

SAT Process

Train The Trainer

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SAT Portfolio, open in Firefox or Explorer

ESU 7

8-6-2013

Today...

- Overview
 - Purpose
 - Process
 - Tool Kit
- Practice
 - Example
- Plan

Purpose??

- Regular education responsibility
- Strengths based
- Documented interventions
- Progress monitoring
- Communication with team members
- **SUPPORT STUDENTS FOR SUCCESS**

What is going on?

- What is working
- What is NOT working

Teams

- Problem-solving teams are required by law
- Administrative support is critical
- Parent involvement is necessary
- Current SAT structure in many schools may need modification

Overall Team Purpose

- Plan and evaluate individualize interventions
- Monitor student progress
- Adjust interventions based on student performance data
- Repeat as necessary

Team Member's Roles and Functions

- People with expertise in:
 - Data collection, monitoring and analysis
 - Problem solving process
 - Scientifically based interventions
 - Meeting logistics
 - The Student!

Possible SAT Members

- General Educators
- Student (if appropriate)
- Parents
- Administrator
- Other Specialists (i.e., social workers, counselors, reading specialist, etc.)
- Others by invitation:
 - Special Educators
 - School Psychologist

Definition of Roles

- SAT Coordinator: Accepting referrals, disseminating referral information to team members, assigning case manager and assisting as needed, maintaining official records of the SAT, setting meeting date and time, facilitating the meeting, setting follow-up date, complete SAT Survey
 - Request for SAT (given to referring teacher)
 - Checklist
 - Agenda
 - SAT/Intervention Meeting
 - Follow-Up Invitation
 - SAT Follow-Up
 - Observation
 - SAT Referral to SPED Consideration

Definition of Roles, cont...

- SAT Case manager: (if different from Coordinator)
Check with referral teacher, observations, follow-up phone calls with parents, assist with intervention, check on intervention integrity. If no Case Manager, the Coordinator assumes these responsibilities

Definition of Roles, cont...

- SAT members: Attend/participate meeting, share interventions ideas, represent the team within the school and community, support team decisions and recommendations

Definition of Roles, cont...

- Referral Teacher: Bring documentation, pinpoint target areas with team members, follow through with intervention suggestion.
 - Pre-referral Teacher Documentation
 - SAT Meeting Initial Invite
 - Parent Input Form
 - Request for SAT Form

Definition of Roles

- Parent: Provide suggestions of interventions and follow through with suggested interventions.
- Student: Offer insight into what motivates them, share areas of concern, and provide possible adaptations that would help them in the classroom

SAT - Where, when, how long?

- Where
 - Quiet, PRIVATE space
 - Identify location: _____
- When
 - Pick a day and time: _____
 - Stay Consistent
 - Meet even if no students will be discussed
- How long
 - 15 minutes per student
 - 2 students per 30 minute meeting
 - Efficiently utilize time
 - Agenda with timed items

