Presentation Overview

- Purpose/Goal
- An Ounce of Prevention....
- The SAT Process
- Process Considerations
- Questions
Purpose/Goal

- To reflect on instructional practices, building-wide factors, student characteristics that are impacting student outcomes (SSDS)
- To address student academic/behavioral concerns
- To engage in meaningful problem solving in order to prevent inappropriate special education placement
- To ensure appropriate identification of students with a disability
An Ounce of Prevention……Is a lot of work up front!

- District Action Plan to Raise Student Achievement
- Positive Relationships
- Classroom Routines & Procedures
- Resources
  - Conscious Classrooms, Rick Smith (PD 360)
  - First Days of School, Harry Wong
  - Prevention Phrases, Brian Mendler
The SAT Process

- Pre-SAT Activities (Referring Teacher/Team)
  - Parent contact/interview
  - Educational History/Records Review
  - In-class Peer Comparison
  - Consultation with Team/Colleagues
  - Teacher/Student Conference
The SAT Process (cont’d)

- Initial SAT Meeting
  - Background Information (previous schools or developmental history)
  - Medical History
  - Baseline Data (how do you know this is a problem?)
  - Cumulative Folder
  - Record of Attendance/Tardies
The SAT Process (cont’d)

- Initial SAT Meeting (cont’d)
  - Specific Problem Identification
    - Not just the “what” but the “why”
    - Prioritize and target specific skills/needs
    - Differentiate academic and behavior problems
  - Appropriate Intervention Development
    - Consistent Intervention across service providers & environments
    - Empirically supported interventions
    - Parent Involvement/Home-based activities
    - Community-based activities
The SAT Process (cont’d)

- Initial SAT Meeting
  - Accommodations
    - Lower level assignment
    - Fewer homework assignments (can’t do—don’t send)
    - Extended time for tests
  - Interventions
    - Before after school instruction from teacher
    - Social skills instruction & practice
    - Additional (targeted) instruction in particular area
The SAT Process (cont’d)

- Progress Monitoring
  - Most commonly overlooked area
  - Specify the who, when, what, & why
  - Document intervention & response
  - Not a list of bad behavior
  - What if it is not working? (Don’t give up, try something else)
## The SAT Process (cont’d)
Progress Monitoring

