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)
Facilitator Training

Developed by the Technical Assistance Partnership for Behavior (TAP-B) at the University at Albany, SUNY
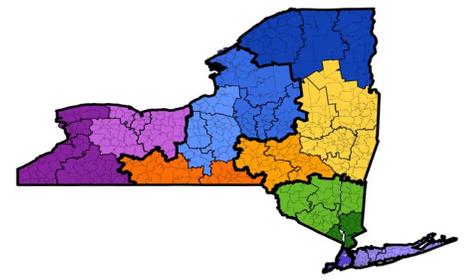
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Disclaimer

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

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

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

Agenda: SAIG Facilitator Training

- **Overview of PBIS**

- **Overview of SAIG**

- **How SAIG Works**

- **The Role of the SAIG Facilitator**

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

Handouts

- **SAIG Implementation Process and Cycle**
- **Intervention Facilitator Conversation Starters**
- **Sample Home Report**
- **Steps to an SAIG Lesson**
- **SAIG Lesson Plan Template**
- **SAIG Facilitator Roles and Responsibilities**
- **Weekly Summary Tracker**
- **Tier 2 Intervention Facilitator Daily Log**

Slide Marker Icons

Activity

Handout

Poll

Discussion

Reflection

Action Plan

Vetted/ Policy

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

CULTURAL EQUITY

CULTURAL KNOWLEDGE

CULTURAL VALIDITY

CULTURAL RELEVANCE

OUTCOMES

SYSTEMS

DATA

PRACTICES

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

Where are we in the triangle?
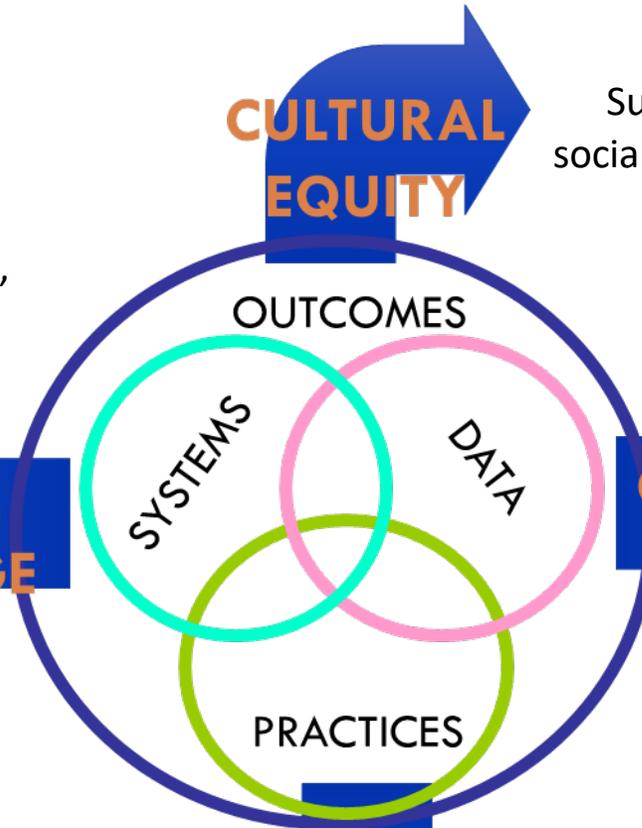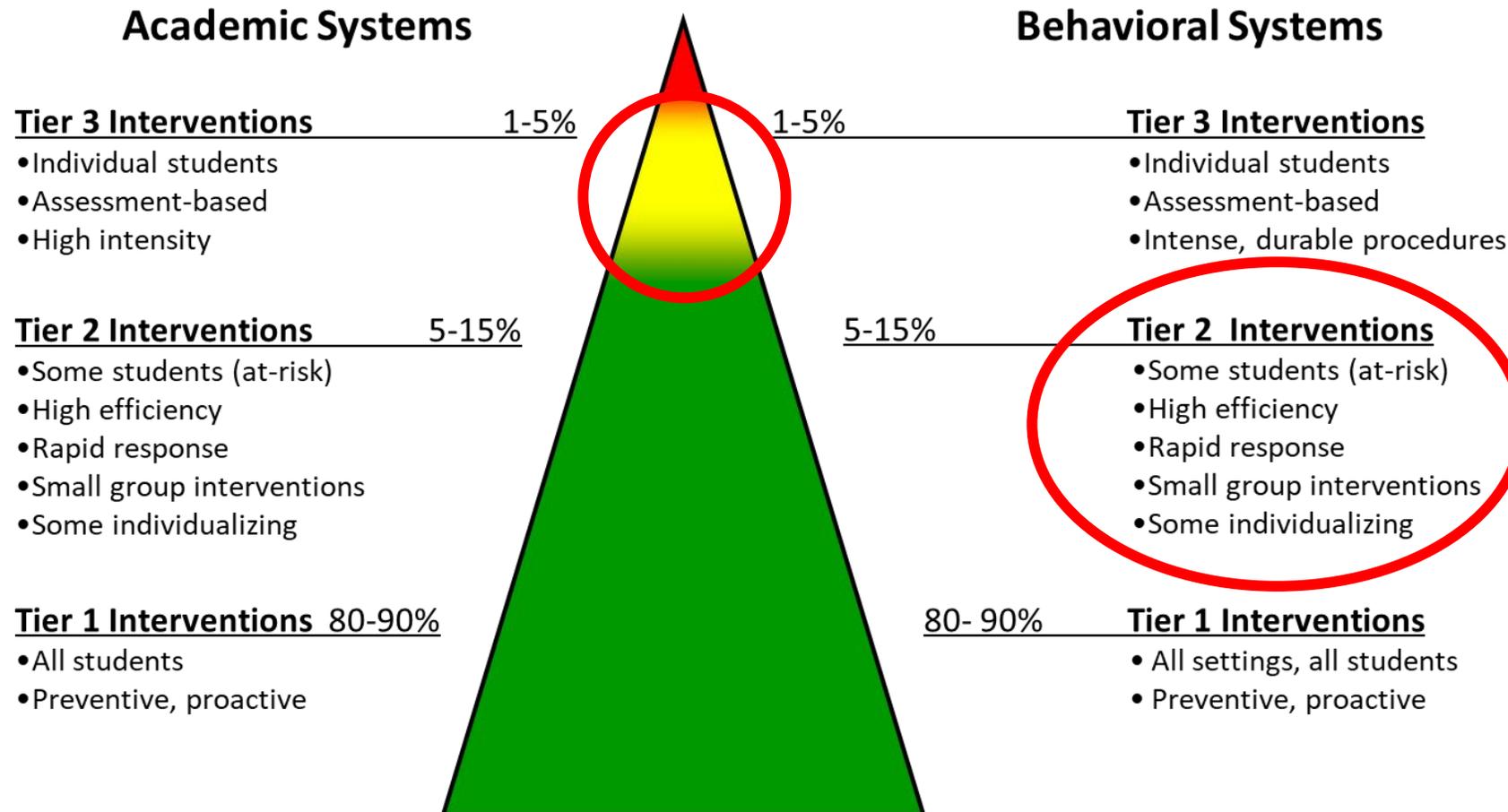
Student Profile
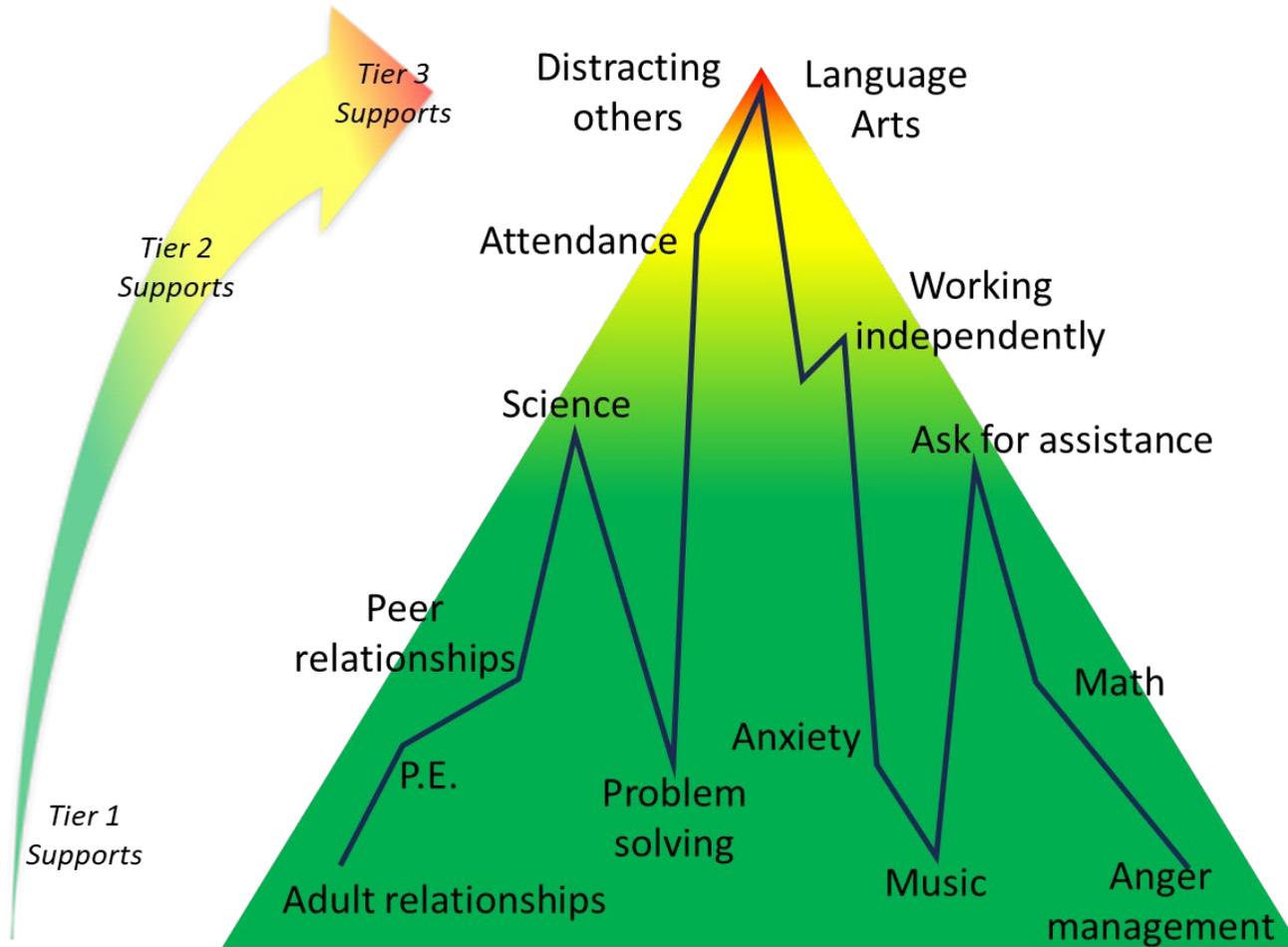
What does YOUR social, emotional, academic, physical, and/or professional profile look like?

