



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) 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

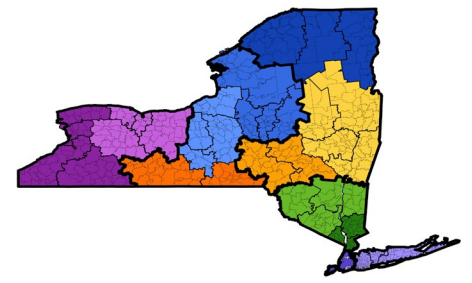
- (Insert PBIS Tier 2 team members names here)
- TEAST

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

CULTURAL KNOWLEDGE

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

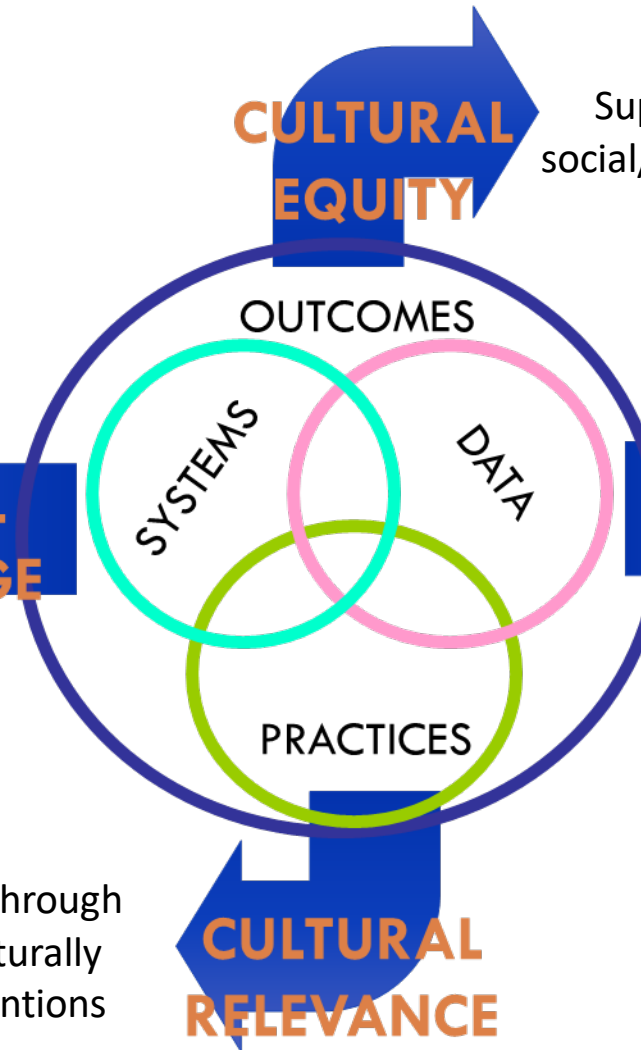
CULTURAL RELEVANCE

CULTURAL EQUITY

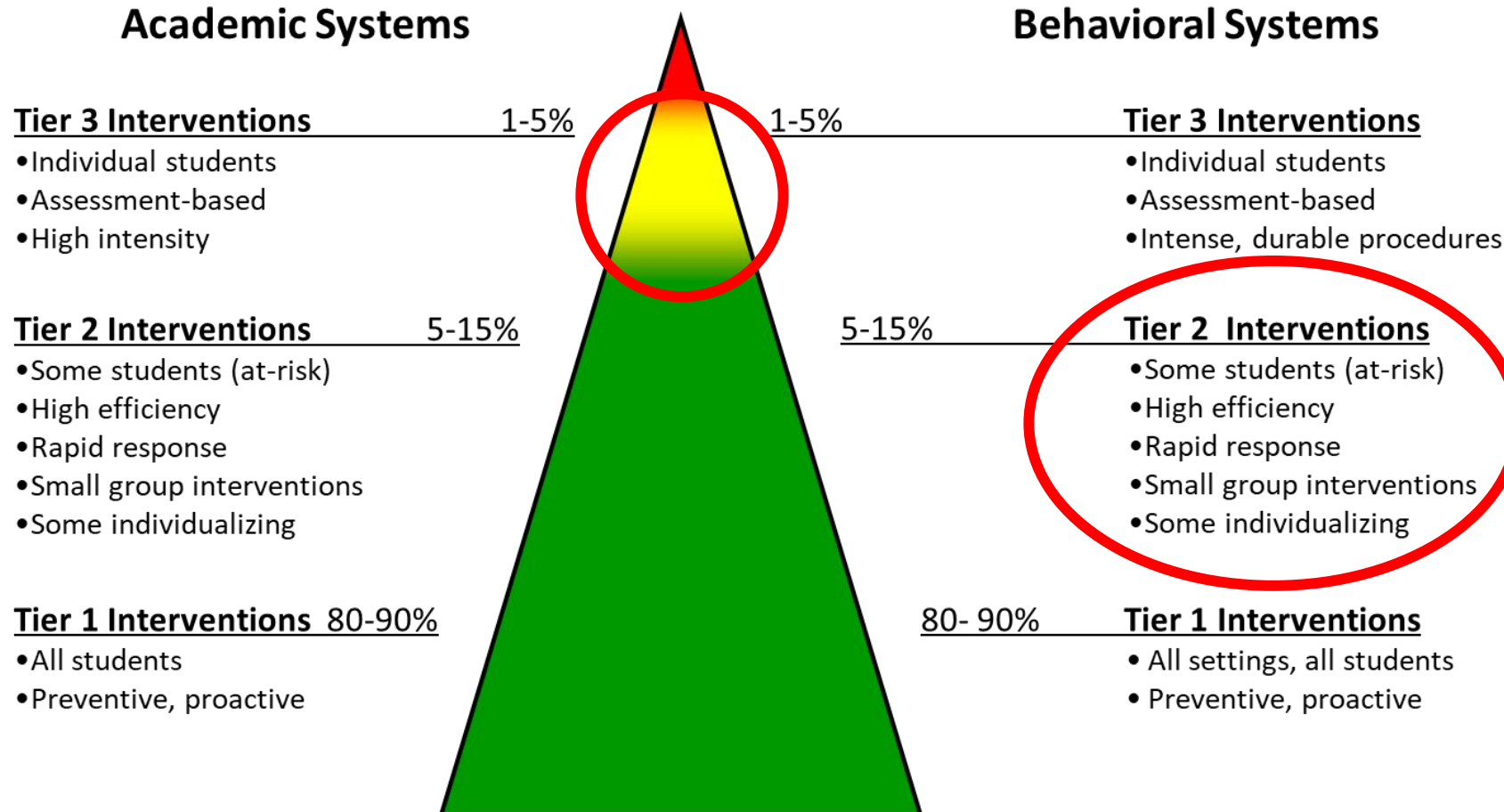
Supporting culturally equitable **Targets** including social/emotional competence & academic achievement