<table>
<thead>
<tr>
<th>Specific Problem</th>
<th>Current Level</th>
<th>Individualized Intervention (Instructional Strategies)</th>
<th>Progress Monitoring &amp; Dates</th>
<th>What (Describe)</th>
<th>Who</th>
<th>How Long &amp; How Often</th>
<th>Wk 1</th>
<th>Wk 2</th>
<th>Wk 3</th>
<th>Wk 4</th>
<th>Wk 5</th>
<th>Wk 6</th>
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</thead>
<tbody>
<tr>
<td>(Target Skill)</td>
<td>(Baseline)</td>
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<tr>
<td>Work Completion</td>
<td>Math class 0/5 per wk</td>
<td>Help after school</td>
<td>Teacher</td>
<td>2 times a week/ 30 minutes</td>
<td>1/5</td>
<td>3/5</td>
<td>3/5</td>
<td>3/5</td>
<td>2/5</td>
<td>3/5</td>
<td>3/5</td>
<td>3/5</td>
</tr>
<tr>
<td>Skipping 3rd hour</td>
<td>Attends 1 of 5 days per wk</td>
<td>Schedule change due to skills deficit/monitor progress</td>
<td>Counselor / Teacher</td>
<td>One time change/daily check-in by teacher 5 minutes</td>
<td>3/5</td>
<td>2/5</td>
<td>3/5</td>
<td>4/5</td>
<td>3/5</td>
<td>5/5</td>
<td></td>
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<tr>
<td>Noncompliance</td>
<td>5 referrals per week</td>
<td>Check-in/Check-out with designated staff member</td>
<td>Designated Staff/ Student</td>
<td>AM &amp; PM for 5 minutes each</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
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</tr>
<tr>
<td>Verbal Aggression</td>
<td>8 referrals per wk</td>
<td>2X10—individual positive interaction with an adult in the building</td>
<td>Teacher</td>
<td>2 minutes for 10 days in a row</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Failing Tests in particular class (prioritize)</td>
<td>30% test average</td>
<td>Review material daily with designated person</td>
<td>Person</td>
<td>15 minutes daily during class</td>
<td>40</td>
<td>45</td>
<td>50</td>
<td>65</td>
<td>70</td>
<td>70</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Who</th>
<th>How Long &amp; How Often</th>
<th>Wk 1</th>
<th>Wk 2</th>
<th>Wk 3</th>
<th>Wk 4</th>
<th>Wk 5</th>
<th>Wk 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>2 times a week/ 30 minutes</td>
<td>1/5</td>
<td>1/5</td>
<td>3/5</td>
<td>3/5</td>
<td>2/5</td>
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<tr>
<td>Counselor / Teacher</td>
<td>One time change/daily check-in by teacher 5 minutes</td>
<td>3/5</td>
<td>2/5</td>
<td>3/5</td>
<td>4/5</td>
<td>3/5</td>
<td>5/5</td>
</tr>
<tr>
<td>Person</td>
<td>15 minutes daily during class</td>
<td>40</td>
<td>45</td>
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<tr>
<td>(Target Skill)</td>
<td>(Baseline)</td>
<td>What (Describe)</td>
<td>How Often</td>
<td></td>
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<tr>
<td>Attendance</td>
<td>Attends 1 of 5 days per wk</td>
<td>Agency Involvement &amp; Reinforcement Plan (i.e., free lunch, sport participation)</td>
<td>Agency/ Counselor</td>
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<tr>
<td></td>
<td></td>
<td>Weekly contact w/ agency/Weekly reinforcement</td>
<td>1/5 3/5 2/5 4/5 4/5 5/5</td>
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<tr>
<td>Attendance</td>
<td>Attends 1 of 5 days per wk</td>
<td>Daily interaction with adult and student given responsibility for something</td>
<td>Adult/ Student</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Daily contact for 10 minutes or duration of activity</td>
<td>3/5 4/5 5/5 5/5 5/5 4/5</td>
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</tr>
<tr>
<td>Tardy to class</td>
<td>On time 3 of 8 per day</td>
<td>Check-in/Check-out with designated staff member</td>
<td>Designated Staff/ Student</td>
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<tr>
<td></td>
<td></td>
<td>AM &amp; PM for 5 minutes each</td>
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<tr>
<td>Explosive Student</td>
<td>3 per wk/45 minutes</td>
<td>Social and coping skills instruction with designated person</td>
<td>Person/ Student</td>
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<tr>
<td></td>
<td></td>
<td>30 minutes weekly</td>
<td>2/30 min 3/30 min 2/15 min 2/15 min 2/5 min 1/2 min</td>
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</tbody>
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The SAT Process (cont’d)

Progress Monitoring (cont’d)
The SAT Process (cont’d)
Follow-up meetings

Student Made Progress:
- Continue Interventions
- Modify if necessary
- Continue to Monitor
- No Evaluation at this time

Student Did Not Make Progress:
- Were there appropriate & correctly implemented interventions?
- Were they done consistently for at least 4-6 weeks?
- Was the student present & engaged?
- If no then modify/implement plan; If yes then refer for evaluation.
Meeting Facilitation

Refer to Handout “Facilitating SAT Meetings”

 Beginning
    Introductions, Ground Rules, Purpose

 Middle
    Review reason for SAT, Provide clear communication

 End
    Summarize, follow-through

 Script/Guide
    Addresses common issues that emerge
Process Considerations
(TBD by your teams)

- Who is responsible for scheduling SATs?
  - Teacher and/or SAT Coordinator

- Who facilitates the meeting?
  - SAT Coordinator

- Who notifies/invites the parent?
  - Teacher or Team Representative

- How long before a follow-up meeting can be scheduled?
  - Typically allow 4-6 weeks for intervention

- What interventions are available?
  - SAT Tool kit, Building Level Programs (i.e., Ripple Effects), interventioncentral.org, Community Counselor/Family Support Services, and others as recommended by your school psychologist or other special education staff members.
Next Steps

As a team

- Generate a list of the most common academic and behavior challenges
- Identify evidence based intervention strategies
- Develop procedures or gather materials for identified intervention strategies (“ready made” list)
- Make strategies available to teams
- Review list regularly and identify additional strategies as needed
Intervention Strategies

- Check-in/Check-out
- Self-monitoring strategies
- Home School Note (interventioncentral.org)
- 2x10 Positive Connections
Questions???

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