Social Academic Instructional Groups (SAIG)

February 2020
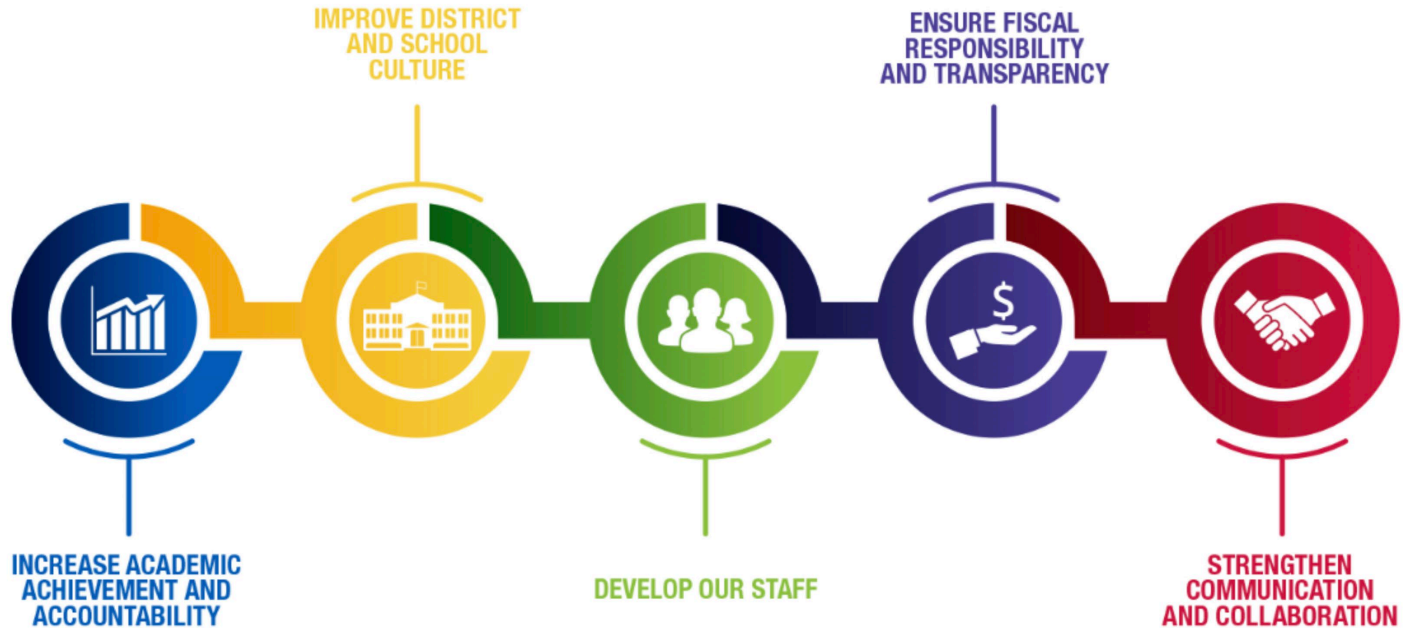
Presenters:
Jon Jagemann, Discipline Manager, Student Services