Where do you need Tier 2 Supports?

Definition: SAIG

- Social Academic Instructional Groups (SAIG) 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 (DPR) 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)

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)

Questions and Answers

# 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

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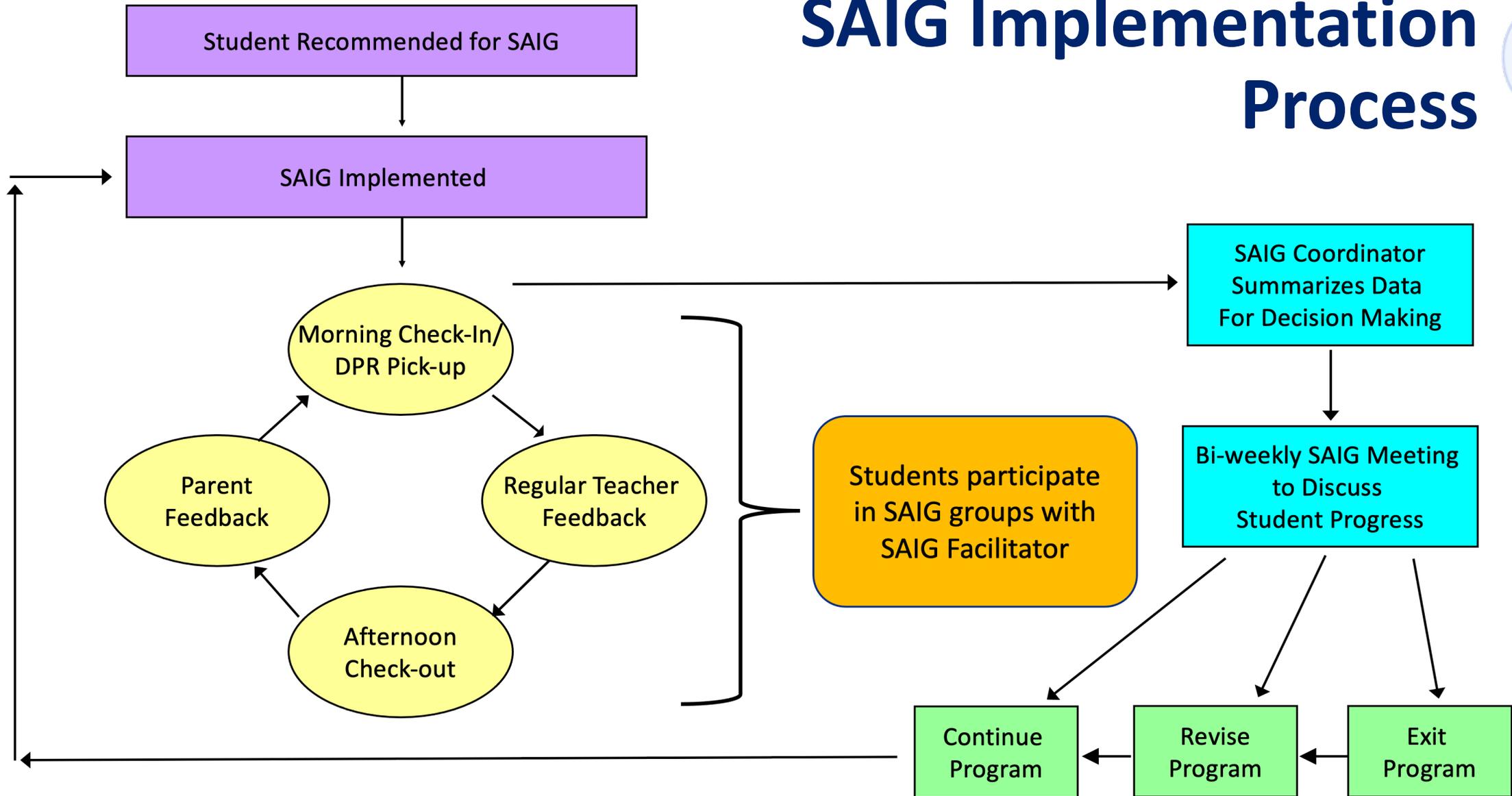
SAIG Implementation Process
Student Referral and Start of Implementation

