Positive Behaviour for Learning
School-wide Conference 2015
New Zealand

Installing Tier 2 Systems, Data and Practices

August 14, 2015
Concurrent Session #1
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Content

- Understanding Tier 2 Systems
- Using Data at Tier 2
- Critical Features of Tier 2 Interventions
  - Check-In Check-Out
  - Social Academic Instructional Groups
  - CICO w/Individualized Features
  - Social Skills Instruction w/Individualized Features
Consider **what is in place at Tier 1 as you move forward**
(There may be holes that need to be repaired)

- 3-5 clearly defined behavioral expectations
- Matrix developed with plan for daily/weekly teaching
- Teaching system established and teaching taking place at least monthly (ideally weekly or every other week)
- Data system established, data entered daily, analyzed at least monthly
- Acknowledgement system established and implemented with fidelity (short term, intermittent, and long term schedules)
- Utilizing problem solving process to make continuous improvements based on data
- Communication in place to key stakeholders
- Roles (subcommittees?) on your Universal team that cover
  a) data, b) teaching, c) acknowledgments, d) communication
A Response to Intervention System: A Focus on Tier 2

**Academic Systems**

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

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

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

**Behavioral Systems**

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

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

**Tier 1/Universal Interventions** 80-90%
- All settings, all students
- Preventive, proactive
SYSTEMS
Tier 2
A Multi-Tiered System of Support for Behavior

Tier 1/Universal
- School-Wide Assessment
- School-Wide Prevention Systems

Tier 2/Secondary
- Check-in/Check-out (CICO)
- Social/Academic Instructional Groups (SAIG)
- Group Intervention with Individualized Feature

Tier 3/Tertiary
- Brief Functional Behavior Assessment/Behavior Intervention Planning (FBA/BIP)
- Complex or Multiple-domain FBA/BIP
- Wraparound / RENEW

ODRs, credits, Attendance, Tardies, Grades, DIBELS, etc.
Daily Progress Report (DPR)
Competing Behavior Pathway, Functional Assessment Interview, Scatter Plots, etc.
SIMEO Tools: HSC-T, RD-T, EI-T

Adapted from T. Scott, 2004
Understanding Roles/Functions

**Coordinator**
- Organizes and/or oversees the specific interventions such as CICO, S/AIG & Group with Individual Features
- Roles include: scheduling meetings, review & collect data to share during team meetings, etc...

**Facilitator**
- Directly provides intervention support services to youth/families
- Roles include: meeting with students for CICO, running groups
3-Tiered System of Support

Necessary Conversations (Teams)

**Universal Team**
- Plans SW & Class-wide supports

**Secondary Systems Team**
- Uses Process data; determines overall intervention effectiveness

**Brief Function-Based Problem Solving Team**
- Standing team; uses FBA/BIP process for one youth at a time

**Tertiary Systems Team**
- Uses Process data; determines overall intervention effectiveness

**Universal Support**
- CICO
  - SAIG
    - Group w. individual feature
  - Brief FBA/BIP

**Brief FBA/BIP**
Teaming at Tier 2

- **Secondary Systems Planning ‘conversation’**
  - Monitors fidelity & impact of Tier 2 Interventions
  - Review data to make decisions on improvements to the interventions
  - Individual students are **NOT** discussed
Secondary Systems Team Roles

Meet at least monthly for maximum of 1 hour

• **Team Leader:** responsible for agenda & facilitation of meeting

• **Intervention Coordinators (CICO, S/AIG community agencies who may be providing or facilitating interventions, etc.):** report out on aggregate student data from interventions they facilitate (ex. “50 youth in CICO, 40 are responding”)

• **Action Plan Recorder:** a.k.a. note taker

• **Time Keeper:** keeps team on topic and manages time per topic

• **Family Representative:** provide family voice on modifying interventions, need for additional interventions, and improving family involvement with interventions
Tier 2 Team Roles

Roles Needed:
- Team leader
- CICO coordinator
- Action plan recorder
- Time keeper
- Family Representative
- Community partner

Who can fill these roles?
- General Education Teachers
- Special Education Teachers
- Paraprofessionals
- Special teachers (music, PE, librarian, etc)
- Social worker, school psychologist, guidance counselor
- Etc.
PRACTICES

Review of Tier 1
Critical Features of Tier 2 Interventions

1. Intervention linked directly to school wide expectations and/or academic goals.

2. Intervention continuously available for student participation.

3. Intervention is implemented within 3 school days of determining the student is in need of the intervention
5. Intervention includes structured prompts for what to do in relevant situations.

