

Tier 2/3 Guiding Questions: Social Academic Instructional Groups (SAIG)

HOW WILL THE SAIG BE IMPLEMENTED IN OUR BUILDING?	WHO, WHAT, WHERE, POSSIBILITIES	NEXT STEPS	DATE
Who is the SAIG Coordinator?			
Who are the SAIG facilitators?			
List the groups in your building: (pro-social skills, problem solving, academic/behavior, academic skills/content area...)			
Where will each group be located?			
How often will each group meet?			
For how many minutes each session?			
For how many weeks?			
Who will lead the group when the group facilitator is absent? Name at least 2 people.			
How will a student know where to go if the SAIG facilitator is not present and a substitute is leading the group?			
REVIEW YOUR DAILY PROGRESS REPORT (DPR)	WHO, WHAT, WHERE, POSSIBILITIES	NEXT STEPS	DATE
How do you determine student's daily goal?			
What do students do with their DPR card each day?			

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How are the DPR cards collected and recorded?			
How will students practice new skills learned?			
How will the team know if the student is generalizing these skills to other settings?			
If the student is not meeting their SAIG DPR goal what does the team do?			
DEVELOP A REINFORCEMENT SYSTEM FOR STUDENTS	WHO, WHAT, WHERE, POSSIBILITIES	NEXT STEPS	DATE
Has the team developed a schedule for positive reinforcement for students participating in SAIG groups? (daily, weekly, met goal for 3 weeks...)			
What reinforcers will students receive for meeting their goal? (praise, lottery ticket, "gotchas" etc.)			
DEVELOP A REFERRAL SYSTEM	WHO, WHAT, WHERE, POSSIBILITIES	NEXT STEPS	DATE
What data do you use to place a student in an SAIG? (How do you determine the skill deficits?)			
How do you choose which SAIG curriculum is appropriate for that student?			
How do parents learn about the SAIG their child is referred to?			
How do teachers find out about SAIGs and their role in providing feedback to the student and the facilitator?			

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<p>How do student's find out about an SAIG and what are they told about it?</p>			
<p>PLAN FOR FADING STUDENTS OFF THE INTERVENTION</p>	<p>WHO, WHAT, WHERE, POSSIBILITIES</p>	<p>NEXT STEPS</p>	<p>DATE</p>
<p>When an SAIG is finished (all sessions have been taught) how do you determine what happens next with each participant? (graduate SAIG start CI-CO, graduate to Tier 1, need another SAIG, need a BSP ...)</p>			
<p>How will graduation from program be celebrated?</p>			
<p>DEVELOP STAFF TRAINING</p>	<p>WHO, WHAT, WHERE, POSSIBILITIES</p>	<p>NEXT STEPS</p>	<p>DATE</p>
<p>Who will train staff on SAIG?</p>			
<p>Who will provide teachers with coaching if the SAIG is not implemented as planned?</p>			
<p>Who will provide yearly boosters about the purpose and key features of SAIG?</p>			
<p>Does staff training include structured prompts for what to do in relevant situations?</p>			
<p>Have staff been trained in the practice of corrective and positive feedback?</p>			