Dr. Keith P. Posley, *Superintendent*

5 Priorities for Success

Starfish

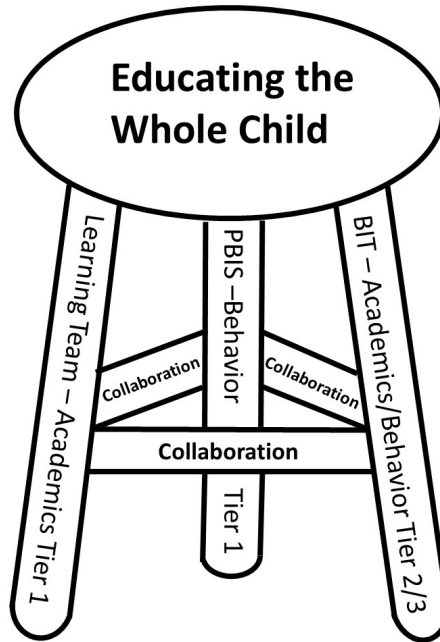- http://youtu.be/fPAqpojhZXw

With a shoulder partner, share a time when your school community exhibited the "starfish effect"?
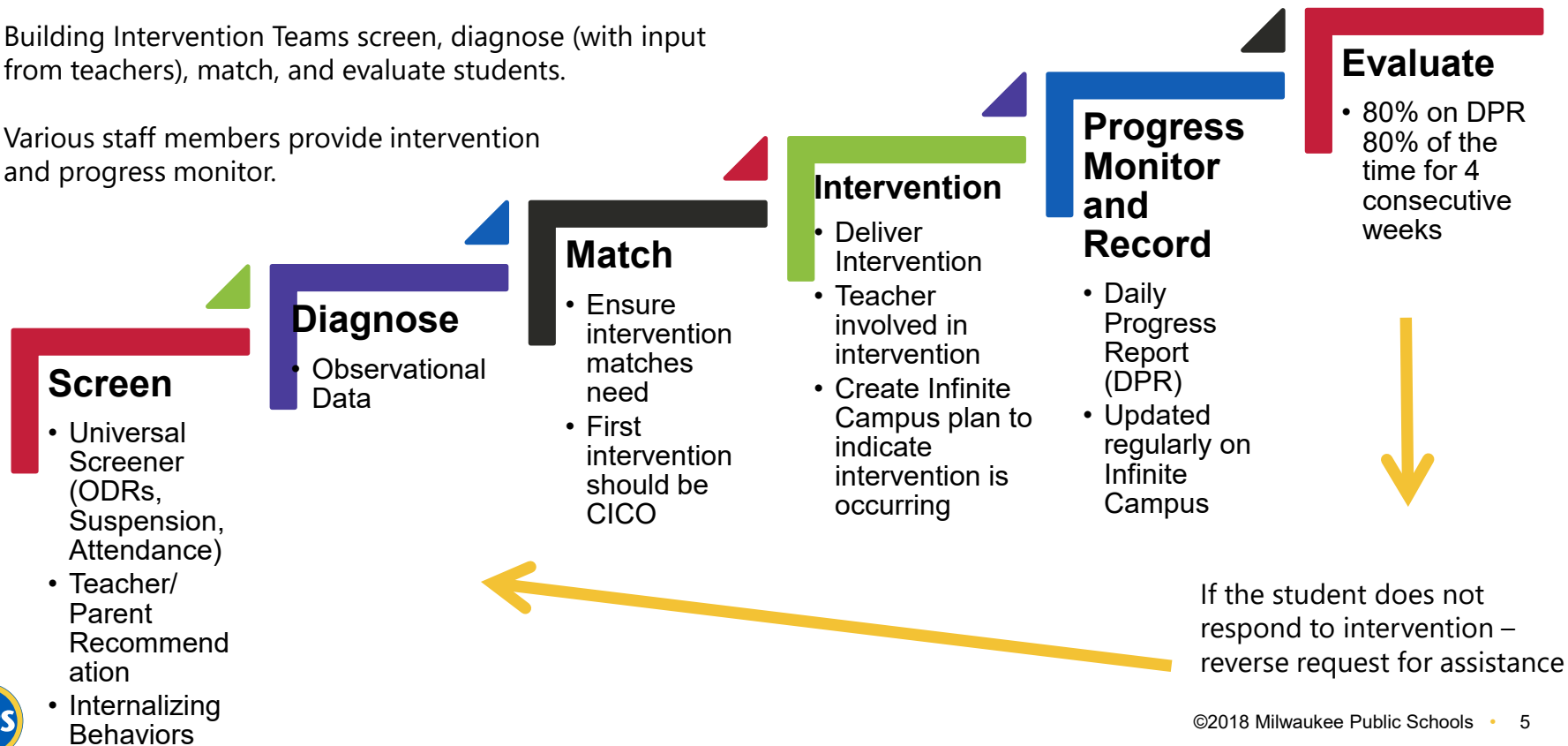
School Teaming

Response to Intervention Process
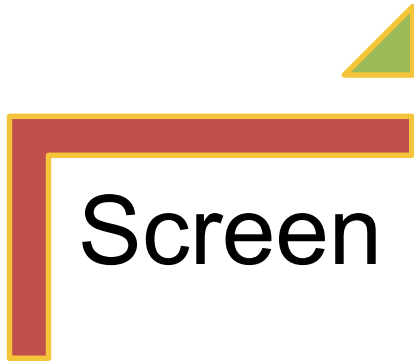
Behavior Interventions

Building Intervention Teams screen, diagnose (with input from teachers), match, and evaluate students.

Various staff members provide intervention and progress monitor.

Screen
- Universal Screener (ODRs, Suspension, Attendance)
- Teacher/ Parent Recommendation
- Internalizing Behaviors

Diagnose
- Observational Data

Match
- Ensure intervention matches need
- First intervention should be CICO

Intervention
- Deliver Intervention
- Teacher involved in intervention
- Create Infinite Campus plan to indicate intervention is occurring

Progress Monitor and Record
- Daily Progress Report (DPR)
- Updated regularly on Infinite Campus

Evaluate
- 80% on DPR 80% of the time for 4 consecutive weeks

Student responds to intervention – complete intervention

If the student does not respond to intervention – reverse request for assistance

Within RtI

Screen

Medical Field

Phases

Within RtI

Diagnose

Medical Field

Within RtI

Medical Field

Match

Within RtI
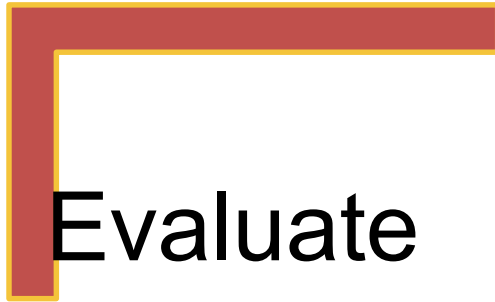
Medical Field

Intervention

Phases

Within RtI

Progress Monitor and Record

Medical Field

Within RtI

Medical Field

Evaluate

Within RtI

Adjust Plan

Medical Field

©DESIGNALIKIE

Reflection

Based upon the information provided on SAIG within the RtI 6 phases, what do you think is the purpose of SAIG?

