

## Session 48: Social and Academic Instructional Groups

Kelley Biggs, Technical Assistance Coordinator  
Laura Taylor, School Social Worker  
Greg Hart, School Resource Officer

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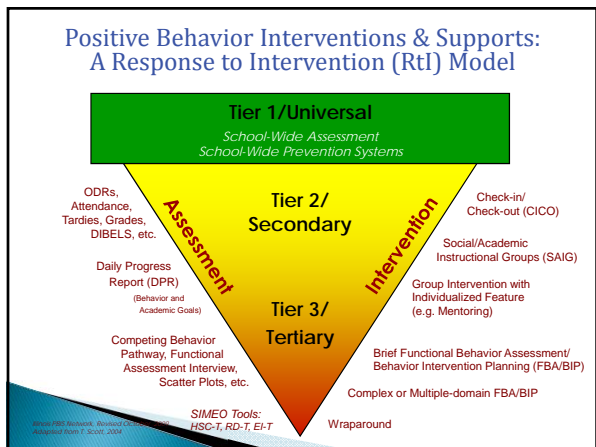
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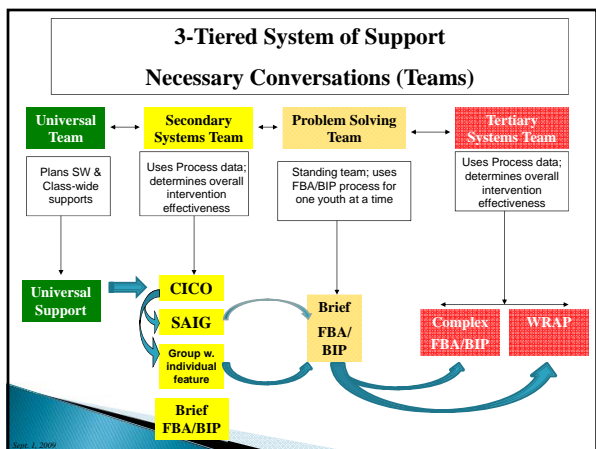
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Illinois PBIS Network  
Tier 2/Tier 3 Intervention Tracking Tool

Page 1 of 4

School Name: \_\_\_\_\_

Total School Population as of October 1:

Interventions	Check-In Check-Out (CICO)		Social/Academic Instructional Groups		Individualized Check-In/Check-Out, Groups & Mentoring		Brief FBASIP (Feedback Between Assessment/Behavior Intervention/Training)		Complex FBASIP		Wraparound Support	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
July												
August												
September												
October												
November												
December												
January												
February												
March												
April												
May												
June												

**Data-based Decision-rules for defining "response to intervention":** Please list below your data-based decision-rules to determine youth "response" for each of the six levels of intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

Responding to Check-In Check-Out (CICO)

Responding to Social/Academic Instructional Groups

Responding to Individualized CICO, Groups & Mentoring

Responding to Brief FBASIP

Responding to a Complex FBASIP

Responding to Wraparound Support

Tier 2/Tier 3 Tracking Tool - Version 2.0 IL PBIS Network August 2011

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Tier 2/Tier 3 Intervention Tracking Tool

Page 2 of 4

WORKSHEET

Social/Academic Instructional Groups						Individualized CICO, Group with Individualized Features, & Mentoring					
Group 1 Name:		Group 2 Name:		Group 3 Name:		Group 4 Name:		Group 5 Name:		Total for Social/Academic Instructional Groups:	
# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding

**Data-based Decision-rules for defining "response to intervention":**

Responding to Group 1:

Responding to Group 2:

Responding to Group 3:

Responding to Group 4:

Responding to Group 5:

Type/Name 1:	Type/Name 2:	Type/Name 3:	Type/Name 4:	Type/Name 5:	Total for 3rd Type or Tier 2 Interventions:	
# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating

**Data-based Decision-rules for defining "response to intervention":**

Responding to Type 1:

Responding to Type 2:

Responding to Type 3:

Responding to Type 4:

Responding to Type 5:

Tier 2/Tier 3 Tracking Tool - Version 2.0 IL PBIS Network August 2011

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### 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
4. Intervention can be modified based on assessment and/or outcome data

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### Critical Features continued

- 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.

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### Critical Features continued

- 8. Orientation process and introduction to materials is provided for students as they begin the intervention
- 9. Orientation to and materials provided for staff/sub's/volunteers who have students using the intervention. Ongoing information shared with staff.
- 10. Opportunities to practice new skills are provided daily.