CULTURAL VALIDITY

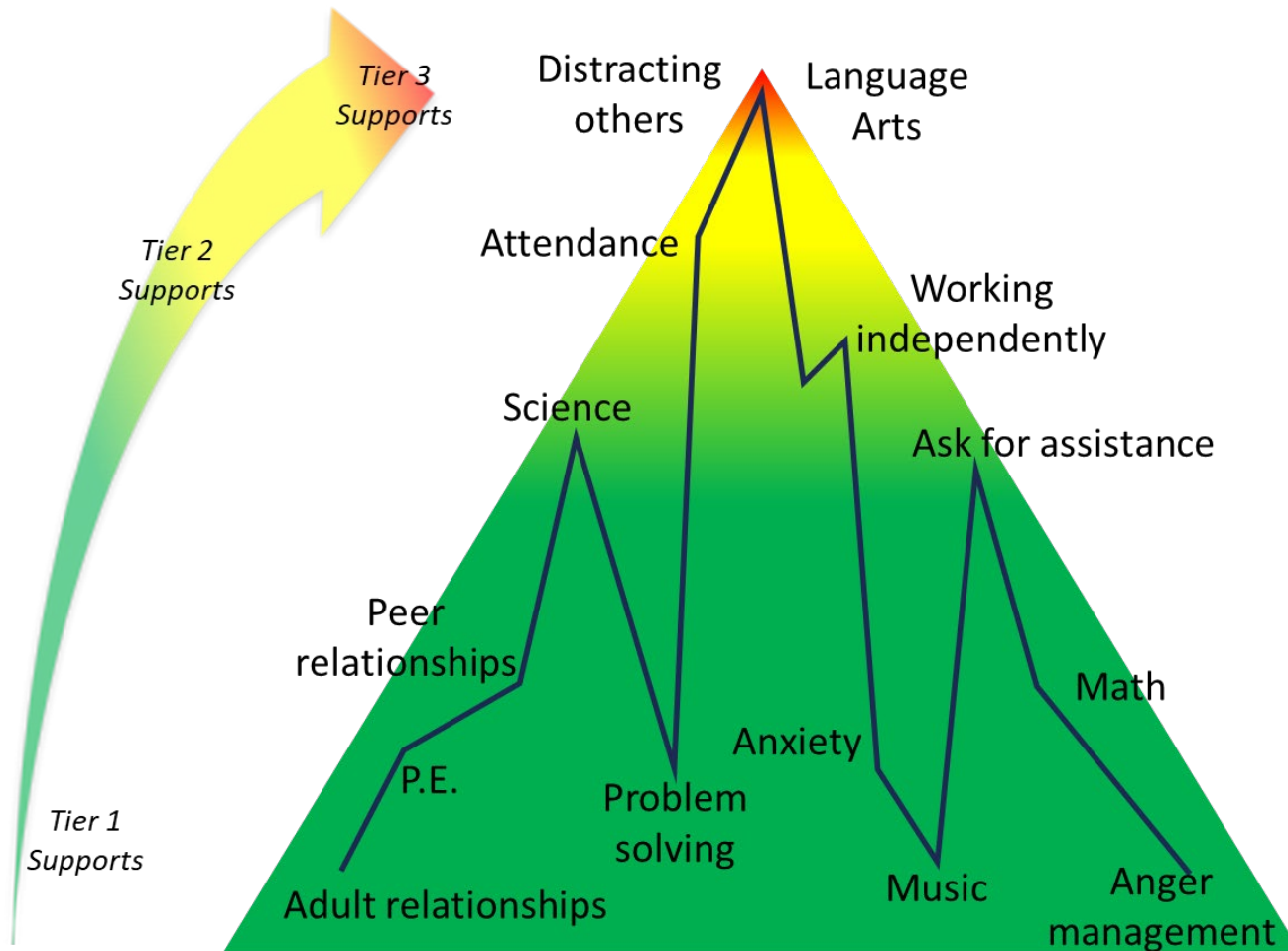
Supporting culturally valid **Data-based Decision Making** through universal screening, progress monitoring, and evaluation of fidelity



Where are we in the triangle?