6. Intervention results in students receiving positive and/or corrective feedback from staff.

7. Intervention includes a school-home communication exchange system at least weekly.
8. Orientation process and introduction to materials is provided for students as they begin the intervention.

9. Orientation to and materials provided for staff/volunteers who have students using the intervention. Ongoing information shared with staff.

10. Opportunities to practice new skills are provided daily.
Data-Based Decision Making

Numbers to Keep in Mind

- **80-90%**: Percent of total population whose needs will be met by Tier 1 alone

- **5-15%**: Percent of total population expected to need and be supported by Tier 2 interventions
  - 7 - 12% could be supported in CICO

- **1-5%**: Percent of total population expected to need and be supported by Tier 3 interventions

✓ **70%**: Percent of youth (receiving intervention “X”) that should be responding to intervention

**Data-based Decision-Rules** for ‘determining response’ **must be defined**
Data sources defining response are **efficient**
Ex: Daily Progress Report (DPR) cards: Student maintains an 80% average on DPR for 4 weeks
CHECK IN CHECK OUT
Why do you want 7-12% on CICO?

- Students in the past who would not have gotten any support “until things got worse” will now get a positive boost of support.

- All teachers will expect that every day they will have kids cross their threshold who need higher rate of positive contact.

- Quicker/easier to support kids who need Tier 3.

- Structure to build transference and generalization from Social Skills instructional groups and function-based behavior plans.
Data-Based Decision-Rules: Sample to Consider

a) Identification for CICO (IN):
   - Youth is identified by Universal Screener, teacher or family referral, has 2 or more ODRs, 10% out of class time,

b) Progress-monitoring (ON):
   - DPR data is collected daily & reviewed every other week. Data is collected for 4-6 weeks (individual buildings decide whether 4 or 6 weeks will be better for their students).

c) Exiting/transitioning (OUT):
   - Youth received a total of 80% of DPR points averaged per day/week for 4 weeks and has had no new ODRs or attendance concerns. Youth will be transitioned into being a CICO student mentor.
Development of Data-Based Decision Rules

- All staff need to know how students are eligible for the intervention.

- All staff need to know how progress is monitored.

- All staff need to know how students exit the intervention.
Check-in-Check-out (CICO)

- Merely an extension of Tier 1
- Some get high frequency scheduled positive contact with adults
- Low effort for teachers if built on strong, already existing Tier 1
- Need to have 7-12% accessing if it is to become a routine in your school(s)
- If you only have 1-2% on CICO, those are likely to be kids who need more higher levels of support
Targeted Groups for CICO

- New students entering building mid-year (like orientation to the building)
- Children with low-level problem behavior (identified by # of ODRs, teacher referral based on classroom management charts, etc.)
- Children who are internalizers (identified by visits to nurses office, sits alone at lunch, etc.)
- As part of a more complex/individualized plan for a youth (as one layer of intervention)
CICO (BEP*) Cycle
Behavior Education Program

BEP Plan → Morning Check-In → Daily Teacher Evaluation → Afternoon Check-In → Home Check-In → Weekly BEP Meeting → 9 Week Graph Sent → Program Update → EXIT

Source: Crone, D.A., Horner, R.H. and Hawken, L.S., 2004
CICO Daily Cycle
(March & Horner, 1998)

1. Check-in with assigned adult upon arrival to school
   * Adult positively greets student
   * Review School-wide expectations (daily goals)
   * Students pick up new Daily Progress Report card
   * Provide materials (pencil etc.) if needed
   * Turn in previous day’s signed form (optional)
   * Provide reinforcer for check-in (optional)
CICO Daily Cycle continued...