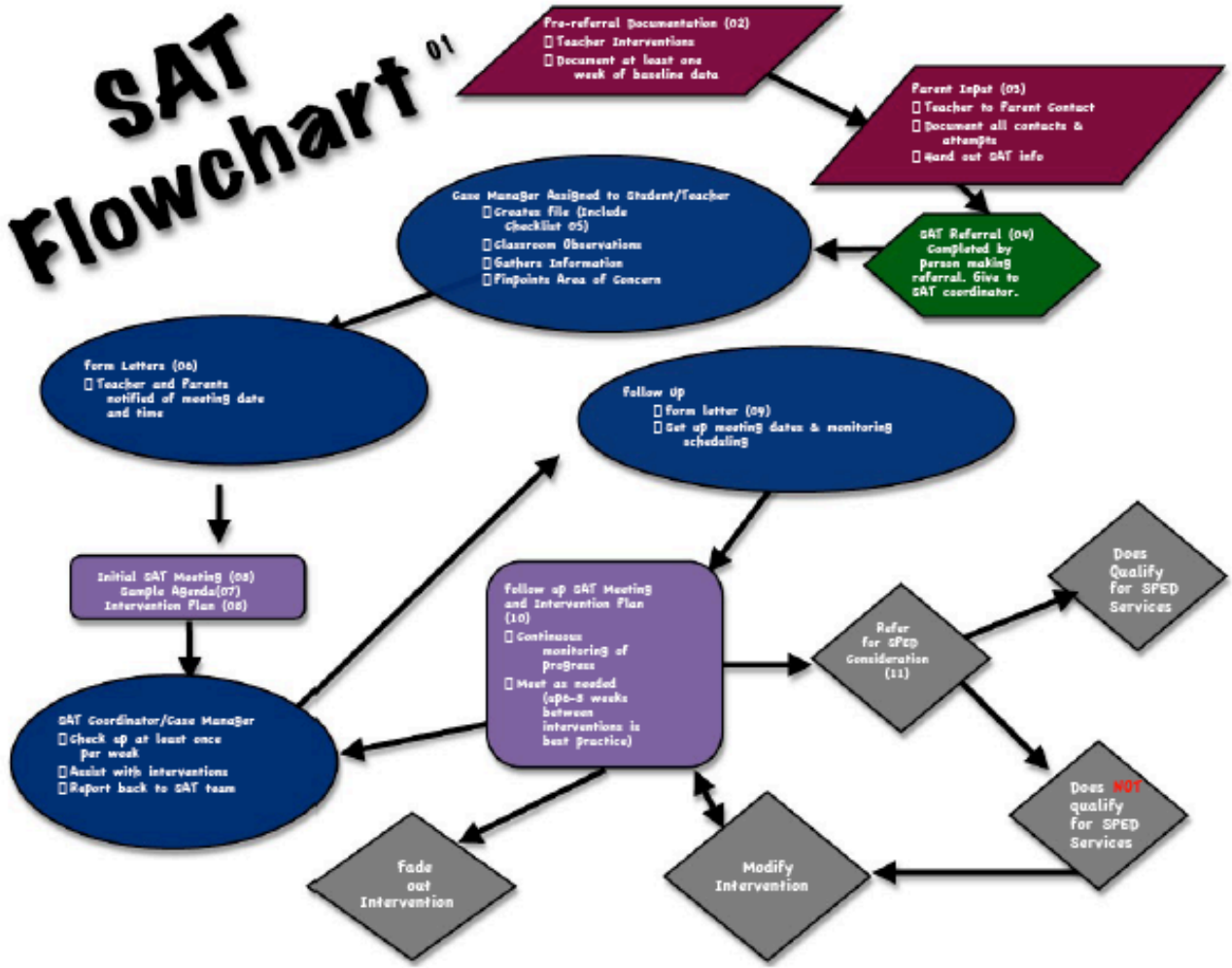
When to have a SAT?

- Sooner the better!!
- First sign of struggling
- Parent referral to evaluate
- Pattern of 'non-completions'
- Upon student/parent request for help

When to have a SAT?

- Pattern of behavior issues/referrals to office
- Attendance
- **WHENEVER TEACHER NEEDS HELP MEETING NEEDS OF ANY STUDENT**

Process... SAT Flowchart 01

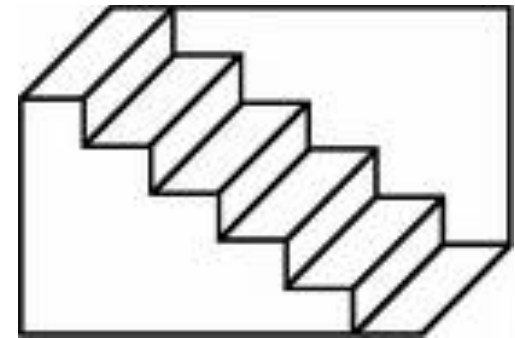


Points to Emphasize

- This is a process – the steps cannot all be done in one meeting
- Best practice to do this process in teams
- Data-based decision making is critical component
- Form helps guide the process

Steps in the Problem-Solving Process

- Problem Identification
 - Define problem
- Problem Analysis
 - Possible Reasons for the problem
 - Data Collection - Baseline
- Goal Setting
- Plan Implementation
 - Intervention (empirically-based)
 - Data Collection: Graph/Chart
- Plan Evaluation



Pre-SAT Prep

- Referring teacher collects data regarding concern and give to SAT Coordinator
 - Interventions, journaling, dates, scores, parent contacts, attendance, other red flags, **ANY INFORMATION REGARDING STUDENT STRUGGLES**
- Referring teacher gives parent the information form to fill out for SAT, with date to return to SAT Coordinator
 - ***Should NOT be first contact with parent***

Pre-SAT Prep



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Pre-Referral Teacher Documentation

Teacher: _____

Student: _____

School Dist/Attn. Cntr: _____

Target Issue(s)

Date	Intervention	Outcome of intervention (Data collected from benchmarks, progress monitoring, Classroom assignments, observations, etc.):

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Pre-SAT Prep



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PARENTS INPUT FORM

Student's Name: _____ Age: _____ Grade: _____
Date of Birth: _____ Parent/Guardian: _____
Date(s) teacher talked to Parent/Guardian regarding this concern: _____

This information will provide valuable input & another viewpoint in creating a successful learning environment for your child.