Student Profile

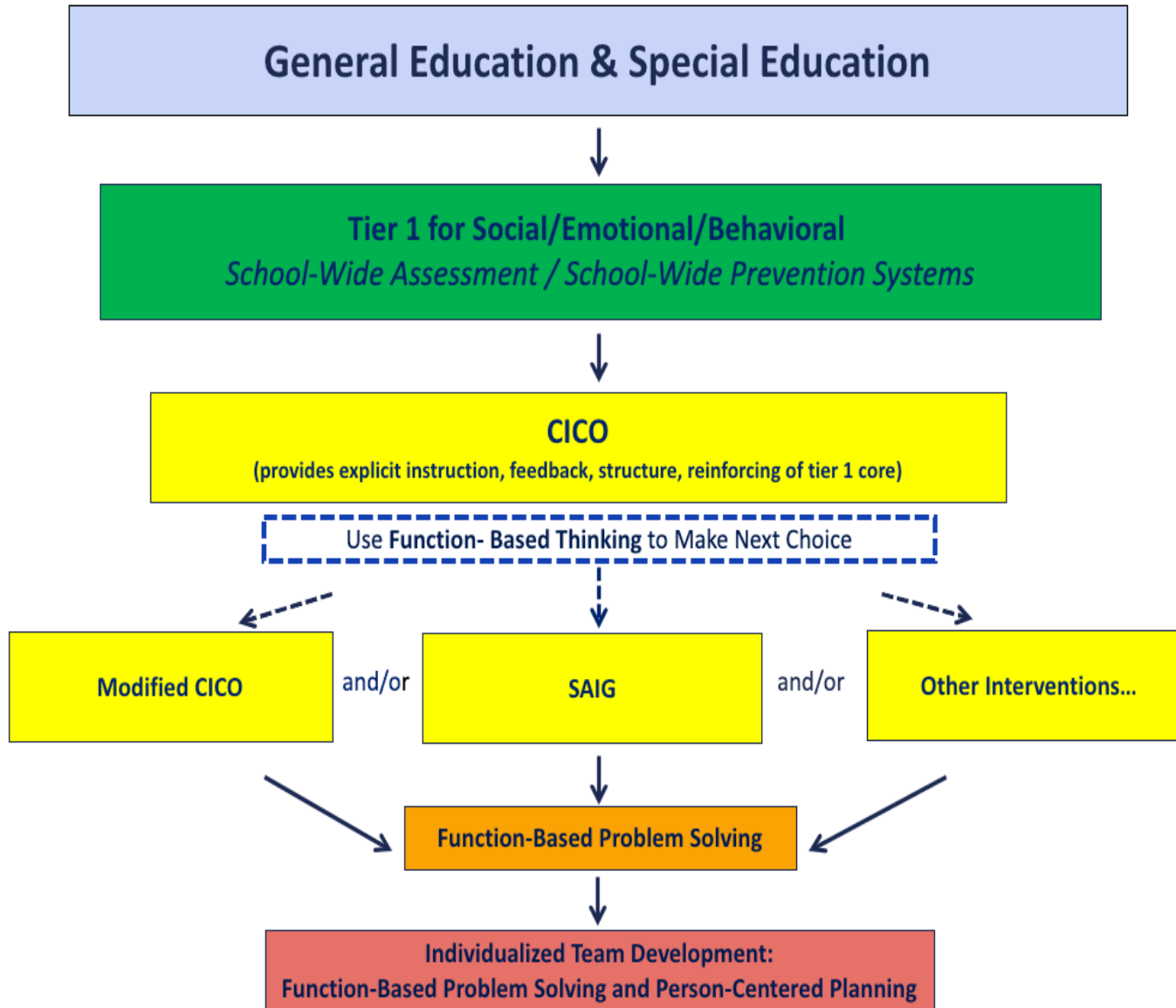


Language Matters!

“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

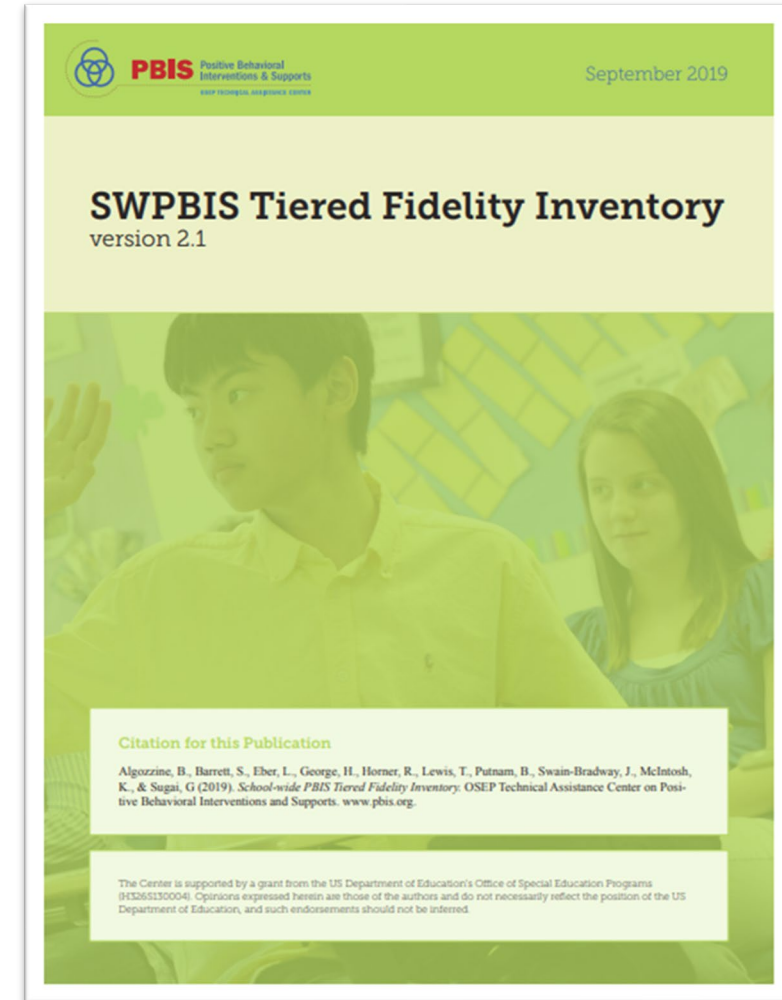
Installation of SAIG

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



Tier 2: Professional Learning Road Map

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

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

TFI 2.1: Team Composition

TFI 2.2: Team Operating Procedures

CORE CONTENT:

Definition, Rationale & Examples

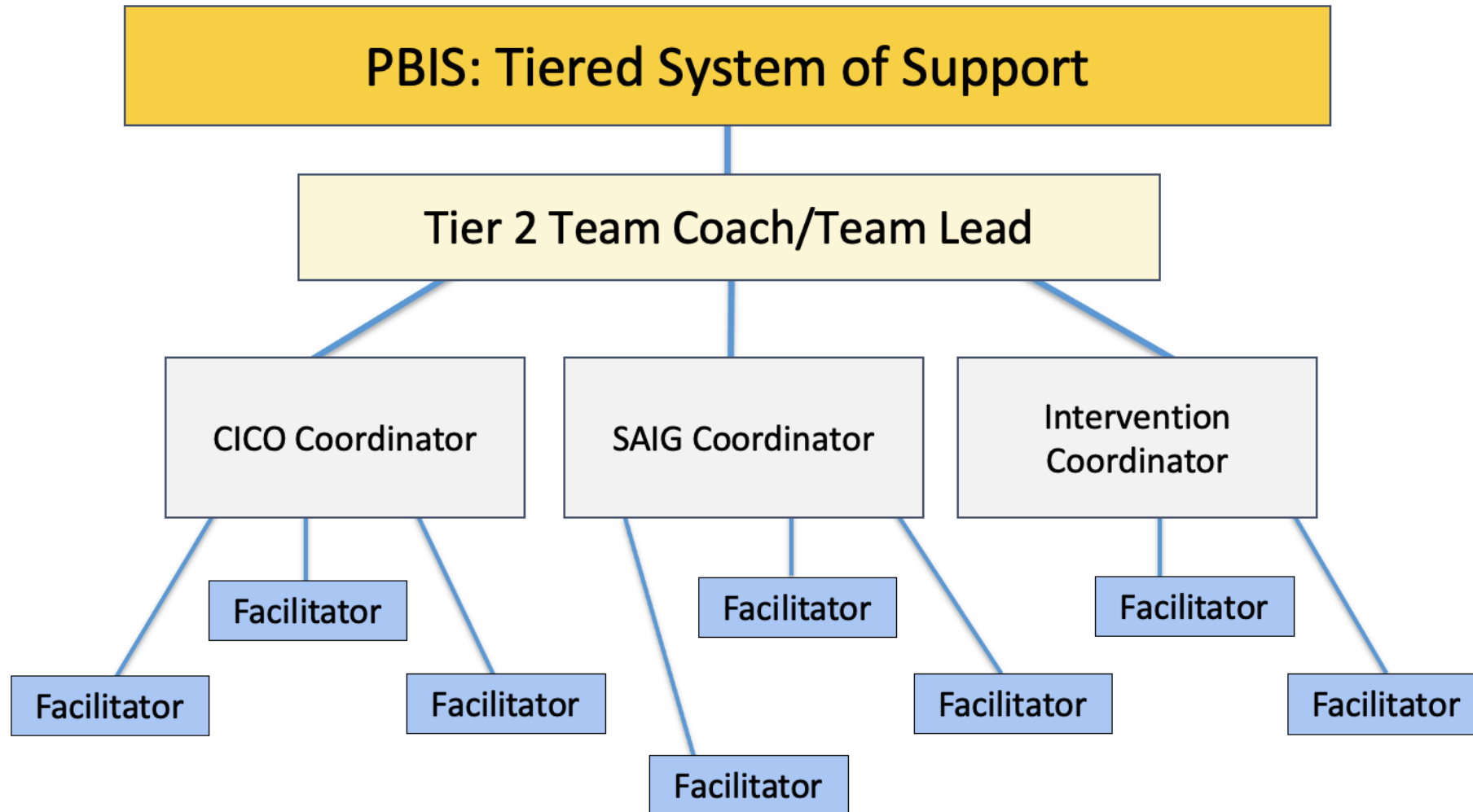
Tier 2 Team Roles

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



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?

TIER 2 INTERVENTIONS AND SUPPORTS
Request for Assistance Form

Student Name: _____ Grade: _____
Teacher Name: _____ Date: _____

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

Situations	Problem Behaviors	Most Common Result

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

What is your behavioral goal/expectation for this student?

Reverse Request for Assistance

- Sent by Tier 2 Coach to teacher
- Teacher uses function-based thinking to assist in identifying the next layer of intervention
- Sends back to the Tier 2 Coach who will then review with the Intervention Coordinator and Tier 2 team at the next scheduled meeting

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

Student Name: _____ Grade: _____

Date: _____ IEP (circle one) Yes No

Teacher(s): _____

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

1) No change in behavior support requested at this time, please continue CICO.

2) Social/Academic Instructional Groups:

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

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

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

Academic skills/content area

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

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

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

Change Check-In and/or Check-Out time (or add additional time/s)

Check in with a peer buddy

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

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

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

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)