Student Recommended for SAIG

SAIG Implemented

(Hawken, L., 2015)
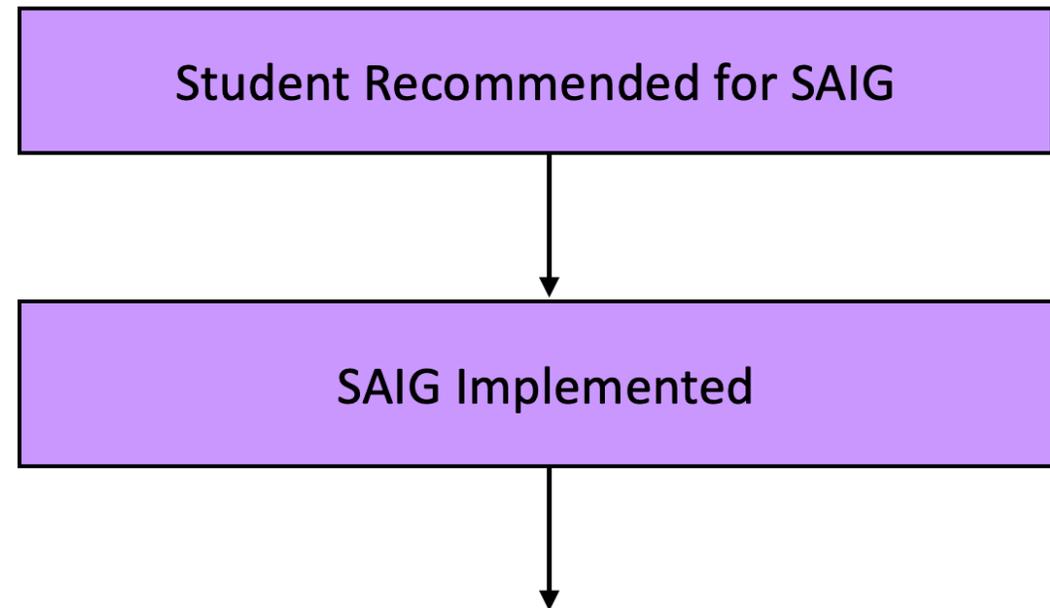
SAIG Implementation Process
Daily Cycle – Morning Check-In and DPR Pick-up

- **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

(Hawken, L., 2015)
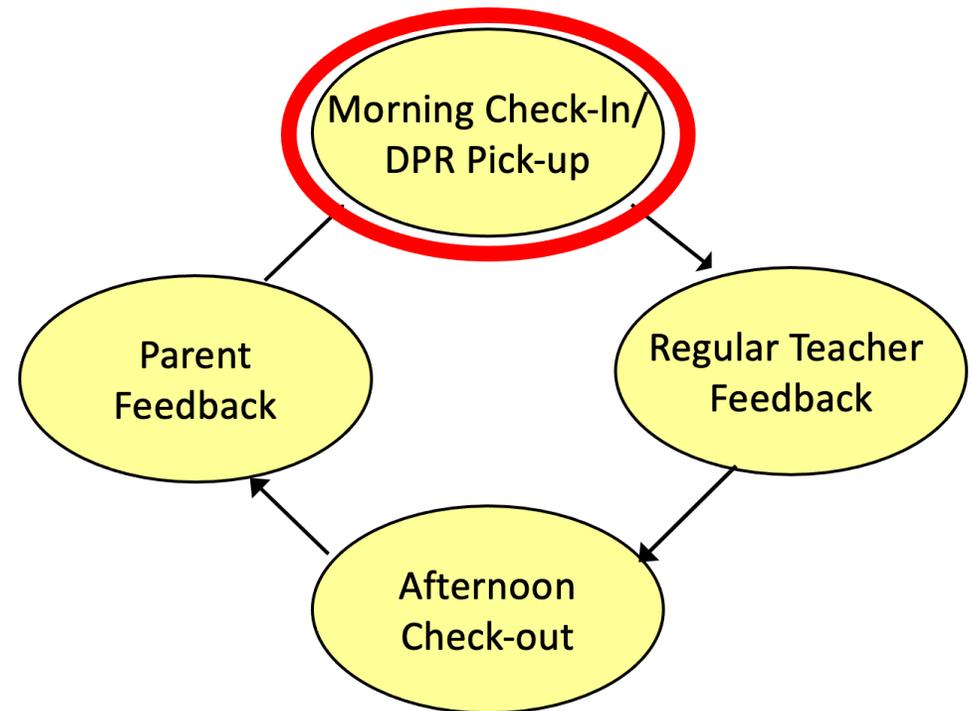
Things to Say at Check-In...

