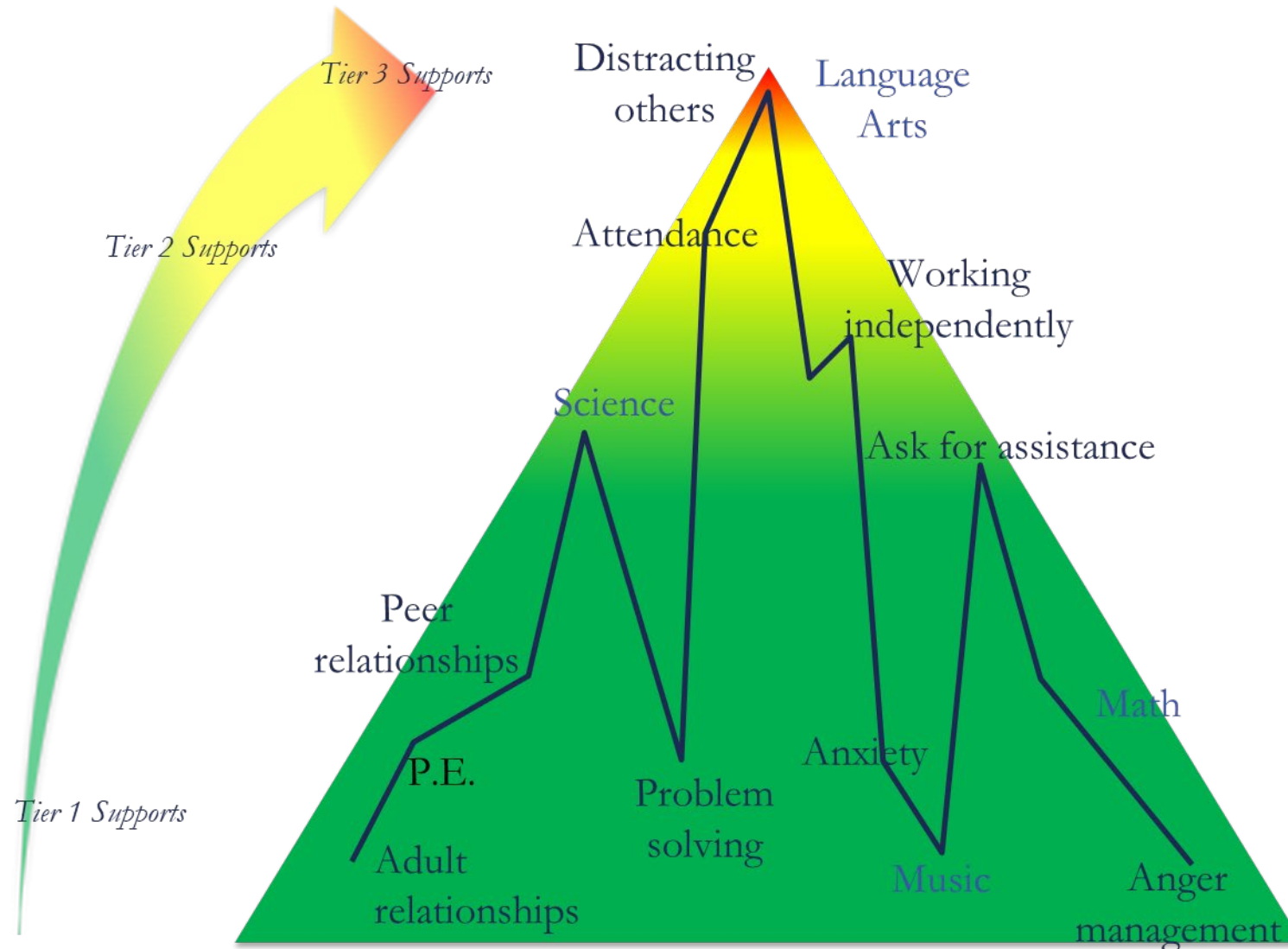
Which students might we consider for Social Academic Instructional Groups? **Why?**



First Quarter of School Year				
Name	Grade Level	Time on task (CICO)	Time on task (CICO)	CICO % of pts. % of the time
Alexis	2	Av	vis	20 / 60
David	3			80 / 80
Sarah	3			85 / 78
Jonathon	6			15 / 70
Kelly	1			82 / 79
Miguel	6	Av		60 / 75
Rachel	6			90 / 90
Benton	4			75 / 90
Kiley	1			79 / 81
Knox	2			83 / 80

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

Student Profile



Activity:
What does YOUR social, emotional, academic, physical, and/or professional profile look like? Where do you need Tier 2 Supports?

