Positive Behavior Interventions and Supports (PBIS)
Tier 2 Social Academic Instructional Groups (SAIG)
Staff Orientation

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

Last Updated: 12.2023
Presenter Introductions

Tier 2 Team Members

• (Insert PBIS Tier 2 team members names here)
• TEAST
Presenter Introductions
RPC Behavior Specialist

• (Insert Behavior Specialist’s name here)
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.
Agenda

• Foundations of Tier 2
• Readiness and Getting Started
• Training and Team Development
• Implementation and Sustainability
• Wrap-up
Handouts

1. Tier 2 Staff Handbook
Foundations of Tier 2

PBIS Tier 2 Social Academic Instructional Groups Orientation
Rationale

Maintaining a representative PBIS team allows the school to:

• Align PBIS goals, school mission, and vision
• Establish multi-year action plans
• Actively elicit ownership, voice, choice, and broad representation from families and the community
• Develop communication and dissemination plans
• Ensure that student social behavior is a priority
• Develop coaching supports
• Facilitate data-based decision-making
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 **Student Behavior** through a three-tiered continuum of culturally relevant evidence-based interventions

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

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

(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**
- **Tier 3 Interventions** 1-5%
  - Individual students
  - Assessment-based
  - Intense, durable procedures
- **Tier 2 Interventions** 5-15%
  - Some students (at-risk)
  - High efficiency
  - Rapid response
  - Small group interventions
  - Some individualizing
- **Tier 1 Interventions** 80-90%
  - 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?
Overview of Tiered Supports

General Education & Special Education

Tier 1 for Social/Emotional/Behavioral
School-Wide Assessment / School-Wide Prevention Systems

CICO
(provides explicit instruction, feedback, structure, reinforcing of tier 1 core)

Use Function-Based Thinking to Make Next Choice

Modified CICO and/or

SAIG and/or

Other Interventions...

Function-Based Problem Solving

Individualized Team Development:
Function-Based Problem Solving and Person-Centered Planning
Installation of SAIG

PBIS Tier 2 Social Academic Instructional Groups Orientation
Tiered Fidelity Inventory (TFI)

Tier 2: Targeted SW-PBIS Features
- 13 Features (2.1-2.13)
- 3 Subscales
  • Teams
  • Interventions
  • Evaluation
Overview and Getting Started

Teams

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<tr>
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<td>2.1</td>
<td>Team Composition</td>
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<td>2.2</td>
<td>Team Operating Procedures</td>
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<td>2.3</td>
<td>Screening</td>
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<td>2.4</td>
<td>Request for Assistance</td>
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Interventions

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<td>Options for Tier 2 Interventions</td>
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<td>2.6</td>
<td>Tier 2 Critical Features</td>
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<td>2.7</td>
<td>Practices Matched to Student Need</td>
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<td>2.8</td>
<td>Access to Tier 1 Supports</td>
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<td>Professional Development</td>
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Evaluation

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<td>2.10</td>
<td>Level of Use</td>
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<td>2.11</td>
<td>Student Performance Data</td>
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<td>2.12</td>
<td>Fidelity Data</td>
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<td>2.13</td>
<td>Annual Evaluation</td>
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TFI 2.1: Team Composition
TFI 2.2: Team Operating Procedures

CORE CONTENT:
Definition, Rationale & Examples
Tier 2 Team Roles

Roles Needed: who can fill them?

- Team leader / Tier 2 Coach
- Intervention coordinators
  - CICO
    - Data? Communication?
  - SAIG
    - Data? Communication?
- Mentoring
  - Data? Communication?
- FBA/BIP
  - Data? Communication?
- Minute taker / Action plan recorder
- Time-keeper
- Family representative
- Student representative
- Community partner

- General Education Teachers
- Special Education Teachers
- Paraprofessionals
- Specials teachers (music, P.E., librarian, etc.)
- Administrators
- Volunteers
- Mental Health Agency partners
- Social Workers, psychologists, school counselors, psychotherapists, etc.
Team Organization at Tier 2

PBIS: Tiered System of Support

Tier 2 Team Coach/Team Lead

- CICO Coordinator
  - Facilitator
  - Facilitator

- SAIG Coordinator
  - Facilitator

- Intervention Coordinator
  - Facilitator
  - Facilitator
TFI 2.3: Screening
TFI 2.4: Request for Assistance

CORE CONTENT:
Definition, Rationale & Examples
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 a group
  - This should be the exception not the rule
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?
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
TFI 2.5: Options for Tier 2 Interventions
TFI 2.6: Tier 2 Critical Features
TFI 2.7: Practices Matched to Student Need
TFI 2.8: Access to Tier 1 Supports

CORE CONTENT:
Definition, Rationale & Examples
Critical Features of Tier 2 Interventions