2. At each class:
   * Teacher provides positive and/or corrective behavioral feedback
   * Teacher completes DPR or
   * Student completes self-monitoring checks and initials card
   (self-monitoring normally happens as students begin to successfully exit the intervention)

3. Check-out at end of day:
   * Review points & goals
   * Reinforce youth for checking-out (token/recognition optional, think beyond school-wide token)
   * Receive reinforcer if goal met (optional, but good idea)
   * Take DPR card home (optional)
CICO Daily Cycle continued...

4. Give DPR to parent (optional)
   * Receive reinforcer from parent
   * Have parent sign card
   * Students are not “punished” if their parents don’t cooperate

5. Return signed card next day — celebrate (if not returned, simply go on)
VIDEO: Check-In, Check-Out clip
from You Tube on the BEP (Behavior Education Program) by Leann Hawken

http://www.youtube.com/watch?v=AKwMbLNI_zl

References in video: BEP (Behavior Education Program) Coordinator aka CICO coordinator
Staff Training and Overview

Tier 2 Systems and CICO Training for ALL staff

• Comprehensive understanding for all
• How will the Tier 2 system operate
  ▪ Data used to identify students
  ▪ Referral/Request for Assistance
  ▪ Reverse Request for Assistance
• How to connect to Tier 1 (expectations)
• Explain your CICO DPR and detailed explanation of how the intervention will work
  • Model for Teachers
  • Clarify how to give supportive feedback (regardless of points)
Student Orientation

• For all youth about intervention...'some youth may have a card sometimes’

• For youth on intervention
  ▪ Who, what, when, where
  ▪ Pre-correct: Teach students what to do when they disagree with a score

• For youth who become CICO mentors/facilitators
Family Orientation

• **All families...what is CICO**
  - Inform during registration process
  - Address at open house, through newsletters, newspaper and other...

• **Families of youth on CICO...process for explaining/consent**
  - Phone call is made directly to family
  - Followed by letter
  - Consent: check with your district’s decision makers
CICO – what makes it work

- An extension of Tier 1
- A *boost* of Tier 1 messages
- Opportunity for staff to communicate with youth who “need a little bit more”: “nudge students”
- An intervention that should take less than 1 min.
- An intervention that provides positive adult contact and direct feedback/learning opportunities
DATA

• Using the DPR Card to layer up interventions
Recommended Time-Frames for Data Review

CICO:

• Student outcome data (student effectiveness):
  ▪ Intervention facilitator/coordinator to review individual student data at least every 2 weeks
  ▪ Multiple data points to consider. For example, DPR percentage AND reduction in ODRs.

• Intervention Integrity data (Intervention effectiveness):
  ▪ Student aggregate data should be reviewed at least once a month by Secondary Systems Team
Grant Middle School STAR CLUB

(Students tracking Awesome Results)

Daily Progress Report

NAME:______________________  DATE:__________________

Teachers please indicate YES (2), SO- SO (1), or NO (0) regarding the student's achievement to the following goals.

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>1st block</th>
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<th>3rd block</th>
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<tr>
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<td>Total Points</td>
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Teacher Initials

BEP Daily Goal _32__/ _40___  BEP daily score _____/ _____  Percentage___________

In training _____  BEP Member _____  Student Signature______________________________

Teacher comments: Please state briefly any specific behaviors or achievements that demonstrate the student's progress (if additional space is required, please staple a note and indicate so below)
<table>
<thead>
<tr>
<th>Goals</th>
<th>Am to Midmorning</th>
<th>Midmorning to Lunch</th>
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Daily Goal _____/______  Daily Score _____/_____
# CICO Card (PALS Point Sheet)

<table>
<thead>
<tr>
<th>Key</th>
<th>RESPECT Property</th>
<th>RESPECT All Others</th>
<th>RESPECT Learning</th>
<th>RESPECT Self</th>
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<tbody>
<tr>
<td>2= Great Job</td>
<td>2 1 0</td>
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<td>1= Did OK</td>
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| Language Arts | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 |
| Mathematics | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 |
| Social Studies Science | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 |
| Exploratory | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 |
| PE | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 |
| Lunch | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 |

Daily Goal: ________/56
Daily Score: ________/56

Comments: State briefly any achievements that demonstrate progress.

