

Intervention Assistance

What is an Intervention Assistance Team (IAT)? The IAT is a school based problem solving team whose purpose is to assist teachers in generating intervention strategies for classroom implementation which deal with the learning, emotional and behavioral needs of students. The purpose is to look for ways to support students and teachers in the regular classroom and not necessarily to identify a disability. The interventions may begin immediately. The team is seen as a place to problem solve and generate ideas for student success in the regular education setting. The IAT utilizes principles of Multi-Tiered Systems of Support (MTSS) and Positive Behavior Intervention Supports (PBIS).

Goals of IAT

- To intervene early before academic and behavioral issues interfere with learning.
- To raise the level of understanding among all staff about individual student needs and their effects on learning and teaching.
- To support teachers to meet the needs of each student in accessing grade level curriculum.
- To monitor the effectiveness of interventions provided through the IAT process.
- To provide a systematic vehicle for school staff to refer students experiencing substantial behavioral or academic difficulties.

Who is a member of the Intervention Assistance Team and what should I expect at a meeting? The team could include, but not be limited to, parents, teacher or teachers, principal, school psychologist, intervention specialist, and school counselor.

The first step in the IAT process is to define the problem in measurable terms. If a teacher has referred a student to the IAT team, the prerequisite is for them to send the child's name with baseline data already collected on the child. Once the problem has been defined, then possible interventions are brainstormed. Once the intervention(s) has been chosen then it is written in measurable terms so the effectiveness of an intervention can be monitored. The intervention is put into place and the data are collected. The information in the meeting and intervention plan will be documented and shared with team members.

In general, the team will go through the following steps:

Measurable Problem Identification (find the skill deficit area in measurable terms):

Identify the area of concern in very specific terms and provide data that indicates where the student is currently performing (baseline data).

Goal(s) Identification: State in clear terms the measurable goal(s) (SMART goals) that the student will achieve as a result of the intervention(s).

Problem Analysis: The team will try to determine why the problem is occurring ([root cause analysis](#)). Knowing this helps direct the team to the types of interventions that will be most effective.

Intervention Strategies Determination: Team members will identify possible interventions to try with the student. A description of the evidence based intervention.

Selection of Intervention(s): The team will decide on the intervention(s) and clarify how to implement them, how data will be collected (how to measure the intervention), and how to monitor the student's progress. The intensity of the intervention- how often, and for how many minutes. Educational data can take a variety of forms (e.g., graphs, anecdotal notes, discipline information, test scores).

A follow-up meeting is usually scheduled for 4-6 weeks later. The follow-up is a time of sharing data, discussing if another intervention should be put into place, or if the same intervention should be continued. If the student meets with success, special education testing may not be needed at this time. The team can continue the intervention(s) and change the criteria if needed.

What are the results?

The success of the student is the result of the team's collaboration to find ways to meet the student's needs. The process is time intensive and relies heavily on the commitment to the process. The positive outcomes for the students, their families and teachers are definitely worth the effort.

After specific interventions have been tried, the IAT should monitor the student's response to these interventions to understand the level of support the student needs. The student's response to intervention must be reviewed before referring for evaluation. Students suspected of a developmental delay, health condition, vision impairments, hearing impairments or an intellectual disability are most likely not good candidates for the IAT process. These students can be referred for special education evaluation without first attempting IAT.