Academics:

Strengths: _____

Areas of Concern: _____

Speech/Language:

Strengths: _____

Areas of Concern: _____

Behavior/Attention:

Strengths: _____

Areas of Concern: _____

Social Skills:

Strengths: _____

Areas of Concern: _____

Pre-SAT cont.

- Referring teacher fills out SAT Referral form and gives to Coordinator
- Coordinator assigns a SAT Case Manager if different from Coordinator
- Coordinator/Case Manager distributes info to team to read and study prior to initial SAT meeting
- Coordinator begins researching interventions

SAT Referral...

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Request For Student Assistance Form

The Student Assistance Team (SAT) is a general education problem-solving team intended to utilize documented intervention strategies to assist the school in the provision of general education. (Rule 51 006.01C)

Student: _____ Age: _____ Gender: _____

Date of Birth: _____ Grade: _____ Teacher: _____

Parent/Guardian/Caseworker: _____

Address: _____ City, State & Zip: _____

Home Phone: _____ Work Phone: _____

Translator Needed? Yes No

Person Requesting Assistance: _____ Relationship to Student: _____

The Parent/Guardian must be informed that assistance is being requested.

Date(s) of notification: _____

Method: Telephone Letter Parent/Teacher Conference

The reason for referral has been observed:

- Since Birth During the past 3-6 months
 Other: _____ Since entering an educational setting
 The student just moved from another district & problems were immediately apparent

Background/Health Information (As Applicable)

Is there a language other than English spoken in the home?

Yes No Please Specify: _____

Is the student Migrant?

Yes No Date of Entry: _____

Is the student in English as a Second Language (ESL)?

Yes No Date of Entry: _____

Has the student received ESL services in the past?

Yes No Date of Service: _____

Refer to Language Proficiency score below:

- Date: _____
- Scores: Oral _____ Reading _____ Writing _____

Does the student's records indicate school changes

Yes No Explain: _____

Has the student's vision been screened?

Yes No

Distance Vision: R _____ / _____ L _____ / _____ Date of Screening: _____

Near Vision: R _____ / _____ L _____ / _____ Date of Screening: _____

Pre-SAT cont.

- Referring teacher continues to gather information
 - **Pinpoint area of concern**
- Coordinator/Case Manager/Referring teacher notifies Team including parent of date and time of meeting

Pre-SAT Prep



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Parent/Guardian SAT Meeting Initial Invite

Dear Parent/Guardian:

_____’s classroom teacher has contacted you regarding difficulties your child has had in the area(s) of _____. The Student Assistance Team (SAT) meeting for your child is scheduled to occur on _____. The purpose of SAT is to develop an intervention(s) that will promote your child’s success in school. Please complete the enclosed Parent Input form and return it by the date listed at the end of the form.

Please be prepared to discuss the following during the meeting:

- * Strengths and concerns you have noted in your child
- * Suggestions on what works for your child

A SAT team case manager will contact you prior to the meeting to answer any questions you might have and to encourage participation. The classroom teacher, members of the SAT, and others directly involved in your child’s education will be present at the meeting. Specialists with knowledge of interventions, such as school psychologists and speech language pathologists may also be present at this meeting.

Screening procedures such as observations, interviews, and progress monitoring, may be conducted by SAT members, (i.e., school psychologists, speech language pathologists, guidance counselors, and classroom teachers) in preparation for the meeting and throughout the SAT process.

Parents are partners in education, and your input is vital to your child’s success.

Sincerely,

SAT Coordinator

Contact Information:

Phone: _____

Email: _____

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Problem Identification

- Definition of problem
 - Select ONE problem to address in referral
 - Describe problem

Problem Identification

- Characteristics of well-defined problem
 - Concrete: two different observers would agree
 - Observable: can see or hear it
 - Specific: describes one behavior
 - Measurable: can be counted

Problem Identification

- Dimensions of problem (i.e., what about the concern is problematic?)
 - Frequency: problem happens too much or too little
 - Duration: problem happens too long or too short of a period of time
 - Accuracy: it is incorrect

Problem Analysis: Data Collection

- Select a measurement strategy
 - How will you measure the problem?
 - Who will measure the problem?
 - What will you need to measure the problem?
 - Where will you measure the problem?
- ****Use the same data collection procedure when collecting baseline data and when progress monitoring.***

Examples of Progress Monitoring

- DIBELS
- MAPS
- Grades
- Attendance
- Fluency Charts
- Behavior Cards
- L-J
- Etc...