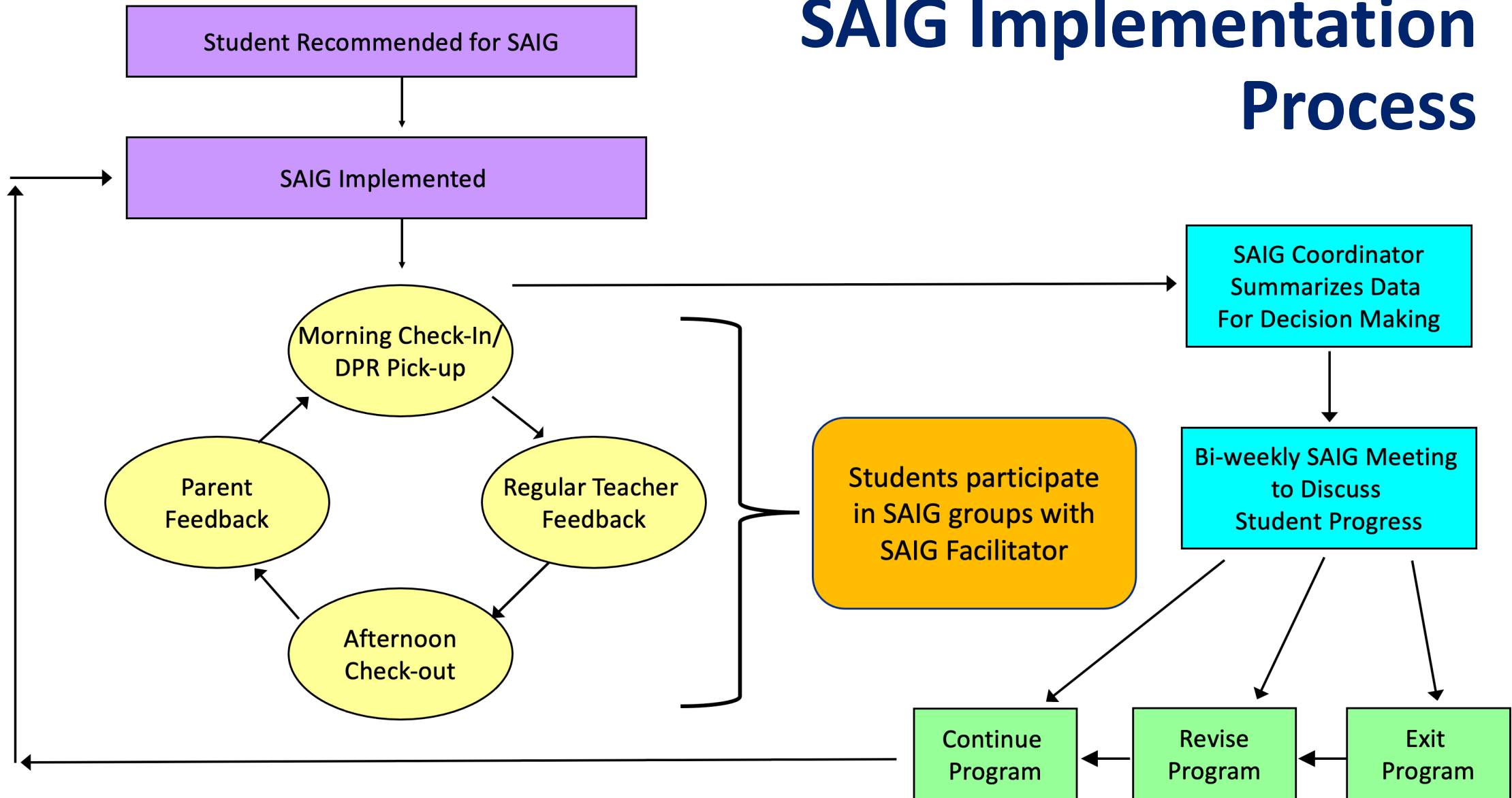
How SAIG Works

Tier 2 Interventions: SAIG

Critical Features Aligned with SAIG

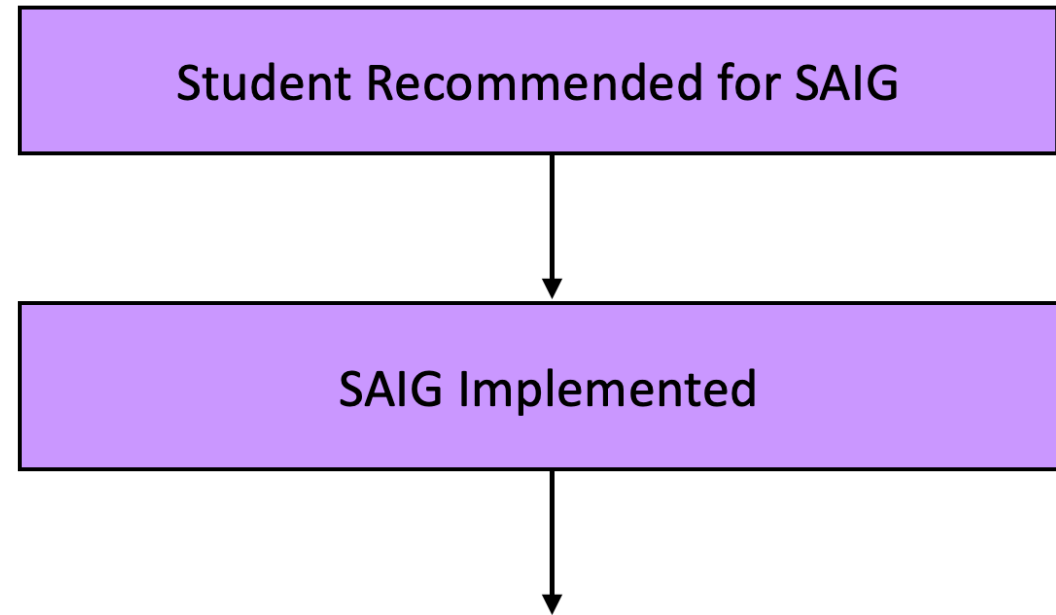
Critical Features	Social Academic Instructional Groups
<ul style="list-style-type: none">• Additional instruction time for student skill development	<ul style="list-style-type: none">• Students attend intensified social skills instruction groups for 30 minutes once per week
<ul style="list-style-type: none">• Additional structure/predictability	<ul style="list-style-type: none">• Morning check-in and afternoon check-out still takes place. Group meets once or twice per week.
<ul style="list-style-type: none">• Increased opportunity for feedback	<ul style="list-style-type: none">• The DPR prompts the teachers to provide feedback to student
<ul style="list-style-type: none">• A school-to-home communication system	<ul style="list-style-type: none">• DPR graphs get sent home with student on Fridays
<ul style="list-style-type: none">• Structured prompts for what to do throughout the day	<ul style="list-style-type: none">• 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