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### Guiding Questions Example

1. How are students identified as in need of Simple Tier 2 Interventions (S/AIG, individualized CICO & Mentoring)?

Student/s receive less than 80% on DPR over 4 weeks

2. What are the data sources used to identify this?

**Data-based decision rules for identification:**

1) Data source #1: Daily Progress Reports

Rule for Inclusion in Intervention: Less than 80%

Time frame: After 4 weeks of intervention

Teacher Request for Assistance enters youth (circle one):

Yes No

o *This would be the Reverse Request for Assistance*

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### Check on Assumptions

- You **already have** at least one type of 'group' being offered in your school?
- Your teachers sometimes 'inquire' about the purpose/**goal**/format of these groups?
  - Ex. "What do you DO with him in group? He said he played Connect Four today!"
- You'd like to be able to give teachers concrete **feedback** on student progress?
- You really just want to **improve** your current group support 'system'?

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### Social/Academic Instructional Groups

- Three types of skills-building groups:
  - 1) Pro-social skills
  - 2) Problem-solving skills
  - 3) Academic Behavior skills
- Best if involves use of Daily Progress Report
- These are often the skill groups facilitated by Social Workers, Counselors & Psychologists
  - However, can consider other providers : Teacher Assistants, Behavior Interventionists etc.

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### Social/Academic Instructional Groups

- ▶ Selection into groups should be based on youths' **reaction to life** circumstance not existence of life circumstances (ex. fighting with peers, not family divorce)
- ▶ Skills taught are **common** across youth in same group (ex. use your words)
- ▶ Data should measure if skills are being **USED** in natural settings, not in counseling sessions (transference of skills to classroom, café etc.)
- ▶ **Stakeholders** (teachers, family etc.) should have input into success of intervention (ex. Daily Progress Report)

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### Choosing or Designing Group Interventions

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

**and/or**

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

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### SAIG Template Considerations

- Name/Type of group
  - Pro-social skills
  - Problem-solving skills
  - Academic Behavior skills

Skill sets and purpose of group

- Identify skills that need to be taught
- Culturally appropriate Behavior Lesson Plans/Curriculum that addresses skill set

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### Examples of Packaged Instructional Groups

- 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.

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### 3 Keys to Successful S/AIG's

1. **Have a Roadmap/Template**
  - Skills that are taught need to be pinpointed before choosing "curriculum" and are clear enough that teachers can pre-correct, shape and reinforce for generalization in classroom
  - ie. "Working on expressing feelings" equates to "Using 'I messages'" on DPR form
2. **Pay attention if you are choosing to use pieces of a packaged curriculum rather than your already created universal behavior lesson plans.**
  - Differentiate between stand-alone curriculum and curriculum made to have lessons build upon one another
  - ie. Stand alone curriculum can be used
    - *Skills Streaming*
    - *Second Step*
  - ie. Curriculum that builds upon previous lessons - use with caution - *ART*
3. **Build S/AIGs on top of a strong universal curriculum**

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### Procedural Considerations

- Welcome
  - Introductions, if necessary
- Purpose of Group
- Group Norms - ie. expectations of group, aligned to school-wide expectations
- "Curriculum" with practice
- Closing
  - Reflection
  - Application
  - Goal setting

Corey & Corey, 2006

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### Academic Behavior Skills

<p><b>From <i>Skill Streaming</i></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Asking for Help</li> <li>• Saying Thank You</li> <li>• Bringing Materials to Class</li> <li>• Following Instructions</li> <li>• Completing Assignments</li> <li>• Contributing to Discussions</li> <li>• Offering Help to an Adult</li> <li>• Asking a Question</li> <li>• Ignoring Distractions</li> <li>• Making Corrections</li> <li>• Deciding on Something to Do</li> <li>• Setting a Goal</li> </ul>	<p><b>From <i>Getting Organized Without Losing It</i></b></p> <ul style="list-style-type: none"> <li>• Homework Checklist</li> <li>• After School Scheduler</li> <li>• 9 Great Reasons to Use a Student Planner</li> </ul>
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## 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

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## 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

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### Example 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.