Handout

- 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)

Morning Check-In/ DPR Pick-up

Regular Teacher Feedback

Parent Feedback

Afternoon Check-out
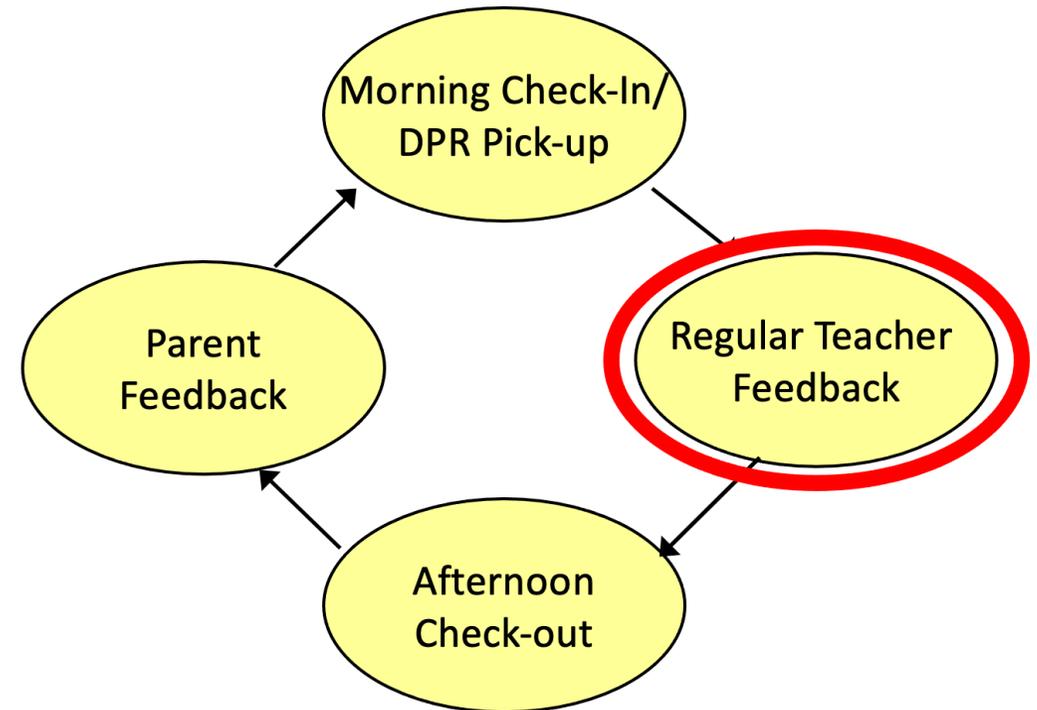
SAIG Implementation Process
Daily Cycle – Afternoon Check-Out

- **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

Morning Check-In/ DPR Pick-up

Regular Teacher Feedback

Afternoon Check-out

Parent Feedback
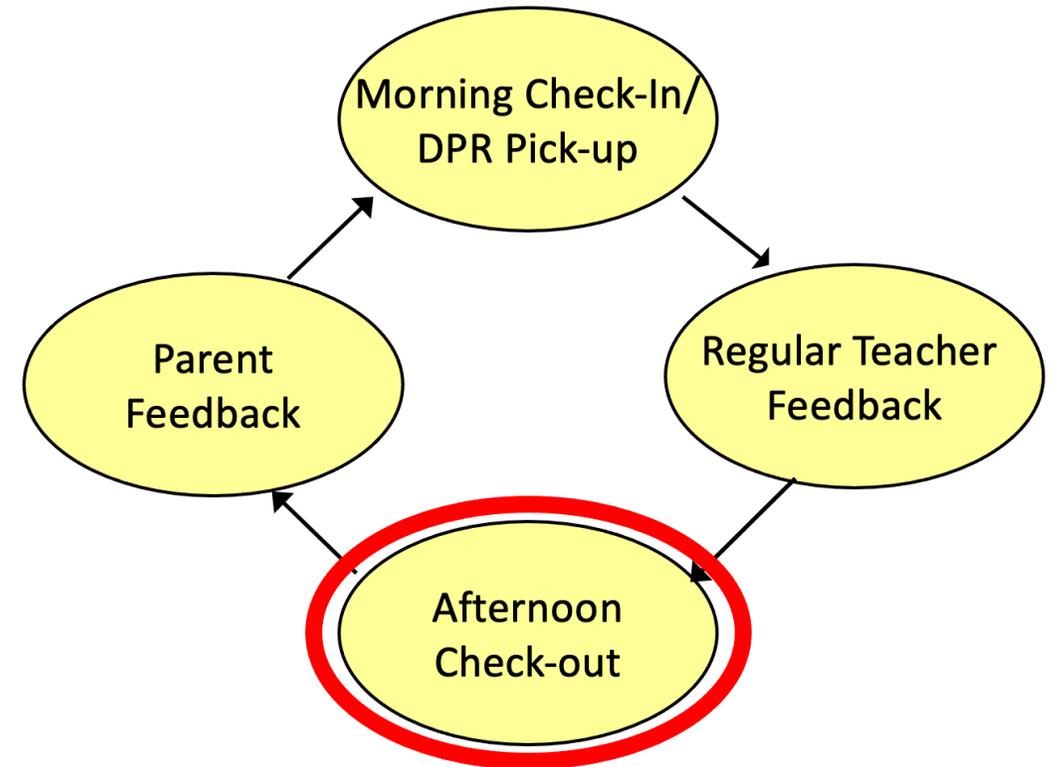
Things to Say at Check-Out...