Example

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 additional time/s)

_____ Check in with a peer buddy

_____ Get a snack during Check-in/Check-out time

Reverse Request for Assistance Form

Example II

Request for Assistance Form

Request for Assistance
Addressed to: Secondary Systems Planning Team

Student Name: _____ Grade: _____

Date: _____ IEP (circle one) Yes No

Teacher: _____

1) I am a (circle one): **Teacher/team** **Family Member** **Student**

Name: _____

Relationship to student: _____

2) Type of Concern:

 ___ Academic only

 ___ Behavior only

 ___ Both Academic and Behavior

Thank you.

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

Time to Go Do the Work! (2.3 & 2.4)



- 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 your Request for Assistance form.
 - Timely (response within 3 days)
 - Available to all staff, families, and students
 - How will it address both CICO and SAIG?

Document action steps needed for 2.3 & 2.4

Professional Learning Roadmap, 2.5 & 2.6

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TFI 2.5 & 2.6 Purpose & Outcomes

Purpose:

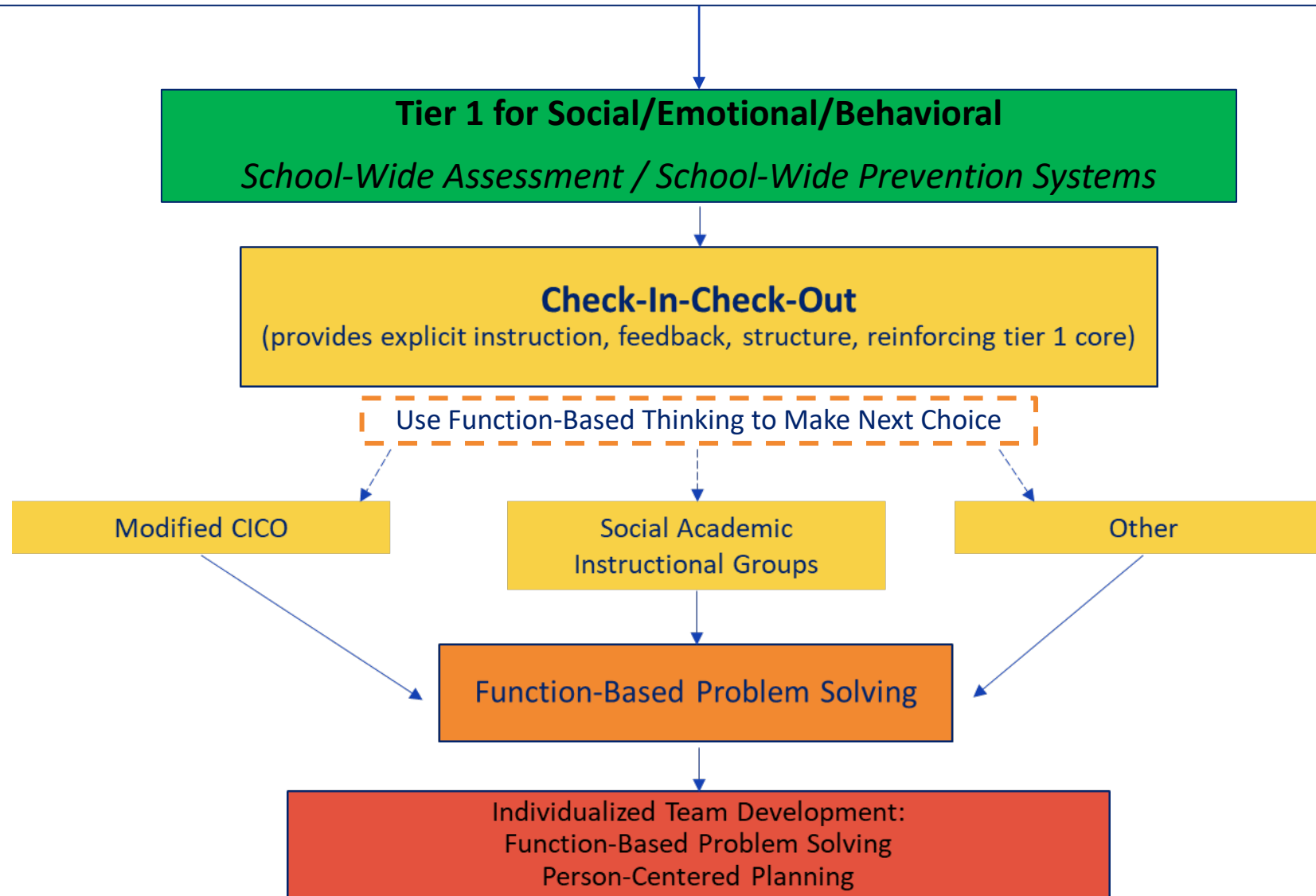
Learn how a continuum of interventions is needed for Tier 2 supports and ensure each Tier 2 intervention includes the three critical features.



