

HOW CAN TEACHERS PREPARE FOR THE INTERVENTION ASSISTANCE TEAM?

- Bring and verbally share important classroom data such as current grades, reading and other academic functional information (e.g. AIP), work samples demonstrating the problem, anecdotal records, etc.
- Complete and present a case review form and appropriate checklists to provide information about the student
- Assist in planning and implementing interventions in the classroom before the meeting to improve timelines

HOW CAN PARENTS PREPARE FOR THE INTERVENTION ASSISTANCE TEAM?

- Share important information about the child's functioning outside of the school setting
- Provide information about any environmental or health problems which might affect learning
- Indicate the child's reactions to school and their learning/behavioral problems and share information as to how they are addressed at home
- Assist with interventions in the home setting.

If you have any additional questions about the Intervention Assistance Team, please contact your child's school counselor, referral coordinator, or your school psychologist. You may contact the school psychologist by calling your child's school or the Psychological Services department at (863) 534-0961 or 534-0962.



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INTERVENTION ASSISTANCE TEAM



A Guide To The Intervention Assistance Team Process

WHAT IS THE INTERVENTION ASSISTANCE TEAM (IAT)?

- The Intervention Assistance Team is a multi-disciplinary school level team often consisting of parents, a classroom teacher, a special education teacher, a school psychologist, a guidance counselor, a reading coach or other specialist, a speech and language clinician, and/or administrator, etc.
- The Intervention Assistance Team provides support for teachers and parents when students are not successful in the classroom.
- The Intervention Assistance Team exists in each school and serves as the primary problem solving and screening team for all types of referrals.

WHAT ARE THE GOALS OF THE INTERVENTION ASSISTANCE TEAM?

- Prevention of academic and behavioral problems
- Identification of academic and behavioral problems
- Intervention when problems occur
- Collaboration and consultation with parents and teachers to generate ideas and develop a plan of action to assist the student.
- Training with parents and staff

WHO CAN INITIATE A REFERRAL TO THE INTERVENTION ASSISTANCE TEAM?

Parents, teachers, community agencies, and/or administrators may initiate a referral. Referrals are made to the school's referral coordinator, who will gather background information to determine what additional steps should be taken.

ARE STUDENTS REFERRED FOR IAT ALWAYS REFERRED FOR A PSYCHOLOGICAL EVALUATION TO DETERMINE ELIGIBILITY FOR ESE?

No. Although this may be a possible outcome, the team looks at the most appropriate types of services based upon the needs of the student. Often, these services do not require a psychological evaluation. Examples of other services include interventions in the regular classroom setting, English as a Second Language, Alternative Education Programs, outside/in-school counseling, tutoring, etc.

WHAT CAN I EXPECT DURING AN INTERVENTION ASSISTANCE TEAM MEETING?

The team meets at the school at various times, depending upon scheduling. Before working with your child, permission for in-school screening will be obtained. At the meeting, professionals will provide an overview of relevant background information, identify the problem, use a problem-solving model to find possible solutions, develop appropriate interventions, and formulate an action plan. At a second meeting, the interventions will be evaluated after follow up. If the intervention has not been successful, further planning and implementation of other strategies will take place.

WHY IS THERE SOMETIMES A "WAIT" FOR THE IAT TO MEET?

Very often there are several children in a school who have academic and/or behavioral problems. These students may be at different stages of the referral process. In order to provide a comprehensive picture of the child and provide interventions that match the

problem, records must be reviewed, sensory, intellectual, and/or academic screenings may be conducted, teacher conferences may be scheduled, classroom observations may be conducted, checklists may be completed, etc. These activities take time to complete. In addition, the team can only meet at certain times during the week because of the classroom teacher's instructional schedule. However, it should be emphasized that during this time, interventions in the classroom should be taking place. For students having academic problems in reading or mathematics, an Academic Improvement Plan should be in progress.

HOW ARE INTERVENTIONS AND ACTION PLANS DEVELOPED?

A problem-solving model is utilized to specify exactly what the problem is and how to best solve it. The steps in problem-solving include clarifying the problem, finding out what is expected of the child, identifying possible reasons the problem is occurring, selecting appropriate interventions to address the problem, and following up to see if the interventions actually solved the problem.

WHAT WILL HAPPEN IF MY CHILD IS REFERRED FOR A PSYCHOLOGICAL EVALUATION FOR POSSIBLE ESE CONSIDERATION?

The IAT coordinates the required paperwork should the need for a psychological referral be determined. Florida and Federal rules specify several requirements, which must be met. These requirements are built into the IAT process, although additional information may be needed. You will be asked to sign a permission form for a psychological evaluation before a referral occurs.