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)
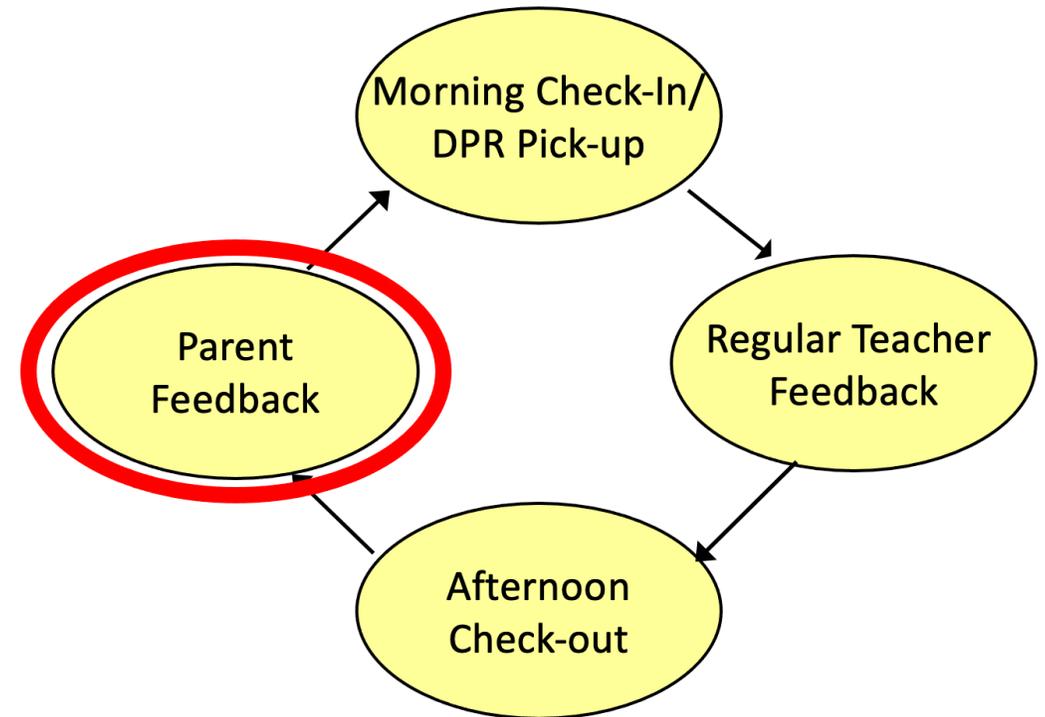
SAIG Implementation Process
Group Sessions