SAIG Implementation Process

Student Referral and Start of Implementation

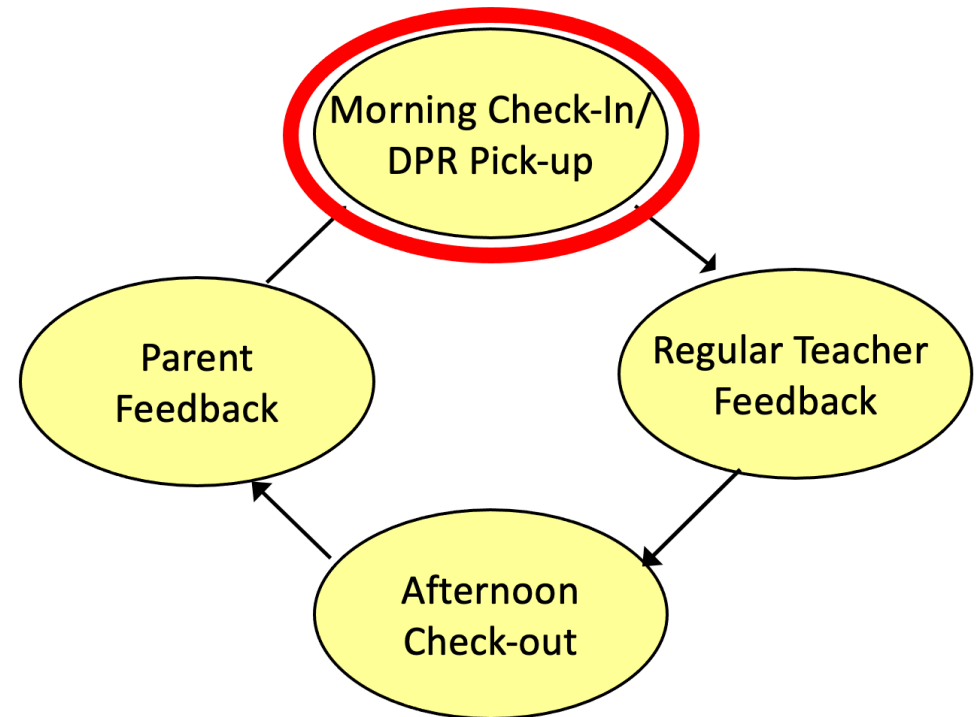


SAIG Implementation Process

Daily Cycle – Morning Check-In and DPR Pick-up

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

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

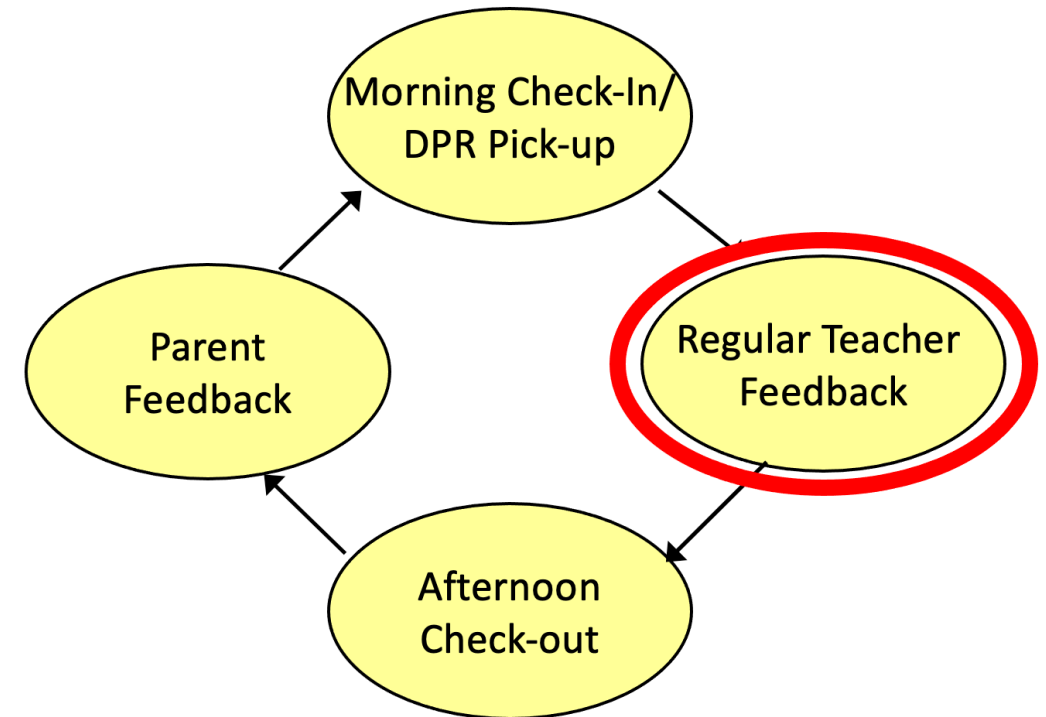


SAIG Implementation Process

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)