• Additional instruction/time for student skill development

• Additional structure/predictability

• Increased opportunity for feedback (e.g., daily progress report, behavior specific praise, and error correction)
Access to Tier 1 Supports

It is critical to make sure that:

- Tier 2/Targeted supports are explicitly linked to Tier 1 supports

- Students receiving Tier 2/Targeted supports have access to and are included in Tier 1

- We do not take away Tier 1 levels of support when a student starts to receive Tier 2 supports
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).
How SAIG Works

Tier 2 Interventions: SAIG
## Critical Features Aligned with SAIG

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

1. **Student Recommended for SAIG**
2. **SAIG Implemented**
3. **Morning Check-In/DPR Pick-up**
   - **Parent Feedback**
   - **Regular Teacher Feedback**
   - **Afternoon Check-out**
4. **Students participate in SAIG groups with SAIG Facilitator**
5. **SAIG Coordinator Summarizes Data For Decision Making**
6. **Bi-weekly SAIG Meeting to Discuss Student Progress**
7. **Continue Program**
8. **Revise Program**
9. **Exit Program**

(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)
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

(Hawken, L., 2015)
SAIG Implementation Process

Daily Cycle – Parent Feedback

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

(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
SAIG Implementation Process
Data for Decision Making and Assessing Student Progress

- SAIG Coordinator Summarizes Data For Decision Making
- Bi-weekly SAIG Meeting to Discuss Student Progress

(Hawken, L., 2015)
SAIG Implementation Process
Data-Based Decision Making to Continue, Revise, or Exit Intervention

(Hawken, L., 2015)
Types of SAIG

2 options

OPTION 1: Basic SAIG
OPTION 2: Intensive SAIG
Understanding Types of Groups
Monitor Data, Select Practice, Install Systems

**Basic**
- 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

**Intensive**
- 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

**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)
Key Point!

Ideally, the skills being taught in groups should be a reteach 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)

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>1st block</th>
<th>2nd block</th>
<th>3rd block</th>
<th>4th block</th>
<th>5th block</th>
<th>6th block</th>
<th>7th block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk to class</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
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<tr>
<td>Keep hands to self</td>
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<tr>
<td>Use appropriate language</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
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<tr>
<td>Raise hand to speak</td>
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<tr>
<td>Bring materials</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
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<tr>
<td>Fill out assignment notebook</td>
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<td>Teacher Initials</td>
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</tbody>
</table>
What’s in a 2?!

Remember:

- Staff need to be as consistent as possible about what behavior warrants a 0, 1, and 2

- A 2 should be similar behavior that is expected of other same aged students. Not “better behavior” than what is expected for others

- Staff still need to give positive praise/feedback for what a student did RIGHT to earn a 2. This will help the student do it again and will help others in the class learn what is right/expected as well
DPR Card Comment – Cautions!

If your school’s DPR has spaces for comments... Try to write or focus on the student’s successes in the intervention.

• Why? Allowing space for comments tends to:
  - Prompt adults to write something negative
  - Discourages staff from having the verbal interaction with student (allows them to only write it)
  - Parents/families tend to “use” these comments with their student in ways they’re not intended
  - We lose opportunity to re-teach if we are only using written comments
Important Point!

The point card is NOT the intervention... It is a tool 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

1. State behavioral expectations

2. Specify observable student behaviors (rules)

3. Model appropriate student behaviors

4. Students practice appropriate behaviors

5. Reinforce appropriate behaviors
TFI 2.9: Professional Development

CORE CONTENT:
Definition, Rationale & Examples
Staff, Student and Family Orientation

• Staff Training
  - PBIS Tier 2 Staff Orientation
  - Check-In/Check-Out (CICO) Intervention Orientation
  - Social Academic Instructional Groups (SAIG) Intervention Orientation
  - Intervention Facilitator training

• Student Training
  - Orientation for students who receive intervention and need added supports
  - Student training developed and delivered
    - Role playing
    - Discussion of routines
    - Responding to redirection from teacher

• Family Training
  - Orienting all families on what is PBIS at Tier 2
  - Families of students on Tier 2 Intervention... process for explaining the purpose, goals and how it benefits their child
TFI 2.10: Level of Use
TFI 2.11: Student Performance Data
TFI 2.12: Fidelity Data
TFI 2.13: Annual Evaluation

CORE CONTENT:
Definition, Rationale & Examples
Definition

• The critical feature of **Level of Use** examines the data of students currently involved in Tier 2 interventions.

• Data is reviewed to determine:
  - Are students progressing? If so, what plan is in place to fade supports?
  
  - If students are not progressing, has the appropriate intervention been selected for the student? Is the intervention being implemented with fidelity?

