

# Trauma-Informed, Resilience-Oriented Social, Academic, Instructional Groups (SAIG) Review Activity

Social, Academic, Instructional Groups (SAIG) are an evidence-based activity for teaching and supporting students who need more intensive instruction than is available at the universal level. These intensive instructions can occur for skill building in the areas of pro-social skills such as beginning and maintaining friendships and other social skills, problem-solving skills including anger management, conflict resolution, and self-management, and academic behavior skills such as organization and study skills.<sup>1</sup> To ensure that your SAIG is meeting the needs of students impacted by trauma and/or dealing with ongoing toxic stress, it is important to evaluate and alter the processes and procedures used in the SAIG using the trauma-informed, resilience-oriented schools principles.

## Tools needed for this activity include:

- » Your school's framework, processes and practices used in SAIG groups. Some resources for this and other Tier II supports include: the [Midwest PBIS Network](#), [Milwaukee Public Schools SAIG Curriculum](#), and the [Center on PBIS](#).
- » The Trauma-informed, Resilience-oriented Schools Review Tool.
- » Descriptions of each of the trauma-informed, resilience-oriented schools principles.

## Instructions:

1. Identify the separate processes and procedures involved in setting up and implementing a SAIG. These processes include but are not limited to:

- » Choosing the students for the group
- » Choosing the curriculum
- » Choosing the time, setting, and staff person for the group
- » Process for setting up the group agreements
- » Expectations for the group such as attendance and tardiness, and responses to behaviors that do not meet expectations
- » Common responses to lack of engagement or disruptive behavior
- » Opening and closure practices in the group

2. Use the Trauma-Informed, Resilience-Oriented Schools Review Tool to ask questions based on the principles for each of the processes and procedures identified by the group.

3. Determine what processes and procedures should be kept, changed, stopped, or started to better align the SAIG processes and procedures with the Trauma-Informed, Resilience-Oriented Schools Principles.



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<sup>1</sup> Midwest PBIS Network. Continuum of Interventions Beyond CICO. Accessed July 9, 2021. <http://www.midwestpbis.org/materials/tier-2-team-training/tier-ii-Day3>