EXPECTATIONS	1 st block	2 nd block	3 rd block	4 th block
<b>Be Safe</b> Use your words Use deep breathing	2 1 0	2 1 0	2 1 0	2 1 0
<b>Be Respectful</b> Keep arm's distance Use #2 voice level when upset	2 1 0	2 1 0	2 1 0	2 1 0
<b>Be Responsible</b> Ask for breaks Self-monitor with DPR	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

Adapted from Grant Middle School STAR CLUB

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Laura Taylor, School Social Worker

<Video will be placed here>

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### Taking existing groups to PBIS Tier 2

- ▶ Always have had "divorce group", "girls group", "anger management", "student advisement" etc.
- ▶ PBIS Groups have replaced these groups...not enough time/staff to have both
- ▶ Works great for Externalizing/Organizational Skills...Struggle is with Internalizing
- ▶ Still getting referrals, referrals, referrals for "classic counseling groups"
- ▶ Place students in group by how they are experiencing the problem (Internalizes/Externalizes)
- ▶ Not all students in Internalizing group are in CICO, due to being direct referrals from parents...but we are heading this way

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### How Students Enter Group

- **Decision Rules to Enter Group:**
  - ▶ 2 or more failing grades at Midterm/Quarter End
  - ▶ 3 or more Office Discipline Reports (ODR's)
  - ▶ Universal Screening Score (BASC-2-BESS)
  - ▶ Not meeting goal of 80% on Daily Progress Report
  - ▶ Parent/Teacher Referral
- **Decision Rules to Exit Group:**
  - ▶ 80% on Daily Progress Report
  - ▶ No failing grades
  - ▶ Decrease in Office Discipline Reports
- **We do not give up...we LAYER another intervention...**
  - \*Organizational Skills Group
  - \*Externalizing Skills Group (Problem Solving Group)
  - \*Internalizing Skills Group (Social Skills Group)

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## SAIG Setup at MCMS

- Open groups – enter and exit as data indicates
- Groups are run by SSW
  - Externalizing group is run by SSW and SRO
  - Groups meet same day/same time/specific color coded sheet for Check In and Check Out
    - Organizational Skills – Monday – Green
    - Externalizing Skills – Friday – Orange
    - Internalizing Skills – Wednesday - Yellow

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## Daily Progress Report

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Organizational Group**  
The ACES Deal – Check In Check Out

Key	Be Accountable	Be Considerate	Be Encouraged	Be Successful	Be Safe
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
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2-1-0	2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0	2-1-0

Daily Goal 64/100      Daily Score: \_\_\_\_\_ /100

Parent Signature: \_\_\_\_\_

Teachers, if you need to do so, circle a number in each column. A key is provided to help with your decision.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Problem Solving Group**  
The ACES Deal – Check In Check Out

Key	Be Accountable	Be Considerate	Be Encouraged	Be Successful
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
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2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0

Daily Goal 64/100      Daily Score: \_\_\_\_\_ /100

Parent Signature: \_\_\_\_\_

Teachers, if you need to do so, circle a number in each column. A key is provided to help with your decision.

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## Daily Progress Report Cont.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Social Skills Group**  
The ACES Deal – Check In Check Out

Key	Be Accountable	Be Considerate	Be Encouraged	Be Successful
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0
2-1-0	2-1-0	2-1-0	2-1-0	2-1-0

Daily Goal 64/100      Daily Score: \_\_\_\_\_ /100

Parent Signature: \_\_\_\_\_

Teachers, if you need to do so, circle a number in each column. A key is provided to help with your decision.

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### Layering SAIG on CICO

- Students in Group have a color coded CICO daily progress report
- Each group session teaches the student the skills on the CICO daily progress report
- Teachers then are empowered in the moment to help acknowledge, re-teach, and give positive encouragement to students for either using the skill or when they should have used the skills

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### SAIG Process

- Review Group Expectations (Tied to Universal Expectations)
- Review (quickly) SWIS weekly printout of CICO data and ODR data...aids in communication with parents
- Organizational Skills Group- review grades each week (included in packet is an easy tool we use to record grades)

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### Walker Social Skills Curriculum

- ✓ Explain expectations and why we need to use the skill (Organizational Group - Work until teacher says to stop)
- ✓ Model examples, positive and negative example...we do not assume they know
- ✓ At least two examples (based on real life examples)
- ✓ Student practice (individual cue cards of situations)