  - Are a sufficient number of students receiving Tier 2 supports? Are 5-10% of the student population being served?
**Tier 2/Tier 3 Intervention Tracking 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.

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Check-in/Check-out (CICO) # and %</th>
<th>Social/Academic Instructional Groups #/ %</th>
<th>Individualized Check-In/Check-Out #/ %</th>
<th>Other: #/ %</th>
<th>FBA/BIP #/ %</th>
<th>Other: #/ %</th>
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<tbody>
<tr>
<td></td>
<td># / % Students Participating</td>
<td># / % Students Responding</td>
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<td><strong>Averages for year</strong></td>
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Handout
Data Monitoring

Team decisions based upon student-level progress monitoring data

- Continue
- Modify / Intensify
- Fade
# SAIG Fidelity Walkthrough Tool

To be used with the TFI

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

**Scoring Guide**

<table>
<thead>
<tr>
<th>School:</th>
<th>Date:</th>
<th>Pre:</th>
<th>Post:</th>
<th>District:</th>
<th>Data collector:</th>
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</table>

<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>Data Source</th>
<th>Score 0-2</th>
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<tbody>
<tr>
<td><strong>School Systems</strong></td>
<td></td>
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</tr>
<tr>
<td>1. Does the school employ a SAIG coordinator who job is to manage the SAIG with at least some release time per week allocated? F = no, I = no Coordinator, 2 = Coordinator(s) with no time, 3 = Coordinator(s) with time</td>
<td>Interviews with Administrator &amp; SAIG Coordinator</td>
<td>I</td>
</tr>
<tr>
<td>2. Does an administrator serve on the Tier 2 team and review the SAIG data at least monthly? F = no, I = yes, but not consistently, 2 = yes</td>
<td>Interview</td>
<td>P/I</td>
</tr>
<tr>
<td>3. Has the SAIG system been taught/reviewed to staff on an annual basis? F = no, I = yes</td>
<td>PBIS Tier 2 Handbook</td>
<td>I</td>
</tr>
<tr>
<td>4. Did the Tier 2 team use SAIG data for decision making? F = no, I = yes</td>
<td>SAIG Referrals &amp; SAIG Start dates</td>
<td>P</td>
</tr>
<tr>
<td>5. Was the data entered into data system at least once a week? F = no, I = yes</td>
<td>Interview</td>
<td>I</td>
</tr>
</tbody>
</table>

| **Student Based** | | |
| 6. Did students attend group weekly? F = no, I = yes, 2 = yes | SAIG weekly report | P |
| 7. Did students use the DPR daily? F = no, I = yes, 2 = more than 80% | SAIG recording form | P |
| 8. Did students receive reinforcement for meeting weekly goals? F = no, I = yes | SAIG recording form | P |
| 9. Did students receive regular constructive feedback from teachers? F = no, I = yes | Interview | P |
| 10. Did students receive feedback from a parent/guardian? F = no, I = yes | SAIG Daily Progress Reports | P |
| 11. Did students receive support within 2 weeks of the referral? F = no support, I = student is identified to receive services within two weeks, 2 = receives services within 2 weeks | SAIG Daily Progress Reports | P |

(Adapted from Horner, Todd, Filter, McKenna, Benedict, & Hawken, 2004)
Your Role in Supporting Tier 2

The Importance of Staff Support
As you develop Tier 2 levels of support, consider this:

We are moving from **clinicians** being the only response to identified social emotional needs, **TO** being social emotional leaders of the building and helping to **build the capacity of the rest of the staff.**
For Clinicians this means:

• More consulting with systems at Tier 1
• More coordinating of interventions and teams at Tier 2
• Focusing on direct facilitation of student teams and individualized plans at Tier 3
• Building the capacity of the rest of the school to be able to help support social/emotional needs at the Tier 1 level
• Helping the school teams use data for decision making vs. using subjectivity
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)
Teachers and Staff

• Everyone will have some level of engagement with a student on SAIG over the course of a school year

• Help the student build their social-emotional, behavioral skills no matter which setting they are in (i.e., generalization)

• Use the DPR as a tool to help guide your feedback. Remember the real intervention is the conversation as you shape their behavior

• If you have any questions on what to say or do, please ask a Tier 2 team member... we are here to help you!
SAIG Facilitator Training

• SAIG Facilitators may or may not be members of Tier 2 Team
• Deliver SAIG to students
• Submit data for fidelity (e.g., SAIG Facilitator Daily Log)
• Ensure accurate data submitted to SAIG Coordinator
• Request support from SAIG Coordinator as needed
Questions and Answers
Wrap Up

Final Thoughts and Reminders
Questions
Follow Up and Technical Assistance
Contact Information
Final Thoughts
Guidance on how to start

• Begin with a small sample of students and groups
  - 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