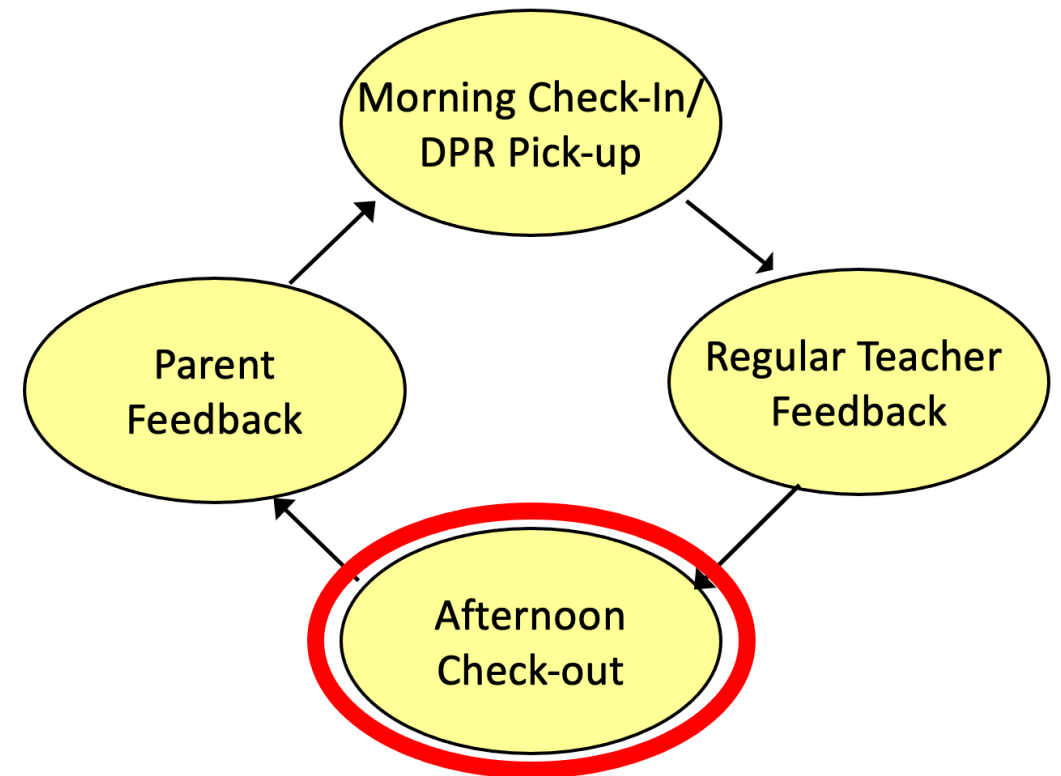


SAIG Implementation Process

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



SAIG Implementation Process

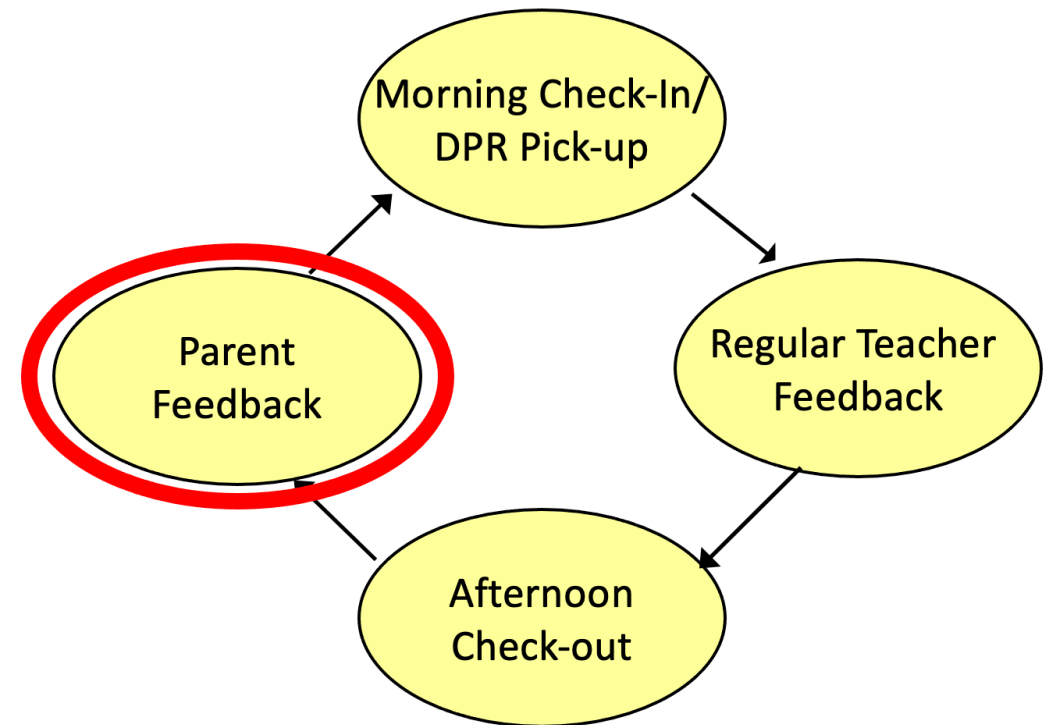
Daily Cycle – Parent Feedback



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



SAIG Implementation Process

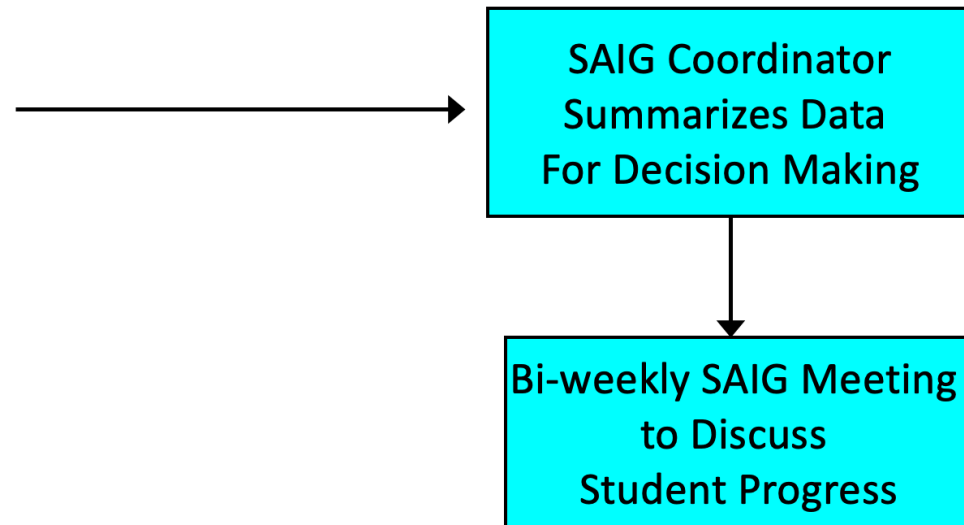
Group Sessions

- 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

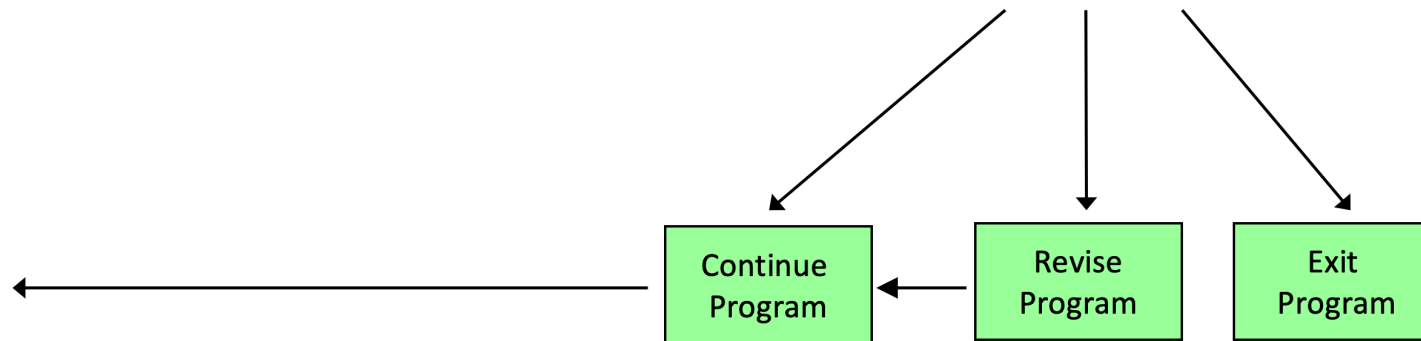
SAIG Implementation Process

Data for Decision Making and Assessing Student Progress



SAIG Implementation Process

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



Types of SAIG

2 Options



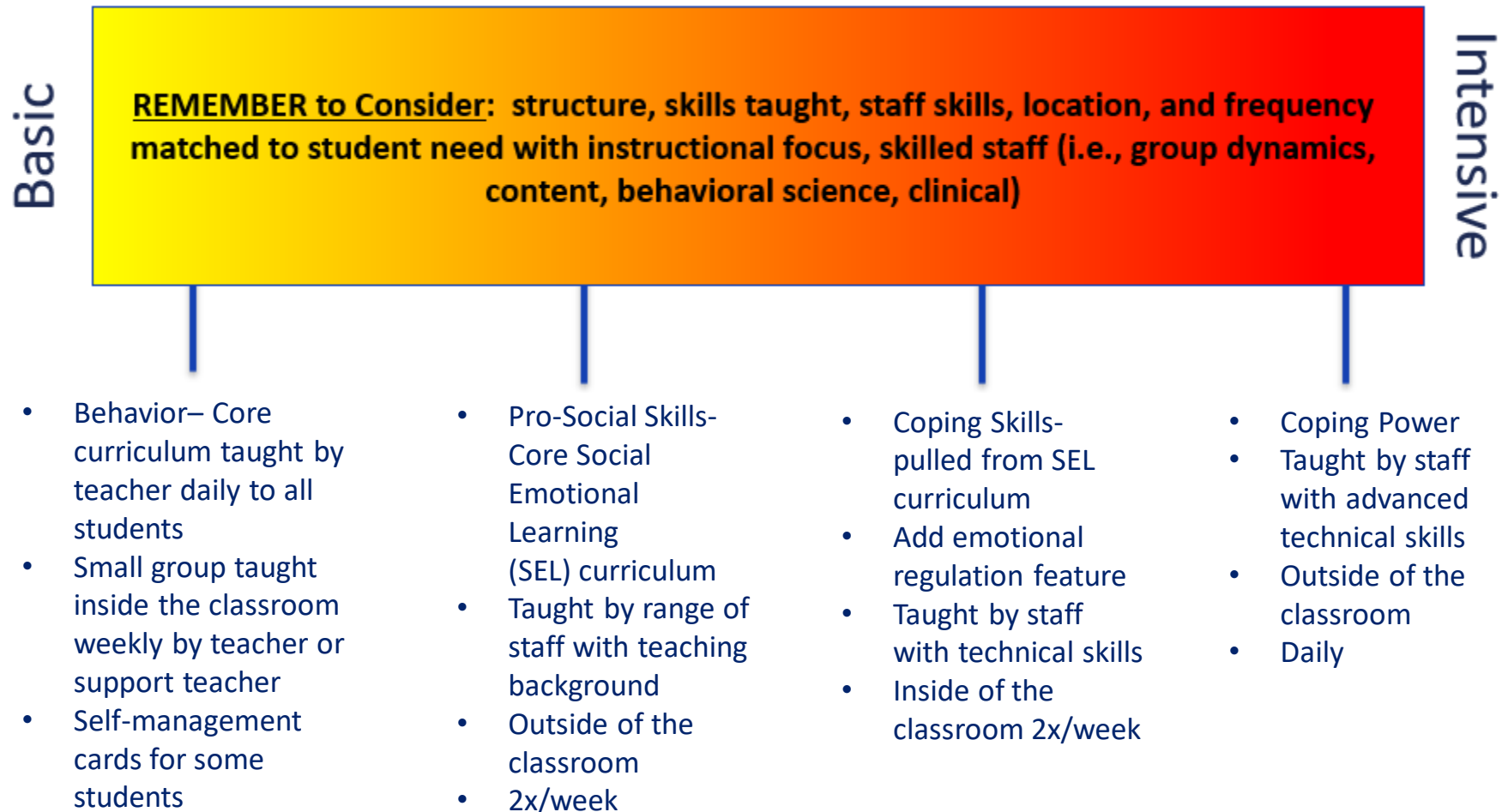
Basic SAIG



Intensive SAIG

Understanding Types of Groups

Monitor Data, Select Practice, Install Systems



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)

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							

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

Tied to School-Wide Expectations

FAIRFIELD ELEMENTARY

In the Hallway

R
RESPECTFUL

- Think of other classes

O
ORDERLY

- Silent wave
- Walk quietly in a straight line

A
ATTENTIVE

- Face forward
- Stay with your class or buddy
- Listen to your teacher/adults

R
ROLE MODEL

- Smile!
- Voices OFF!
- Hands to self

RESPECT ORGANIZATION ACCEPTANCE RESPONSIBILITY SAFETY

ROARS

School-Wide

S
SELF-CONTROL

- Respond in the way my teacher asks me
- Use an appropriate voice level for the setting

P
PERFORMANCE

- Work to the best of your ability
- Track the speaker