- 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
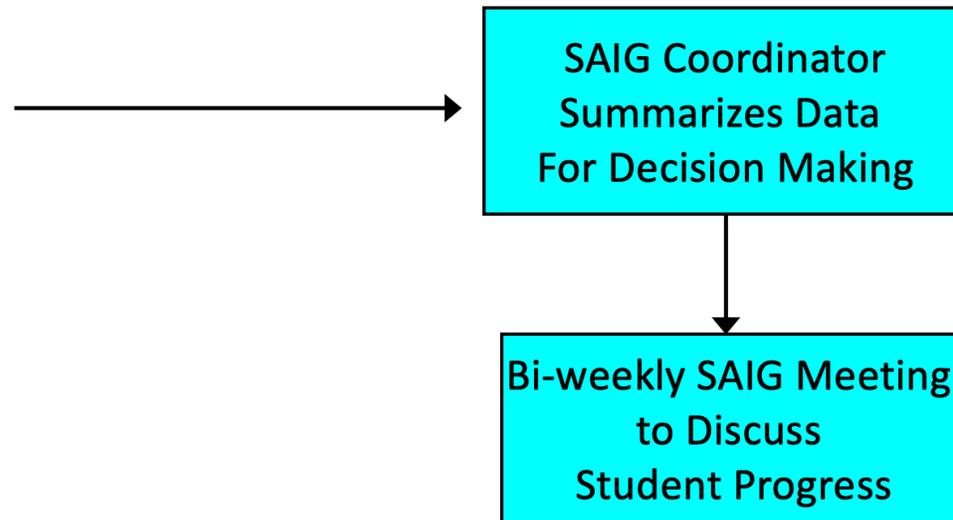
SAIG Implementation Process
Data-Based Decision Making to Continue, Revise, or Exit Intervention
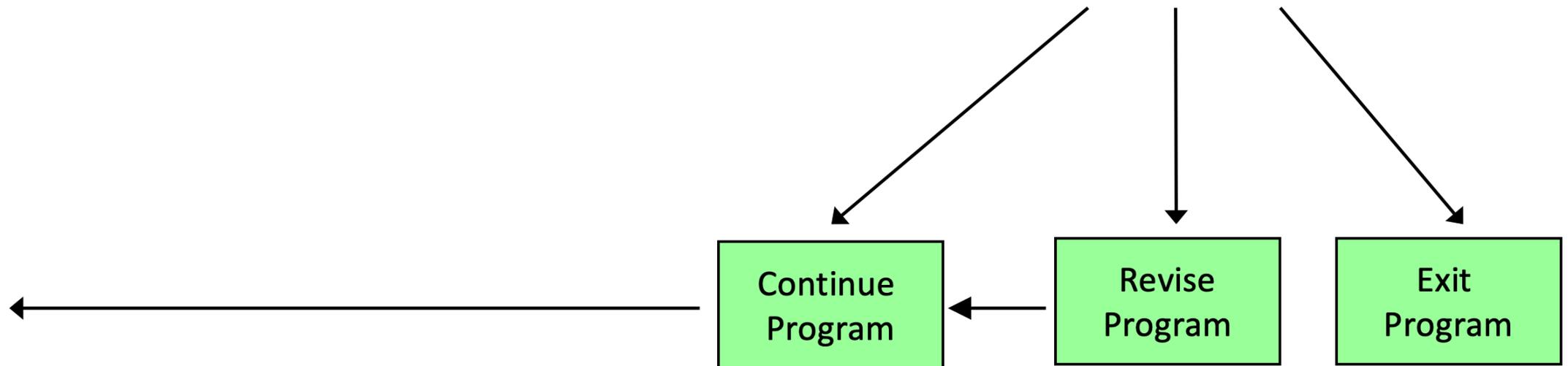
Understanding Types of Groups
Monitor Data, Select Practice, Install Systems

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.

Daily Progress Report (DPR)

- A document that serves to remind students of the school's 3-5 behavioral expectations

- Provides a means by which students receive structured feedback on their behavior throughout the day

- Generalizable across all student schedules

- Three-point rating scale (0, 1, 2)

- Multiple check-in opportunities throughout the day with teachers/staff

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							

Student Reinforcement

- What reinforcers will students receive for checking in and out **each day** in addition to Behavior Specific Praise?
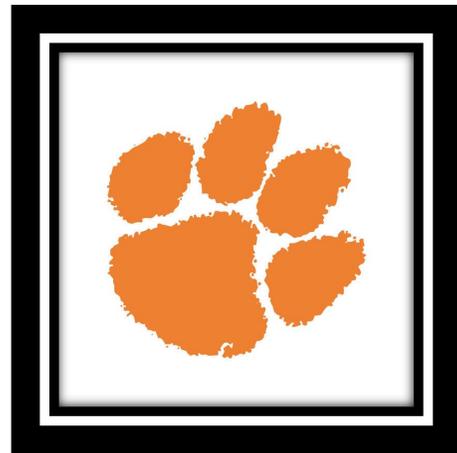
- What reinforcer will students receive for meeting their **end of week** DPR goals?

Important Point!

The point card is NOT the intervention... It is a <u>tool</u> to help with the intervention.

Positive adult interactions

Specific, positive and corrective feedback

How Groups Might Be Formed - BASIC

LOCATION
- Cafeteria
- Classroom
- Playground
- Hallway

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

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

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.)