SAMPLE AGENDA

SAT Meeting
Miley Cyrus
7:45-8:00

7:45-7:48: Strengths/talents

7:48-7:50: Concerns/frustration

7:50-7:58: Interventions and plan

7:58-8:00: Review plan/responsibilities

SET A TIMER!! ☺

Ex. Agenda



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AGENDA for SAT MEETING

**Should occur within 10 to 15 minutes*

I. WELCOME

- Introductions
- Explanation of meeting

II. Announce Time Limit

- Assign Time Keeper

III. Discuss Student's Strengths and Talents

IV. Summarize Referral Form

- Ask if any other issues of Importance
- Select Target Area of Concern

V. Review Student Data

- Any data the teacher brought regarding the student

VI. Goals

VII. Design the Plan

VIII. How to Progress Monitor

IX. Assign Responsible Parties

X. Assign Case manager

XI. Summarize Meeting

XII. Set Follow-Up Meeting

Goal Setting

- **Child:** the learner
- **Criterion:** standards for evaluation, acceptable level of behavior, measures the effectiveness of the intervention strategies, and sets the standard for evaluation (accuracy, frequency, duration, latency)
- **Conditions:** time frame, situation/setting, stimuli to elicit behavior, date by which goal is to be achieved and measurement material
- **Problem:** description of the task to be performed

Example: Goal

- By January 5, 2014, Miley will read 29 letter names correctly from a Kindergarten AIMSweb Letter Naming Fluency probe.
- Her rate of improvement will be 1.75 letter names correct per week.

Interventions.



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SAT/Intervention Meeting

Student: _____ Referral Source: _____
 Age/Grade: _____ Date of Meeting: _____
 Assigned Case Manager: _____ Date of Follow-Up Meeting: _____
 Parents: _____ Parents Attended? Yes No
 Those in Attendance: _____

Target Area 1: _____

READING/COMPREHENSION (Indicate which Target Area is addressed)

"Please choose only one intervention per target area"

Goal:

	Whole Group	Small Group	1:1	MD	DIV	Number of Weeks	Person Responsible	Type of Documentation
ARRIVAL PHONES								
Direct Instruction								
Reciprocal Teaching								
Repeated Listening								
Reciprocal Teaching								
Typing								
Listen/Highlight/Review								
Partner Reading								
Chunk Strategy								
Class Storying/ Self-Questioning as reads								
ARRIVAL later than PHONES								
Sound to Work (a spoke to)								
Chunk Responding								
Story Map								
Use of Visual Aids/Pictures								
Multi-Step Text Review								
Whisper Phones								
Fluency Builders								
Vocabulary (Story Cards Sent)								
Vocabulary Builders								
Graphic Organizers (Main Idea, Elements of Literature)								
Breaking Texts Down into Smaller Parts								
Other								

- SAT Coordinator
 - Check for intervention fidelity
 - Assist if necessary/model
 - Invitation to Follow-up
- Follow-up
 - Intervention progress
 - New plan OR continue OR fade out

Plan Implementation

- The selected intervention....
 - Must address the behavior or concern
 - Must match the student's educational environment
 - Must be collaboratively developed
 - Must be implemented with fidelity

Plan Implementation

- Intervention must contain the following:
 - Instructional procedures/teaching strategy
 - Materials
 - Arrangements
 - Time
 - Motivational strategies
 - Treatment Fidelity plan

Plan Implementation

- Best Practice: Interventions also should have the following qualities/criteria
 - Delivered or supervised by skilled, certified personnel
 - Those delivering the intervention must be adequately trained on the intervention
 - Changes are made based on sufficient amount of time and data (e.g., two 7-week periods with weekly data collection and a minimum of 28 intervention sessions)

Plan Implementation

- Treatment Fidelity
 - Was the intervention implemented as planned?
 - Document any modification in intervention
 - Modifications should only be made based on data

Follow Up..



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Parent/Guardian SAT Meeting Follow-Up Invite

Dear Parent/Guardian:

A Follow-Up Student Assistance Team (SAT) meeting has been scheduled for _____ on _____ at _____. The meeting will be held in _____.