- Listen

A
ACCOUNTABILITY

- Take care of yourself, your belongings, and your school
- Take responsibility for your actions

R
RESPECT

- Consider others' opinions and respect differences
- Follow directions from adults

K
KINDNESS

- Treat others kindly

S
SAFETY

- Keep hands, feet, and objects to yourself
- Stay where you are supposed to be

L. B. Johnson High School Wolf Pack

Preparation

- Have homework ready.
- Listen to announcements.

Responsibility

- Arrive on time to your destination.
- Follow dress code.

Integrity

- Enter building in an orderly manner.

Dedication

- Attend school daily.

Etiquette

- Greet peers and staff.
- Say "hello" and "excuse me".

Expectations

Be Safe

Be Responsible

Be Respectful

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

Questions and Answers II



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?

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



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

School: _____ Date: _____ Pre: _____ Post: _____
District: _____ Data collector: _____

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

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

Your Role in Supporting Tier 2

The Importance of Staff Support

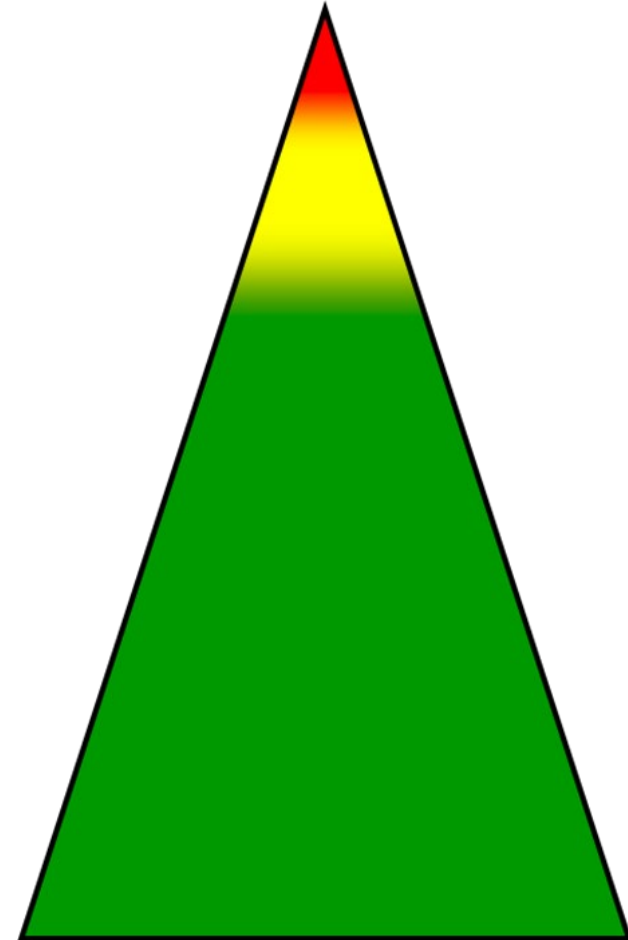
As you develop Tier 2 levels of support, consider this:

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.

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

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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