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)

General Education & Special Education



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 education
- Access to peer attention
- Access to choice of alternatives/activities

Considerations for Successful Group Interventions

- Option for avoiding aversive activities
- Structural prompts for “what to do” throughout the day
- At least 5 check-in times throughout the day when adults provide positive feedback on student behavior
- A school-home communication system
- Opportunity for adaptation into a self-management system

Checklist of Tier 2 Interventions

- 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 Social Academic Instructional Groups

Critical Features	Social Academic Instructional Groups
Additional instructional time for student skill development	Students attend intensified social skills instruction groups for 30 minutes once a week
Additional structure/predictability	Morning check in and afternoon check out still takes place. Group is once a week.
Increased opportunity for feedback	The DPR prompts the teachers to provide feedback to student
A school-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

Layered Tier Skills

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

Remember dosage!?

Time to Go Do the Work



- Use **2.6 Activity 1** to identify how SAIG in your system meets each critical feature
- Use **2.6 Activity 2** to ensure each Tier 2 intervention meets the function of the student's behavior



Document action steps needed for item 2.6

Professional Learning Roadmap, 2.7

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TFI 2.7 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).

Understanding Social Academic Instructional Groups

Selecting and Identifying Groups



Before developing anything NEW, assess what is 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 Social Academic Instructional Groups

Name of Group	How many students have received	How many students responded	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	NO
Coping Cat	12	12	YES	YES
Girls Group	30	10	NO	NO

The Bottom Line

What data will you use to determine:

a) what group to install, and b) which student to put into each group?

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

Data Analysis	Structure	Skills Taught How Many?	Provider	Location	Frequency How many weeks?
	Standing	Prosocial/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		

