

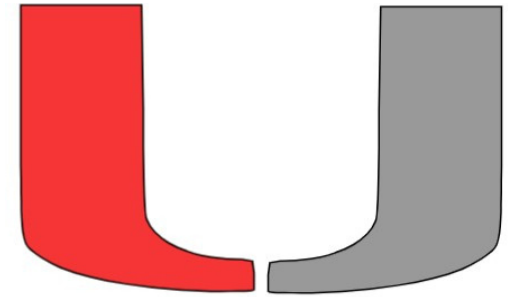
The goal is to catch struggling students early in order to provide grade level instruction in a way that meets the needs of each individual.

The IAT team

- Classroom Teachers
- Parent(s)/Guardian(s)
- School Counselor
- School Psychologist
- Building Administrator
- Other relevant educational personnel

IAT Process

- Identify area of concern, assess and measure concern using appropriate data intake.
- Distinguish most important goals.
- Develop interventions to be tried for a 2-4 week period at a time.
- Continue to have follow-up meetings until goals are met with satisfactory interventions and/or a referral for further testing is made.



Intervention Assistance Team Grades K-8

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WHAT IS IAT?

Our IAT process incorporates and provides assessment, interventions, and varying educational and behavioral support to all students at differing levels of intensity based on their individual needs. The goal of North Fork Local Schools is to consciously be able to recognize and identify potential areas of need early on so that appropriate collaboration can occur to ensure success for each student.

Role of a Parent

- Ask what the focus goals are based on data received from school personnel
- Ask what interventions are being used for academic and/or behavioral concerns
- Ask teachers what tools they are using for progress monitoring
- Use the same interventions as appropriate at home
- Praise your child for any improvement in the area of concern.
- Ask teachers to communicate updates as needed
- Ask questions whenever something is unclear

WHAT DOES IAT LOOK LIKE?

Tier 1

Supports **ALL** students. Importance is placed on the delivery of standard-based instruction that is differentiated to meet the needs of each student.

Tier 2

Supports students who are not meeting the academic or behavioral expectations that are expected. Based on detailed information and data, a team of teachers, parents, and other school personnel will begin to create and implement a plan of interventions.

Tier 3

Supports students who continue to demonstrate a lack of growth or progress academically and/or behaviorally. A team will continue to meet to intensify intervention plans to a highly individualized level. If progress continues to be insufficient, then the team may recommend the student for continued evaluation.

Tier 1 Areas of Concern:

- Doesn't complete work
- Complains that schoolwork is too hard
- Assignments are missing
- Makes poor choices
- Disruptive in class



Possible Responses and Interventions:

- Teachers re-teach skills that were missed
- Student is provided more in class or after school time to practice skills
- Teachers re-teach expectations
- Communication plan regarding behavior

Tier 2 Areas of Concern:

- Content and grade-level material is not being mastered
- Needs a large amount of extra help
- Struggles more than others
- Trouble getting along with peers
- Socializing with peers does not come naturally



Possible Responses and Interventions:

- Small group practice
- Teachers differentiate the work load
- Support staff is utilized
- Provide incentives for behavior at school and at home
- Student is provided breaks when needed

Tier 3 Areas of Concern:

- Does not understand what the teacher expects
- Struggles very hard to understand grade-level content
- Gets more frustrated with school every day
- Frequent behavior disrupts the learning of other students



Possible Responses and Interventions:

- Monitor progress daily
- Practice academic skills on a much more differentiated and rigorous basis
- Possible continued evaluations
- Develop an individualized behavior plan