Parent Signature: 

Name: ___________________________ Date: ___________

Homeroom Teacher: ___________________________
**Daily Progress Report (DPR) Sample**

NAME: ____________________  DATE: ____________________

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**Possible behaviors taught in previous SAIG groups**

- Walk to class
- Keep hands to self to self
- Use appropriate language
- Raise hand to speak
- Replacement behavior

**Total Points**

**Teacher Initials**
The card is NOT the intervention!

• Positive adult interactions
• Constructive corrective feedback
Reverse Request for Assistance: Interventions Change
(Addressed to Student’s Teacher)

Student Name: ___________________________ Grade: ______
Date: _______________ IEP (circle one) Yes No
Teacher: ________________________________

Based on preliminary data, it has come to our attention that the
Intervention (CICO) is NOT having a significantly positive effect on your student (she "is not responding" well to the intervention). Please identify which additional supports you feel would be the best fit for 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:
   ____ Academic Behavior: To learn replacement behaviors for calling out, getting out of seat behaviors related to homework etc.
   ____ Academic skills content area

3) Individualized 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)

4) ______ Mentoring (Focus is on connection relationship between one adult and youth, designed individual based on youth needs)

Thank you!
SAIG
Social Academic Instructional Groups
Social Academic Instructional Groups

Three types of skills-building:

1) **Pro-social skills** *(replacement behaviors for avoidance, withdrawal, etc.)*  
   Friendship Skills/Social Awareness/Relationship Building

2) **Problem-solving skills** *(replacement behaviors for fighting, arguing, etc.)*  
   Conflict Resolution Skills/Anger Management Skills/Self Management

3) **Academic Behavior 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
Social Academic Instructional Groups

- Selection into groups should be based on youths’ reaction to life circumstance, not existence of life circumstances
  - Example: fighting with peers, not family divorce

- Skills taught are common across youth in same group
  - Example: “Use your Words” for all students in problem-solving skills group

- Data should measure if skills are being used in natural settings,
  - Is there a transference of skills to classroom, cafeteria, etc.?

- Stakeholders (teachers, students, family) should have input into success of intervention
  - Example: Daily Progress Report (DPR) Card
Choosing or Designing Group Interventions

- Choose and modify lessons from pre-packaged material based on the skill needed for the group

  and/or

- Use already created universal behavior lesson plans (Cool Tools) or create lesson plans to directly teach replacement behaviors
SAIG Template Considerations

• Type of group
  ▪ Pro-social skills
  ▪ Problem-solving skills
  ▪ Academic behavior skills

• Purpose of the group

• Identify skills that will be taught

• Opportunities to practice new skill

• Culturally appropriate behavior lesson plans that addresses skill set
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
Packaged Behavior 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)
- Skillstreaming (Grades PreK-12)
- Stop & Think Social Skills (Grades PreK-8)
- Passport (Grades 1-12)
- I Can problem Solve (Grades PreK-6)
- Aggression Replacement Training

All of above examples could be used to develop universal behavior lesson plans.
Pro-Social Skills (Friendship)

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

From *Strong Kids (Grades 3-5)*
- 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

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

From Getting Organized Without Losing It

• Homework Checklist
• After School Scheduler
• 9 Great Reasons to Use a Student Planner
Who Should Facilitate the SAIGs?