Types of SAIG

2 Options



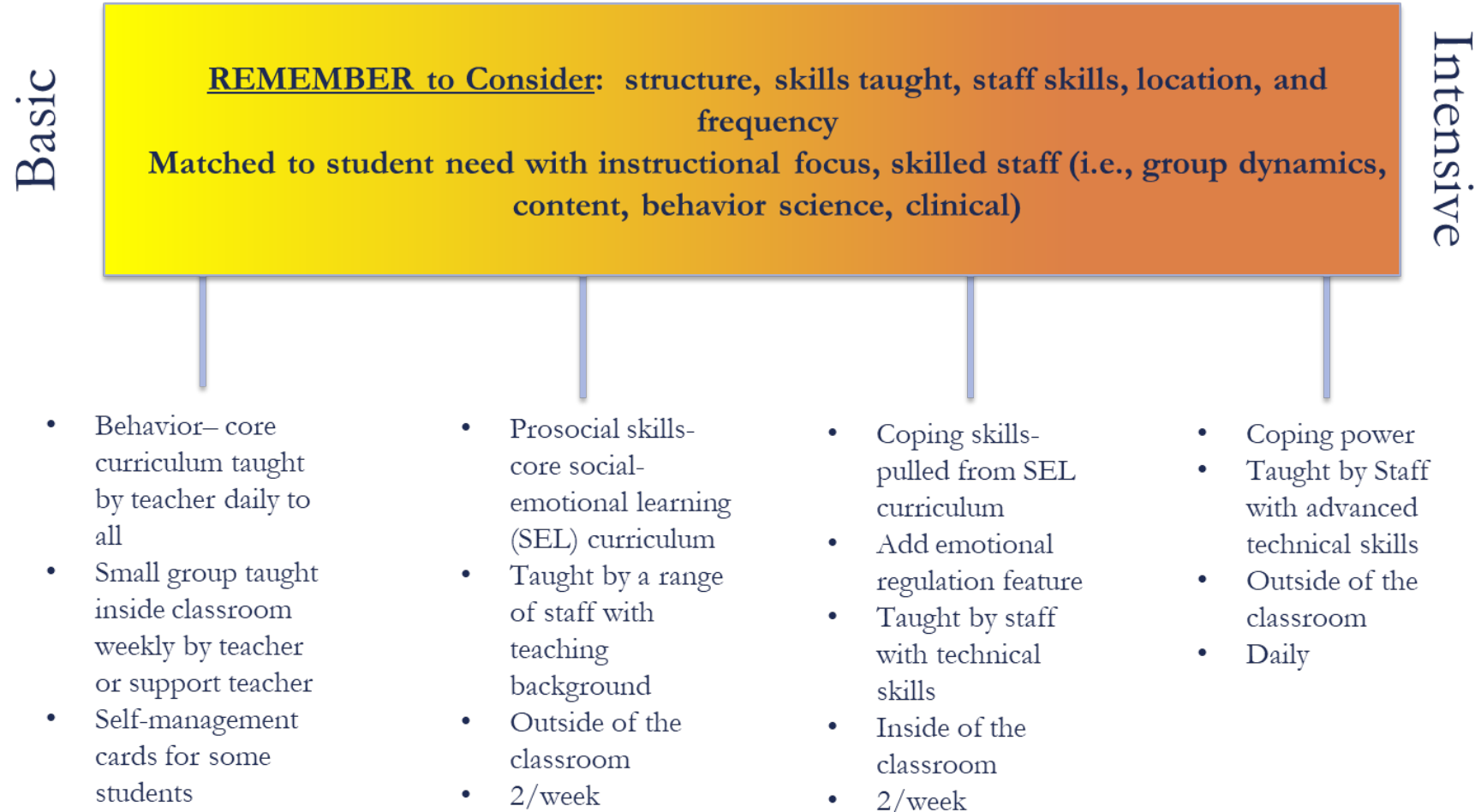
Basic SAIG



Intensive SAIG

Understanding Types of Groups

Monitor Data, Select Practice, Install Systems



Understanding Social Academic Instructional Groups

BASIC SAIG



Characteristics - SAIG