How Groups Might Be Formed - INTENSIVE

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

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

Questions and Answers II

The Role of the SAIG Facilitator

PBIS Tier 2: Social Academic Instructional Groups

Team Organization at Tier 2
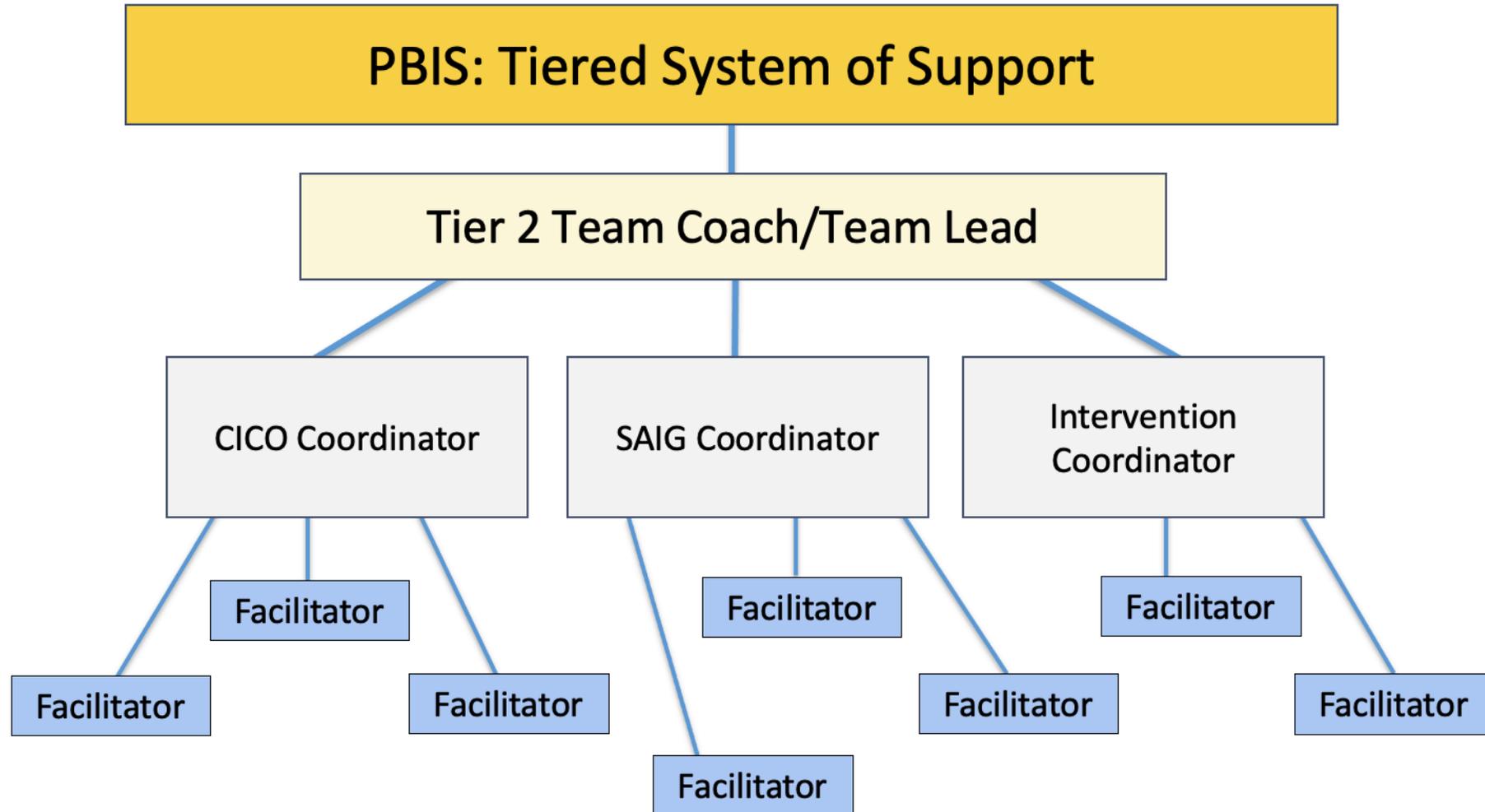
Defining Tier 2 Roles and Responsibilities

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 Facilitator

Role and Responsibilities

- Create/Adopt SAIG materials and lessons

- Facilitate SAIG to students

- Provide students with Daily Progress Report (DPR) card

- Provide students with positive behavior specific praise and corrective feedback on behavior/goals

- Use school-wide reinforcers to acknowledge students' participation in SAIG and meeting goals

- Keep SAIG materials organized and notify Coordinator when additional supplies are needed

- Collect and submit DPR data to Coordinator on a timely basis (daily/weekly)

Handout

Who Can Facilitate?

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 <u>first</u> if wanted/needed!

A SAIG Facilitator is someone who:

- Is accepting of diversity
- Is organized; keeps data, starts/ends on time
- Establishes/enforces ground rules (confidentiality, mandated reporter)
- Has good personal boundaries
- Has discussion facilitation skills (active listening, paraphrasing, modeling)

Record Keeping

CICO Facilitator Daily Log

- Method for organizing materials; folder

- Blank DPR point cards

- Daily Log

- Weekly Summary Tracker

- School's Behavioral Matrix

- Home Report (optional)

Tier 2 Intervention Facilitator Daily Log

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

Handout

Tier 2 Intervention Weekly Summary Sheet

Tier 2 Intervention: Weekly Summary Sheet

Intervention Facilitator: _____ Week of: _____

	Daily Percentage					Weekly Average
Student	Monday	Tuesday	Wednesday	Thursday	Friday	

Wrap Up

Questions

Follow Up and Technical Assistance

Contact Information

Evaluation

Final Thoughts

- The card is NOT the intervention!

- Students need to know why they received a 0, 1, or 2

- The goal is to establish and build positive relationships with students that focus on helping them with what they need to do, vs what they should not do

Teams and Teachers are Critical for Success!

A common misperception is that these strategies will "*fix*" the student and the classroom teacher does not need to be an active participant since "specialists" or outside staff are often involved in the intervention – it is important to stress that these interventions will require high level of involvement among **ALL STAFF** within the school building.

(Lewis, 2009)

Questions and Answers III

Technical Assistance Days

Contact Us

Meeting Evaluation Survey

Link here