- Consider using non-clinical staff for running simple secondary intervention such as SAIGs
  - Simple secondary interventions are skill based interventions that do not need to be provided by clinicians
  - Remember these interventions are used to provide additional opportunities for students to see, practice, and internalize Universal expectations

Consider using clinical based staff for higher level interventions such as simple and complex FBA/BIP, Wraparound, and RENEW
SAIG Facilitator Qualifications

- Accepting of diversity
- Organized; keeps data, starts/end on time
- Establish/enforce ground rules (confidentiality, mandated reporter)
- Background check
- Personal boundaries
- Discussion facilitation skills (active listening, paraphrasing, modeling)
SAIG Procedures

- Welcome
  - Introductions (if necessary, new members to SAIG)
- Purpose of Group
- Group Norms – expectations of group aligned to school-wide expectations
- Curriculum with practice
- Closing
  - Reflection
  - Application
  - Goal Setting

Corey & Corey, 2006
Training the Staff on SAIG

- How will you explain/model the skills that are outlined for SAIG?

- What do teachers need to know:
  - How a student gets into the intervention
  - How long a student will participate
  - How transference of the skill(s) will be measured
  - How to use Daily Progress Report Card
  - Their role in teaching, pre-correcting, shaping, and reinforcing noted skills
  - Common questions/concerns
Use of Daily Progress Report

- Assesses transference and generalization of skills
  - Is youth using new skills in actual settings? (not just while in group lesson)

- Prompts replacement behaviors

- Reinforcement of replacement behaviors

- Stakeholder feedback and buy-in
**Daily Progress Report (DPR) Sample**

**NAME:** ____________________  **DATE:** ____________________

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<td>Be Respectful</td>
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<td>Mark can hold up a yellow card to indicate needing a break</td>
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<td>Be Responsible</td>
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<tr>
<td>Bring with self</td>
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<tr>
<td>Fill out assignment notebook</td>
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</tbody>
</table>

**Possible behaviors taught in previous SAIG groups**

- Replacement behavior

**Total Points**

**Teacher Initials**

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

“Individualized Student Card for Mark” (FBA/BIP)
Data Decision Rules

- Staff need to know how students are eligible for the intervention (IN), how progress is monitored (ON), and how students exit the intervention (OUT)
  - IN = Identification
  - ON = Progress Monitoring
  - OUT = Exiting/Transitioning

- Examples of data points used to progress monitor
  - Points earned on Daily Progress Report (DPR)
  - Reduction in ODRs
  - Attendance improvement
  - Reduction in In School Suspensions
  - Reduction in Out of School Suspensions
  - Improvement in grades
  - Reduction of tardies

- Reverse Request for Assistance Form
  - Secondary systems team gives RRA Form to student’s teacher(s) to determine any intervention changes
“In” Decision Rule Examples

- Student has not been responding to CICO after 6 weeks of the intervention
  - Based off the responding decision rules from the CICO intervention
- SAIG was chosen as next step from the Reverse Request for Assistance Form
- Student received a “Request for Assistance” from staff, parent, or self
“On” Decision Rule Examples

- Data is collected daily and reviewed every 1-2 weeks to see if the students are responding to SAIG
  - The student maintains an average of 80% of their DPR card points
  - The student has zero or only one new ODR
  - The data/criteria that placed them in SAIG has not increased
“Out” Decision Rule

Examples

- After 6 weeks on SAIG, the coordinator assesses whether the student is responding
  - Youth received a total of 80% of DPR points averaged per day/week for 6 weeks, has had no new ODRs, and/or increase in entrance criteria
    - Student continues on CICO for 2 weeks
    - Student self-monitors on CICO for 2 weeks
    - Student will be transitioned into being a CICO student mentor

- If a student is not responding to SAIG after 6 weeks, the student is referred to the problem-solving team
Reflections & Next Steps

- Understanding Tier 2 Systems
- Using Data at Tier 2
- Critical Features of Tier 2 Interventions
  - Check-In Check-Out
  - Social Academic Instructional Groups
  - CICO w/Individualized Features
  - Social Skills Instruction w/Individualized Features
Resources

- [www.pbis.org](http://www.pbis.org)
- Summer Institute 2-Day Training for Tier 2 Teams (to be found at [www.midwestpbis.org](http://www.midwestpbis.org))
  - Guiding Questions Document