- 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

Expectation

Be Safe

Be Respectful

Be Responsible

Common areas of need

Common areas (playground, hallway, cafeteria)

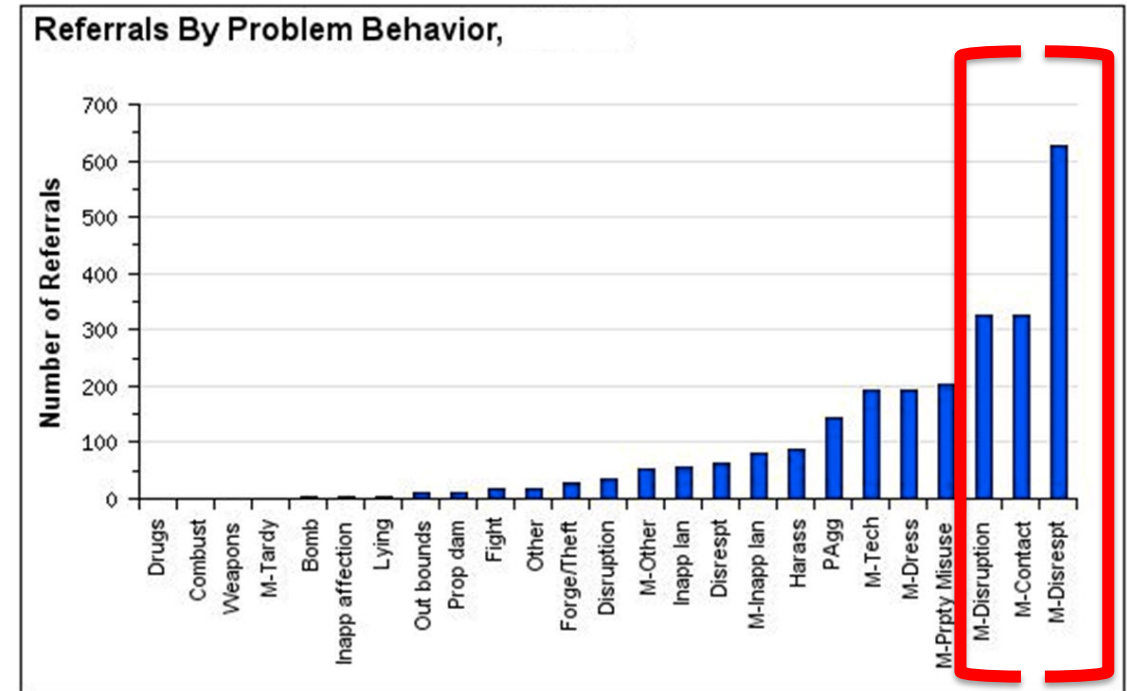
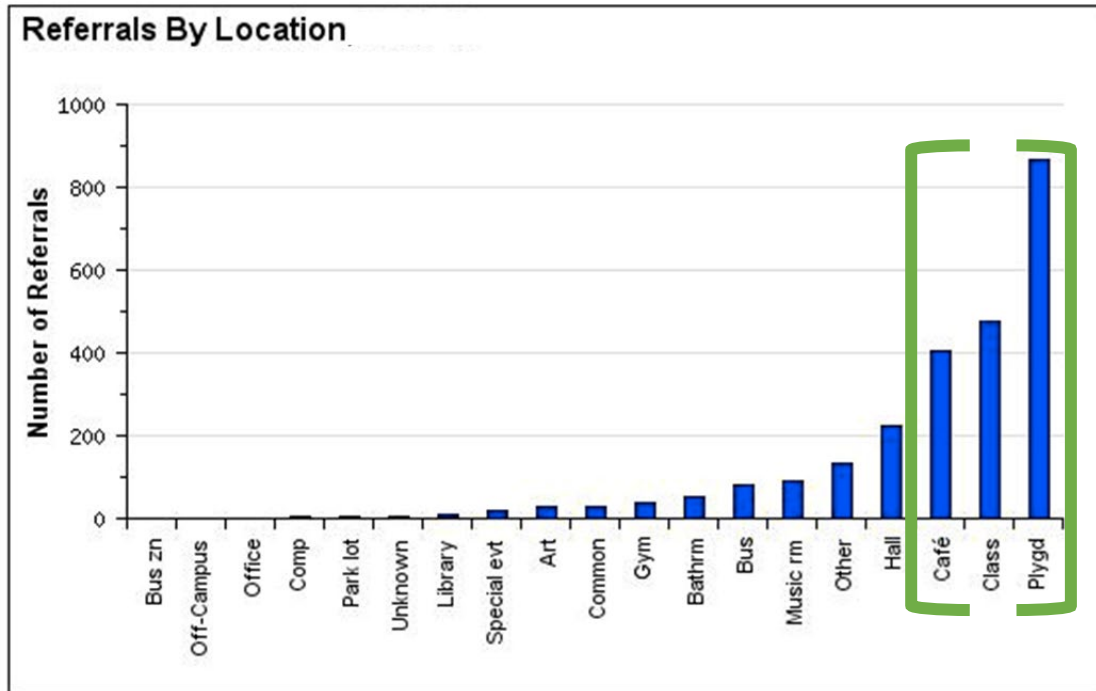
Classroom procedures (based on classroom data)