Purpose of SAIG

- Increase ___collaboration___ between school and home

- Increase opportunity for ___self - management___ and social skills (ability to practice daily)

- Increase opportunity for ___positive interactions___ _____ of adults and student

  (build relationships/culturally responsive practice)

Reverse Request for Assistance

Rest of form must be completed by classroom teacher/ teacher team and returned to the BIT for review.

Teacher Name:

Define the concern in specific behavioral and/or academic terms:

List the student's strengths:

Using data and your knowledge of the student, identify one positive goal for this student.

What are the recommendations of the BIT, working in collaboration with the teacher/ teacher team, around next steps for this student?

Enrollment for SAIG

- Open Enrollment
  - Students can enter and exit whenever, lessons are not built upon last lesson, are always cycling through lessons
- Closed Enrollment
  - SAIG starts at week 1, no students enter or exit until 9 weeks is over, start again with new students, lessons build upon each other

SAIG Curriculum Options

1. Re-teaching of school-wide expectations (use Tier 1 lessons)

2. Modified behavior lesson format (deeper use of Tier 1 lessons)

3. Specific Curriculum

Progress Monitoring

- Track growth

- Emphasize positives

- Steps along the way to final goal

- Set goals around areas of improvement

Daily Progress Report

- All behavior interventions monitored with a Daily Progress Report (DPR)

- Success criteria receiving a 80% on their DPR 80% of the time for 4 consecutive weeks

DPR

Goals	7:45-Recess	Recess-Lunch	Lunch-Recess	Recess-2:35
Be Safe	1 2 3	1 2 3	1 2 3	1 2 3
Be Respectful	1 2 3	1 2 3	1 2 3	1 2 3
Be Responsible	1 2 3	1 2 3	1 2 3	1 2 3
Total Points				
Teacher Initials				

Total Points= _____ Points Possible = _____

Teacher Comments: Way to be: _____

_____

Name: _____ Date: _____

_____ I met my goal today!   _____ I had a tough day.

One thing I did really well today was _____.

MPS SAIG

- District curriculum created (optional to use)
- Tinyurl.com/mpssaigcurriculum
  - K- 8th Grade: Classroom Survival Skills and Emotional Management
  - High School: students choose weekly topics
  - Attendance
  - Self Care SAIG
- 9 weeks in length

Format

- Circle format (help guides available)
- Mindful practice
- Check-ins
- Practice new skill
- Discussion of skills

Adult Role

- Regular, positive interaction with the student

- Show excitement

- Discuss positives

- Provide corrective feedback for improvement

- Address negative behaviors when they occur

Conversation with student

- Have POSITIVE interaction/conversation with student
  - Show excitement for student
  - What are they doing well, what can they improve
  - Create opportunities to have positive interaction with student before class, during class, and at the end of class.

To point out positives

- I am so glad to see you in school today.
- You did a great job as a group leader during our activity.
- Thank you for being respectful and staying silent during the quiz.
- Awesome job remembering all of your materials and homework for class.
- Way to go, keep it up!

In areas of struggle

- Tomorrow let's sit in the front of class so we are able to focus more.
- Let's give you a new partner so you don't talk too much while working.
- Instead of shouting out your answers, I need you to raise your hand and I will call on you.
- I'm sad you missed school yesterday, what happened that kept you from coming yesterday?

Corrective Feedback

Not Corrective

- You are always talking in the back of the classroom.

- You forgot your homework and supplies again.

Corrective Feedback

- I noticed you are talking in the back of class, how about we move to the front of the room.

- Let's write ourselves a note to remember our supplies and put this note in our shoe and when you put on your shoe you will see it.

Resources

- RtI/ PBIS website: tinyurl.com/mpsrtipbis
- SAIG Curriculum: tinyurl.com/mpssaigcurriculum
- PBIS Pinterest: pinterest.com/mpspbis
- MPS PBIS Youtube: youtube.com/mpspbis
- Instagram: Instagram.com/pbisatmps
- Twitter: twitter.com/mpspbis
- Classroom Climate PD: tinyurl.com/mpsclassroomclimatepd
- Tier 1 Team: tinyurl.com/mpspbisnetworking
- BIT Teams: tinyurl.com/mpsbitnetworking
- Jon Jagemann- jagemaj@Milwaukee.k12.wi.us

Thank you.

Presenters:

Jon Jagemann, Discipline Manager, Student Services

jagemaj@Milwaukee.k12.wi.us

414-475-8645

Dr. Keith P. Posley, *Superintendent*