

TAT/ At-Risk Meetings

Here are some basic ideas to consider to increase the effectiveness of your TAT (Teacher-assistant-team or At-Risk meetings)

1. Hold the TAT or At-Risk meeting weekly if possible---never less than twice a month.
2. Have essential participants in attendance; School Administrator, Psychologist, Social Worker, SpEd Director, District PBIS Coach, School Nurse, Attendance Person, Teacher Representative per grade level, etc.
3. Students are referred through an official process.
4. Teacher of referred student attends the TAT/At-Risk meeting at an assigned time so they can give input, take away ideas immediately, etc.
5. Assigned tasks for members of TAT/At-Risk Team which include the following:
 - **Minute taker:** (keeps members focused, begins and ends the meetings on time, take minutes of meeting)
 - **Data Person:** (Enters information at meetings and adds to documentation system. Data collection includes; Student Name, Grade, Teacher, If they have an IEP and services they receive, behavior concerns, academic concerns, team suggestions and who is assigned to follow through on each one, attendance, whether they are on a tracker or BIP, who is on Check-in/Check-out or Check and Connect, what has been done for TIER 1, TIER 2, TIER 3, pertinent information such as if student is working with WMH or homeless etc.)
 - **Accountability person** (reviews specific team members' assignments before the end of each meeting and asks for updates on their assignments at the beginning of next meeting.)
 - **Facilitator** (Person who takes charge of and creates an agenda)
6. Schedule students who were discussed at TAT/At-Risk for the upcoming meetings and continue including them until behavior/academic performance increases. Adjust their plans at each meeting until desired outcome is achieved.

pbisworld.org has examples of effective teams, meetings, etc.

Restorative Practice Information

Restorative Questions

TO RESPOND TO CHALLENGING BEHAVIOR:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

TO HELP THOSE HARMED BY OTHERS' ACTIONS:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

DISCIPLINE is helping a child solve a problem.

PUNISHMENT is making a child suffer for having a problem.

To raise problem solvers, focus on solutions not retribution.

~ L.R. Knost

**TEACHER-ASSISTANT-TEAM (TAT)/At-Risk
& RESTORATIVE PRACTICE**