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 groups might be formed

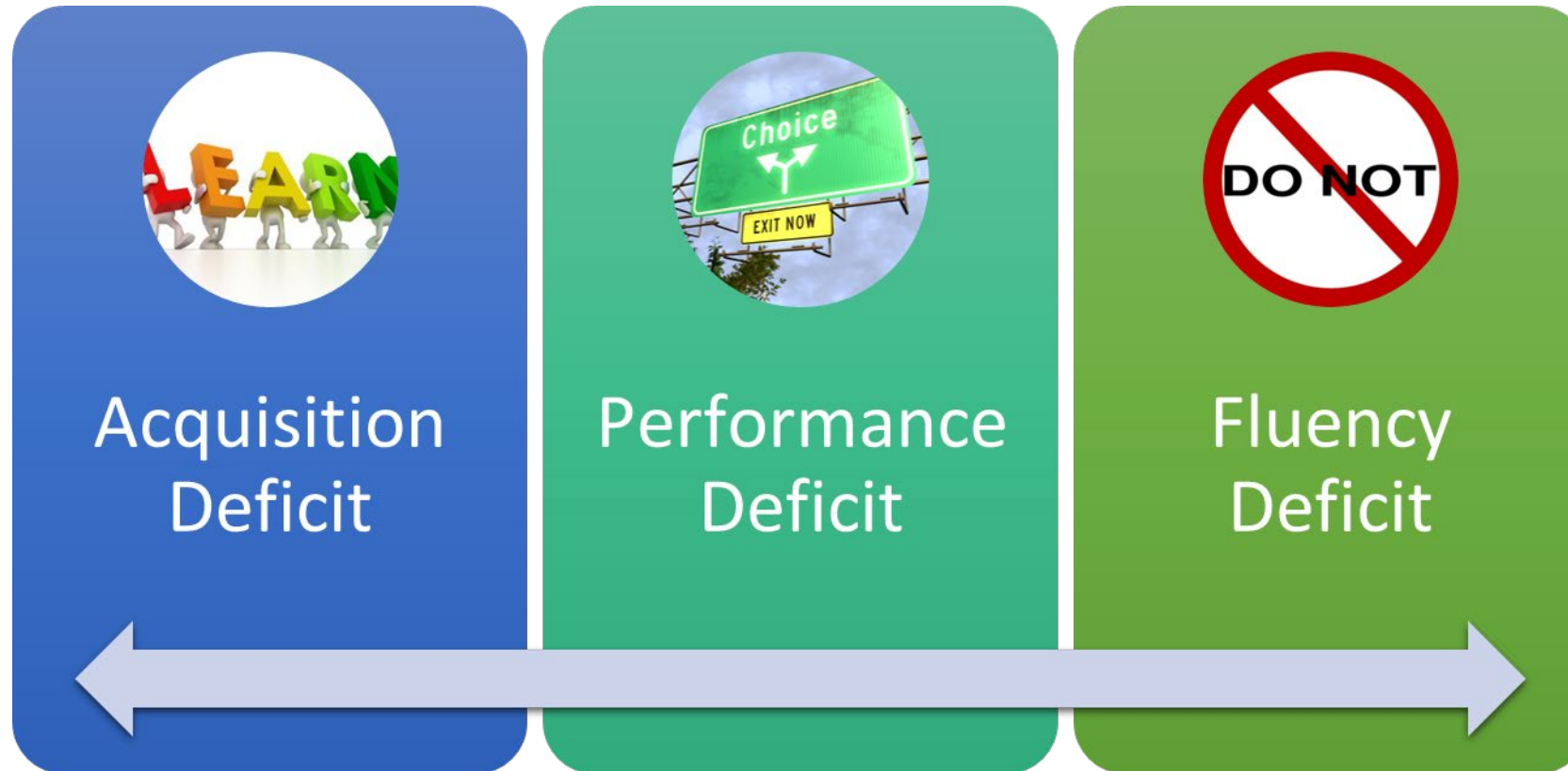
LOCATION

- Cafeteria
- Classroom
- Playground
- Hallway

PROBLEM BEHAVIOR

- Disruption
- Physical Contact
- Disrespect / Non-Compliance / Defiance

Understanding Skill Deficits



Reteach lesson plans that are tied to expectations on our school-wide matrix

Tied to School-Wide Expectations



Daily Progress Reports (DPRs) 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											
<ul style="list-style-type: none"> Take responsibility for actions / tell the truth (Respect Self) 											
<ul style="list-style-type: none"> Follow directions of adults/Compliance (Respect Others) 											
<ul style="list-style-type: none"> 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
- “Skillstreaming” 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, data collected from a system like School-wide Information System (SWIS) 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 Cool Tool Lessons and re-teaching them in your SAIGs

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.

Specific Example 1

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.

Data Analysis	Structure	Skills Taught How Many?	Provider	Location	Frequency How many weeks?
	Standing	Prosocial/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		

Specific Example 2

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 prosocial 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 prosocial skills. The group will be held in the cafeteria, daily.

Data Analysis	Structure	Skills Taught How Many?	Provider	Location	Frequency How many weeks?
	Standing	Prosocial/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		

Understanding Social Academic Instructional Groups

INTENSIVE SAIG



Characteristics – Skill-building

- 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 it involves the use of DPR (to increase generalization)
- Rolling enrollment- students can enter at any time (and ideally within 3 days of identification)
- Typically, more than 3 lessons

How might groups be formed

- **Prosocial skills** - replacement behaviors for avoidance, withdrawal, etc.
 - Friendship Skills/Social Awareness/Relationship Building
- **Problem-solving skills** - replacement behaviors for fighting, arguing, etc.
 - Conflict Resolution Skills/Anger Management Skills/Self-Management
- **Academic Behavioral skills** - replacement behaviors for getting out of seat, poor study habits, talking out during instruction, etc.
 - Study/Organizational Skills/Focus/Self-Management Skills/Responsible Decision-Making

Sample of a DPR

**“Social & Academic
Instructional Groups”**
(sample academic skills group)

NAME: _____ DATE: _____

EXPECTATIONS	1st block	2nd block	3rd block	4th block	5th block	6th block	7th block
Be 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
Be 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
Be 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 evidenced-based curriculum** and pull-out lessons based on what your data tells you your students need
 - Second Step
 - Skillstreaming
 - Coping Cat
- Connect back to behavioral expectations set at Tier 1

Create Your Own Lesson Plans: Teaching Behavioral Expectations

- 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)

All the examples listed could be used to develop behavioral lesson plans.

Prosocial 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

- About My Feelings
- Ways of Showing Feelings

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

Examples SAIG Curriculums

- Free access
- Based on Skill streaming and other evidence-based methods
- Scripted Lessons: Emotional Management Skills, Classroom Survival Skills
- All levels: Elementary School/Middle School/High School

Who else can facilitate a 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 if wanted/ needed!

Guiding Questions

(refer to last page of the SAIG Implementation Workbook)



What data tells you there is a need for a group (a skill/s to be re-taught)?

Is it a skill deficit? Or an application change?

Which skill(s) will you teach?

Who will lead the group?

When? Where? How often?

Guiding Questions Continued

(refer to last page of the SAIG Implementation Workbook)



What will you progress monitor?

How will you progress monitor?

Where/how will students practice and be reinforced?

How will you train/ coach the adults?

Transition (continue, modify, intensify, or fade)

How will you assess fidelity of implementations?