Please be prepared to discuss strengths and concerns you have about your child, and any other suggestions regarding what works with your child at the SAT meeting. The purpose of the SAT is to develop an intervention(s) that will promote your child's success in school.

A SAT team case manager will contact you prior to the meeting to answer any questions you might have and encourage participation. Your Child's case manager is _____ and can be reached at _____. The classroom teacher, members of the SAT, and others directly involved in your child's education will be present at the meeting. Specialists with knowledge of interventions, such as School Psychologists and Speech and Language Pathologists may also be present at the meeting.

Screening procedures such as observations, interviews, and progress monitoring, may be conducted by SAT members (i.e., Classroom Teachers, School Psychologists, Speech Language Pathologists, and Guidance Counselors) in preparation for the meeting and throughout the SAT process.

Parents are partners in education, and your input is vital to your child's success.

Sincerely,

SAT Coordinator

Contact Information:

Phone: _____

Email: _____

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Follow Up..

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SAT Follow Up

Student: _____ Referral Source: _____
Age: _____ Date of Meeting: _____
Assigned Case Manager: _____ Date of next Follow Up Meeting: _____
Parents: _____ Parents Attended Yes No

Those In Attendance: _____

Present Level of Performance:
This student currently: _____

Was the Intervention plan carried out as written: Yes No
If no, please explain... _____

According to your progress monitoring data and documentation, is the Intervention Plan working?
 Yes
Summarize progress and continue with the Intervention Plan and DO NOT revise the plan. _____
 No

Reasons Target Area(s) have not changed.
What CHILD CHARACTERISTICS might be related to the target area? _____
What CURRICULUM Issues might be related to the target area? _____
What PEER Issues might be related to the target area? _____
What CLASSROOM ENVIRONMENT Issues might be related to the target area? _____
What HOME/COMMUNITY Issues might be related to the target area? _____
What TEACHER Issues might be related to the target area? _____

HYPOTHESIS:
We think this target area is continuing to be a concern because: _____

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Follow-up

- Regularly review data – base the timeline on your plan
- Review goal
 - Raise goal
 - Student is meeting goal, still needs SAT support
 - Change goal/intervention
 - Student is NOT meeting goal or progressing
- Keep the child aware of his/her progress

After Follow-up

- SAT Coordinator
 - Check for intervention fidelity
 - Assist if necessary/model
 - Invitation to Follow-up
- Follow-up
 - Intervention progress
 - New plan OR continue OR fade out
- Continue as necessary

After Last Follow-up

- Refer for Special Education consideration
- Fade out
 - When would you fade out?

Sped Consideration.



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SAT Referral to Special Education Consideration

Student: _____ Referral Source: _____
Age: _____ Date of Meeting: _____
Assigned Case Manager: _____ Date of next Follow Up Meeting: _____
Parents: _____ Parents Attended Yes No

Those in Attendance: _____

Areas of Evaluations (check those apply): Psych Speech/Language OT PT
 Vision Audiological Evaluation Other: _____

**If vision evaluation referral, please indicate date of last vision examination by Optometrist/Ophthalmologist AND ATTACH REPORT. Date: _____

Summarize options the district considered before recommending testing: _____

Summarize why these reasons were rejected: _____

School District Administrator Notified of Referral Yes No

Person Contacted and Date:
Name: _____ Date: _____ Phone Number: _____

Date this referral sent to Special Education Case Manager (as identified below)
 Psych (Resource Teacher) Speech/Language (SLP) OT/PT/Other (Resource Teacher)

(Please Check One) Continue Discontinue the Intervention(s) until MDT Determination is made.

**This referral for Special Education Consideration is based on SAT documentation provided.

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After Sped Consideration...

- Case Manager
 - Survey
- <http://bit.ly/12KNYIP>
 - Number of referrals to sped should decrease as the SAT process improves
 - Percentage of sped verifications should be high as the SAT process should refer only those who need sped.

Questions?



Materials for your Tool Kit

Practice

Split into 4 groups

Read the directions in the envelopes

Discussion from Practice

- Questions/Answers

Ticket out...Plan for your district meetings today

- Do you have Roles identified?
- When is your first SAT meeting?
- Who will be there?
- What is your agenda?
- Which, if any, students will be discussed?
- Familiarize team with forms
- Go through tool kit
 - Needs/wants/haves

Reminders:

- Sign up
 - Names/email for list serve
- Sign up for a room to begin at 1:00

- Date for Round Table
 - March 19, 2014
 - 9:00-11:00