



PURPOSE OF THE TAT

- Help teachers plan and implement interventions for students who are not successful in the classroom.
- Designed to provide struggling students various options and interventions within the general classroom before referral to special educational services.
- IDEA introduced a “response to intervention” (RTI) model, which requires general education to provide scientifically research based interventions and the assessment of student progress using objective data.



TAT PROCESS

- **Teacher requests assistance from the TAT Coordinator to address concerns regarding a student.**
- **The TAT Coordinator then determines which action is most appropriate to begin.**
 - Examples of actions: Student assistance program (TAT), counseling, home base therapy, case management (CCS), social service intervention, etc...

SPECIFIC DOCUMENTED REQUIREMENTS TO BE ACCOMPLISHED BY THE TAT/SAFE TEAM

- **All areas of difficulty have been addressed and interventions have been implemented for each of them. Use the TAT forms for the documentation of response to scientifically based interventions (RTI)**
 - Other agencies have been considered or contacted
 - Pre- and Post assessments have been completed.
 - Other requirements as specified by the team.
 - Classroom observations has been completed.
 - Child's cumulative file and history have been reviewed.
 - Parent contact (phone, email)

TAT FLOW CHART

Teacher completes TAT Referral, intervention form and schedules a TAT meeting with the TAT Coordinator. Also, if the student is ESL an AQS (Acculturation Quick Screen) forms need to be filled out.

TAT meeting is held and target skills are identified. An intervention is planned for up to two target skills and implementation of plan begins. Data is collected for at least 4 weeks before the TAT team reconvenes.

Another TAT meeting is scheduled 4 weeks after implementing the intervention. Team completes the top portion of the TAT intervention plan review form. Team decides to continue with intervention strategies or modify the plan.

TAT FLOW CHART CONTINUED...

-After 8 weeks of interventions follow the chart.

Team decides to continue with initial interventions and sets a review date after at least 4 weeks additional implantation plan

OR

Team determines that the intervention needs to be modified. A review meeting is scheduled for at least 4 weeks after the implementation of a modified plan.

TAT team reconvenes to complete the second half of the TAT/Student intervention plan review form. Team determines if current intervention should continue, another intervention should be initiated, or if a referral to the case study team is necessary.

STRATEGIES

- **Strategies are not research based and are not used for pre and post assessment data collection.**
- **They may be used as support information and guide for the selection of an appropriate intervention but a TAT must have intervention:**
- **Examples**
 - Student centered strategies: counseling, organizational help, reading to an adult, modified assignments, extended time for assignment completion or peer tutoring.
 - Teacher implemented strategies: parent meetings or phone calls, journal between home and school, preferential seating or classroom observation.
 - Other strategies: Hearing or vision screenings, staff administered tests, referral to outside agency.

SCIENTIFICALLY BASED INTERVENTIONS

- **Interventions must be scientifically research based and must be a direct intervention with the child.**
- **Examples of interventions are:**
 - Increased minutes of instruction in reading, math, or language.
 - Formal behavior plan with documented pre and post intervention behavior data.
 - Intervention programs that are research based can be located at the What Works Clearing House (<http://ies.ed.gov/ncee/wwc/>).
 - Specialized instruction using the teaching methods related to Title I, English as a Second Language, SIOP Instructional methods.
 - Additional minutes using technology programs such as Moby Max, Waterford and other approved online programs.