Specific Example 3

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.

Data Analysis	Structure	Skills Taught How Many?	Provider	Location	Frequency How many weeks?
	Standing	Prosocial/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		



Time to Go Do the Work 2.7!

- 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



Document action steps needed for 2.7

Professional Learning Roadmap, 2.8

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

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

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

TFI 2.8 Purpose & Outcomes

Purpose:

Ensure Tier 2 interventions are linked to Tier 1 supports

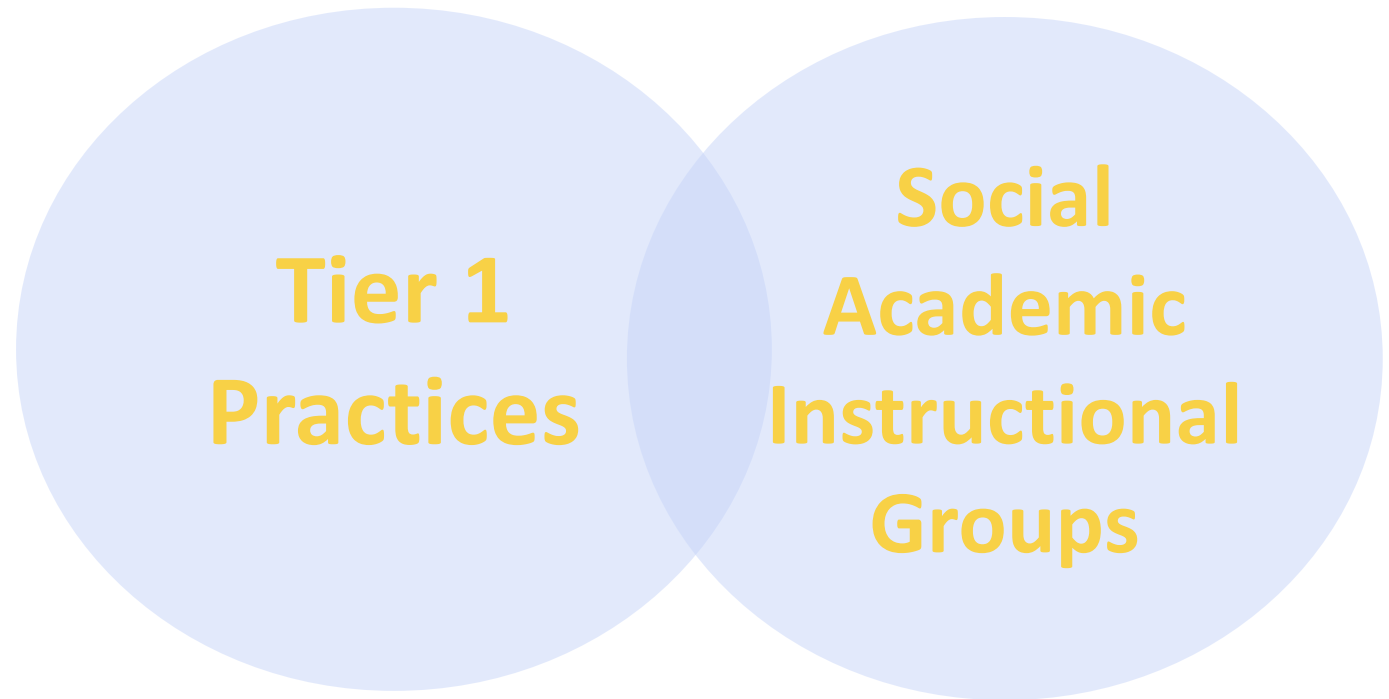


Outcomes:

- ✓ **2.8 Access to Tier I 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.



**What
connections
do you see?**



Remember your Tier 1 lessons!

Example of Bobby

SAIGs

Not 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
- 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

Accessing Tier 1 Supports

- 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



Time to Go Do the Work 2.8!

Use 2.8 Activity 1 to ensure SAIG are connected to Tier 1 and that SAIG is higher dosage of Tier 1 for students

Document action steps needed for 2.8



Professional Learning Roadmap, 2.9

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

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

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

TFI 2.9 Purpose & Outcomes

Purpose:

Organize the PBIS features into a cohesive plan



Outcomes:

- ✓ **2.9 Professional Development:** A written process is followed for teaching all relevant staff how to:
 1. Refer students, and
 2. Implement each Tier 2 intervention that is in place



Huntley High School Example

Social/Academic Instructional Groups

Program Description

Social Academic Instructional Groups are run weekly by a group of teachers and clinicians at HHS to support students who need additional direct instruction and discussion on various behavior related topics. Currently groups are run weekly during alternating class periods to limit disruption to student schedules. Students can qualify after going through an earlier intervention for Re-Engagement or Positive Communication.