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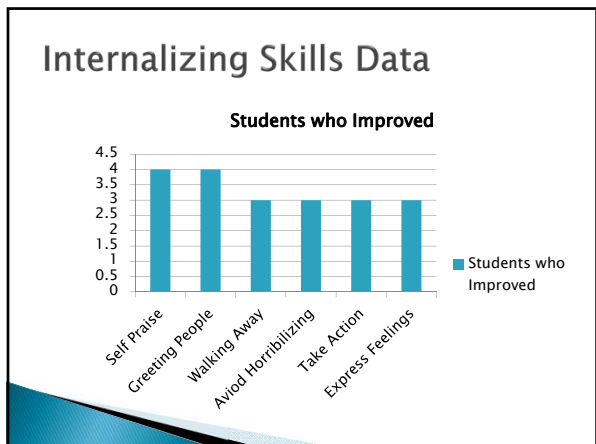
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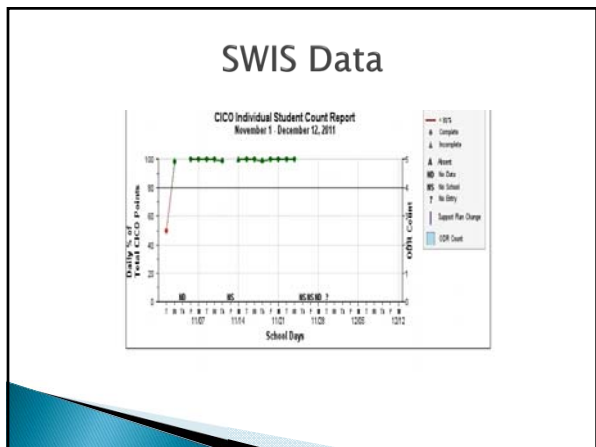
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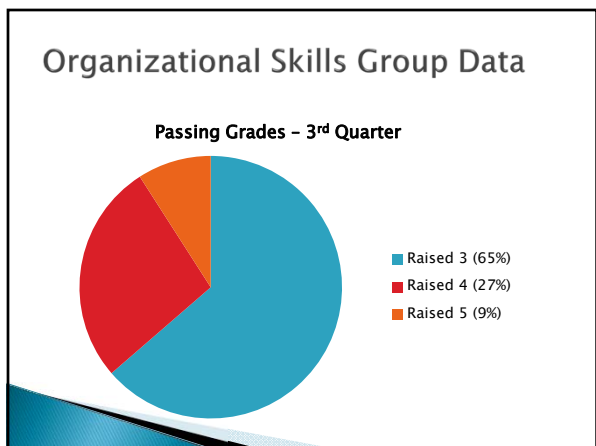
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Greg Hart, School Resource Officer

### Implementing Restorative Justice Practices in SAIG Groups



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#### Restorative Justice in Schools

“Our teachers today need immediate and effective tools to address risky and out-of-control behaviors so they can build stronger school communities and get back to the vital job of teaching. What they don’t need is another complex “flavor-of-the-month program” to implement, a high cost curriculum or license to purchase and annually renew, nor do they need a week-long seminar to attend.”



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#### Restorative Justice Implementation

- Key Players – LE, State’s Attorney, Probation, Courts, Mental Health, Schools, DHS
- Community beginning – SHOCAP 2005
- Juvenile Justice Council/S.H.O.C.A.P.



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## Setting Up Externalizing Group




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## Balanced and Restorative Justice (BARJ)

- ▶ What happened?
- ▶ What were you thinking at time?
- ▶ What have you thought about since?
- ▶ Who was harmed/effected?
- ▶ What can be done to repair harm?
- ▶ What is your action plan?




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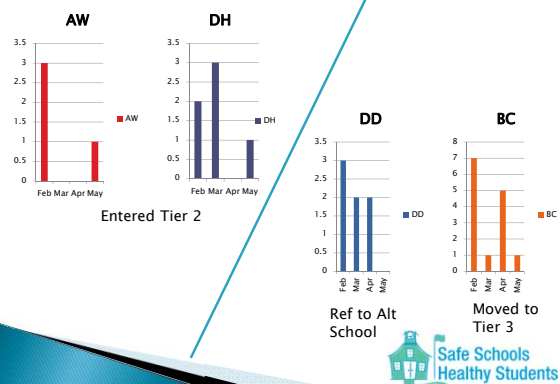
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## ODR Data




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## Questions?

- ▶ Points of contact:
  - Kelley Biggs, [kelley.biggs@pbisillinois.org](mailto:kelley.biggs@pbisillinois.org)
  - Laura Taylor, [lewnov22@hotmail.com](mailto:lewnov22@hotmail.com)
  - Greg Hart, [ghart@wabash348.com](mailto:ghart@wabash348.com)



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## Before you leave the session...

- ▶ Take a moment to reflect on the session
- ▶ Record your thoughts in the back of your program booklet
- ▶ These notes will assist you in completing the online evaluation after the conference
- ▶ Your comments are valued and assist in developing future conference sessions

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