Social/Academic Instructional Group Documents

-  SAIG Permission Form.doc
-  Completion certificate.pub

Targeted Students

S/AIG targets students struggling with attendance, behavior and/or academics who have needs of direct instruction and discussion from

Frequency of Intervention

Entry Criteria

Students can be identified after not graduating for another Tier 2 Intervention by use of the Reverse Request for Assistance.

Data Collected

Grades, Referrals and Attendance collected weekly on Log Sheet

Incentives

Students are able to choose a double lunch or buy back detentions with cooperation and positive completion of the program.

Exit Criteria

Upon completion of the 6 week group, student has improved in the qualifying area (academic, behavior, attendance).

Progress Monitoring Tools

Google Doc form modified from CICO card that has the School-wide expectations as well as specific focus expectation as based on the SAIG curriculum

Stakeholder Information

Consider Creating a PD Timeline

- Think of all key stakeholders:
 - Parents/Families
 - Staff
 - Students
 - Community Members
- How will you 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?



Time to Go Do the Work 2.9!

Use 2.9 Activity 1-4 to revise your Professional Development plan for Tier 2 to build staff 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



Document action steps needed for 2.8

Professional Learning Roadmap, 2.10 – 2.13

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

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

Evaluation	
2.10	Levels 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.

Trainer Resource: Tier 2/3 Training Tool

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, Groups & Mentoring # / %		Other: # / %		FBA/BIP # / %		Wraparound Support # / %	
	# / % 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	/	/	/	/	/	/	/	/	/	/	/	/

Data-based Decision-rules for defining “response to intervention”: Please list below your data-based decision-rule/s to determine youth ‘response’ for each of the six levels of intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

Responding to Check-in Check-out (CICO):

Responding to Social/Academic Instructional Groups:

Responding to Individualized CICO, Groups & Mentoring:

Responding to (other):

Responding to a FBA/BIP:

Responding to Wraparound Support:

Trainer Resource: Tier 2/3 Interactive Tracking Tool

**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 3 rd 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 Systems SAIG Data

- 70% of students are responding
- Coordinator comes with precision statement:
 - 30 students are being supported through SAIGs, 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 a functional behavior assessment (FBA)/behavioral intervention plan (BIP) (modify/intensify)

First Determine...

Is it a student-centered issue? **OR** A system(s)-centered issue?



Sample Student Outcome - Data Sources

- DPR scores
- Classes passed, credits earned, grades
- Attendance- classes and days
- Behavior problems- (identified in a behavior management system such as 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

The DPR card is NOT the intervention!

- Specific skills taught in a group setting
- SPECIFIC positive/ corrective feedback provided by classroom teachers, connected to the skills being taught

Trainer Resource: Tier 2 Problem Solving Team 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
<ul style="list-style-type: none"> Presume positive intentions Allow for an equal voice for all Keep materials in your area 	<ul style="list-style-type: none"> Start and end meetings on time Wait your turn to speak Keep comments constructive Listen attentively to all 	<ul style="list-style-type: none"> 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):								

Trainer Resource: Tier 2 Problem Solving Team Agenda

– Steps 1 & 2

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 (<i>continue, modify, intensify, fade</i>)	Who?	By When?	Goal & Timeline	Outcomes/Updates

Trainer Resource: Tier 2 Problem Solving Team Agenda – Step 3

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 <u>tracking</u> whether we’re completing the tasks we agreed on at previous meetings?			
In general, have we done a good job of actually <u>completing</u> the tasks we agreed on at previous meetings?			
In general, are the completed tasks having the <u>desired effects</u> on student behavior?			

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

SAIG Fidelity Check

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

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

District: _____ Data collector: _____

<u>Evaluation Question</u>	<u>Data Source</u> P = permanent product; I = Interview; O = Observation	<u>Score</u> 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](#).





Use 2.10 & 2.11 Activity to define process for monitoring SAIG and student response

**Time to Go
Do the Work
2.10, 2.11,
2.12 & 2.13!**

Use 2.12 & 2.13 Activity 1 to outline your plan for monitoring fidelity of groups and annual evaluation



Document action steps needed for 2.10, 2.11, 2.12 and 2.13

Creating an 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				

Review of Objectives

- Understand how SAIGs are embedded within MTSS
- 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

Appreciation is given to the following for their contributions to this Professional Learning:

THANK YOU!



Exit Ticket

Questions, Follow-up, Final Comments



Contact Us



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education
Educational Partnership
Technical Assistance Partnership
for Behavior



UNIVERSITY at ALBANY
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Training Evaluation Survey

[Link here](#)